

Pupil Premium Strategy Statement 2021-22



This statement details the academy's proposed use of the Pupil Premium Grant (and recovery premium) for the 2021 to 2022 academic year to help improve the attainment of our identified and eligible disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of the Pupil Premium Grant had within our academy and in relation to those eligible students.

School overview

Detail	Data
School name	Plume Academy
Number of pupils in school	1489
Proportion (%) of Pupil Premium eligible pupils	289 (19.9%)
Academic year	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement approved by	Mr Wakefield
Pupil Premium Grant Lead	Mrs Bamigbele
Trustee Lead	Mrs Whitaker

Funding overview

Detail	Amount
Pupil Premium Grant funding allocation this academic year	£275,995
Recovery Premium funding allocation this academic year	£121,120 (for 2020-21 – nothing for this year...)
Pupil Premium Grant funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£9,580,673

Part A: Pupil Premium Strategy Plan

Statement of Intent

Intent:

To use all indicating factors to capture progress and using the link between these to drive progress and outcomes for disadvantaged pupils.

Pupils:

- To improve the progress and attainment of all disadvantaged pupils whilst narrowing the gap between the disadvantaged groups and non-disadvantaged groups.
- To support and facilitate improvement in literacy and numeracy skills of our vulnerable groups.
- To close the attendance gap for disadvantaged pupils compared to non-disadvantaged pupils.
- To assign and review the application of the Pupil Premium Grant in enabling disadvantaged pupils across all year groups to access a broad, rich, diverse and balanced curriculum.

Parents and carers:

- To improve the engagement of parents and carers at academy events, particularly Parents' Consultation Evenings.
- To further support our families by further engaging with external agencies and support networks, including bespoke signposting.

Staff:

- To further support the development of high quality teaching to secure improved outcomes particularly for disadvantaged pupils across the curriculum.

Academy:

- To further raise the awareness of vulnerable groups in general across all faculty areas.
- To solicit the collaborative support of staff in drawing on the holistic progress of the child.
- To support pupils to aspire high as well as be ambitious for their future education and employment.

Implementation

1. Key stakeholders receive support to closely monitor vulnerable groups following data drops throughout the year and adjust departmental support accordingly.
2. Use of Quality of Education meetings to capture progress of vulnerable groups and identify pupils for targeted intervention.
3. Use of Renaissance Assessment tools to capture and track reading progress of vulnerable groups.
4. Use of Renaissance data to implement whole academy literacy intervention to close identified learning gaps.
5. Bi-weekly typicality walks conducted to identify best practice as well as areas for improvement.
6. To conduct regular student surveys aimed at capturing and then responding to pupil voice and changing student needs.
7. Liaise with the Attendance and Pastoral Teams to closely monitor attendance progress and identify any vulnerable pupils/concerns.
8. Carefully allocate funding to support and strengthen curriculum development. This will be achieved through the purchase of necessary high-quality resources and effective CPD targeted at enabling vulnerable learners to make progress.
9. To improve attendance and engagement at breakfast and after-school homework clubs through effective communication with key stakeholders.

Key Principles

“Our disadvantaged pupils do not lack talent or the ability to make significant contributions to our society, but they lack the opportunity to do so.”

Our aim is to ensure that we provide opportunities for our pupils to thrive and excel. Additionally, relying on evidenced, tried and embedded practice ensuring we focus on individual learning journeys. Also, providing the right resources to ensure that all our pupils can make progress, no matter their background or circumstances, skill requisite or academic ability.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Progress and achievement of our disadvantaged cohort
2	Focus on language, literacy and numeracy
3	Attendance and engagement
4	Recruitment and retention of teachers

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve the progress and attainment of all disadvantaged pupils whilst narrowing the gap between disadvantaged and non-disadvantaged groups.	Summer 2021 Increase P8 and in doing so, further reduce the gap between PP and non-PP <ul style="list-style-type: none">- Predicted P8: -0.24 (0.05 non-PP): gap -0.29- National P8: -0.45 (0.13 non-PP): gap -0.58 Achieve national average for attainment of attainment for all pupils <ul style="list-style-type: none">- Predicted A8: 34.8 (47.8 non-PP)- National A8: 36.7 (50.3 non-PP) Achieve national average English and maths scores for similar schools (<i>please see the data below</i>)
To effectively support and facilitate improvement in literacy	Percentage of Grade 5+ in English and maths will increase

<p>and numeracy skills of vulnerable group (whole academy priority) – reading is prioritised to allow students to access the full curriculum offer)</p>	<p>English</p> <ul style="list-style-type: none"> - Predicted: 29.6% (57.9% non-PP) - National: 45.2% (70.1% non-PP) <p>Maths</p> <ul style="list-style-type: none"> - Predicted: 12.7% (54.3% non-PP) - National: 36.5% (62.8% non-PP) <p>English and Maths</p> <ul style="list-style-type: none"> - Predicted: 12.7% (42.1% non-PP) - National: 24.7% (49.9% non-PP) <p>Achieve national average English and maths scores for similar schools. We will endeavour to at least match the national average.</p> <p>EBacc entry rate increases to at least the national average for non-disadvantaged students</p> <ul style="list-style-type: none"> - Predicted EBacc entry: 9.9% (27.1% non-PP) - National EBacc entry: 27.5% (44.5% non-PP)
<p>To assign and review the application of the Pupil Premium Grant in enabling disadvantaged pupils across all year groups</p>	<p>Spending spread across the identified three-tiered approach to Pupil Premium spending (teaching, targeted academic support and wider strategies) as identified and required. Invest in interventions and assistive technology that fosters independence and promotes good progress.</p>

Activity in this academic year

This details how we intend to spend our Pupil Premium Grant (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £64,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1 – Staff recruitment and retention	Recruitment and retention of key staff in core subject areas including additional TLRs	1, 2, 3 and 4

<p>To support recruitment and retention of key staff particularly in English mathematics and SEND, and to support the academy-wide priority of improving progress as well as literacy and numeracy levels.</p>	<p>Recruitment and retention of subject-specific advocates in English, mathematics and Science</p> <p>Mathematics and English intervention support groups in both faculties.</p> <p>Teachers in Mathematics and English (and the wider school) are well-qualified subject specialists.</p> <p>Focused and highly effective CPD that enables teachers to develop subject knowledge and deliver quality teaching to the full age and ability range.</p> <p>Use of INSET days and quality CPD to support the implementation of the whole school disadvantaged agenda</p> <p>Quality of teaching is improved at all levels, evidenced through work scrutiny, typicality walks and student progress</p> <p>Ongoing high staff retention, particularly in the core subject areas</p>	
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Targeted academic support (for example, tutoring, one-to-one support and structured interventions)

Budgeted cost: £119,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 2 – Literacy and Numeracy</p> <p><i>Reading is prioritised to allow pupils to access the full curriculum</i></p> <p>To improve literacy skills of vulnerable group (whole academy priority) – Reading is prioritised to</p>	<p>Pupils are able to make progress with their reading ages, achieving at or above their current reading age, and closing the gap between their actual reading and chronological age.</p> <p>Our Reading Recovery Programme supports eligible PPG pupils in Years’ 7, 8 and 9 to access learning and engagement. Recruitment of LSAs to facilitate, lead and support with the programme to further promote good progress.</p>	<p>1 and 2</p>

<p>allow students to access the full curriculum</p>	<p>Drop Everything and Read (DEAR) sessions incorporated into the weekly tutor group programme for Years' 7 and 8 to ensure regular reading opportunities for all pupils.</p> <p>Investment in assistive technology encourages independence and progress (in class and examinations)</p> <p>Specific learning resources and additional available funding providing opportunities for more high quality, targeted resources for all faculties (faculty funding initiative, for example, the use of Educake, White Rose and Hegarty Maths).</p> <p>Purchase of subject-specific revision guides provide vulnerable learners with further opportunities to improve progress and outcomes.</p> <p>Membership of NACE enables better subject knowledge and resources targeted at improving the outcomes of vulnerable learners.</p> <p>Faculty marking, quality assurance and standardisation to take place with a focus on monitoring the progress of our vulnerable learners</p> <p>Bespoke curriculum and timetable created for pupils taking part in the Flexible Learning Programme. College courses such as: hair, catering, mechanics, animal care remain available for pupils to opt for at both KS4 and KS5 transition points.</p> <p>Provision of a suitable environment and appropriate support for our pupils to complete their class/course/homework.</p>	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Priority 1 – Pastoral, attendance and academic engagement</p>	<p>SEMH Coordinator and counsellor – Support with Post-COVID reintegration and mental health support.</p> <p>Breakfast and after-school club in terms of increasing attendance at these clubs amongst disadvantaged students via effective communication with key stakeholders.</p> <p>Issues relating to attendance and learning credits – equipment, uniform, lunch credits etc. to encourage engagement with the academy.</p> <p>Effective communication to improve parental/carer engagement and support particularly in reading and homework completion.</p> <p>Attendance and EIA (Education Impacted by Attendance) Team continue to monitor poor attendance and provide early intervention for pupils for associated pupils.</p> <p>Improve parent/academy relationships through online presence and regular but efficient communication.</p>	<p>1 and 3</p>
<p>Priority 2 – Wider and additional opportunities to build cultural capital that links to the curriculum and enhances learning outcomes.</p>	<p>Effective communication to encourage engagement with extra-curricular offers, careers and leadership opportunities:</p> <ul style="list-style-type: none"> – establishment of guidelines regarding the subsidy of trips and visits applied fairly with a focus on curriculum enhancement; – subject specific equipment and resources; and – Parent Consultation Evenings. <p>Raise aspirations of disadvantaged pupils through mentoring and learning conversations.</p>	<p>1 and 3</p>

Total budgeted cost: £ 282665

Part B: Review of Outcomes from the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact our Pupil Premium Grant activity had on our eligible pupils in the 2020-21 academic year.

Due to COVID-19, performance measures have not been published for the 2019-20 and 2020-21 academic years and results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020-2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous Pupil Premium Strategy Plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcome
To improve the quality of teaching, learning, assessment and feedback for disadvantaged pupils	<ul style="list-style-type: none"> • Focus for all staff – DA learners continued to be a key focus for data review/QA throughout the TAGS process. • Recruitment – Advocates in Mathematics, English and Science Faculties supported small group interventions and provided 1:1 support as appropriate to need. • Maths and English key stage leads planned and delivered small group interventions during breakfast and afterschool clubs. • Additional and specific learning resources and funding opportunities were made available to all faculties including revision guides and resources posted home to eligible pupils.
Strengthening teacher's subject knowledge in English and maths	<ul style="list-style-type: none"> • Use of INSET days, quality of CPD and support for Faculty Leads to implement faculty QA and standardisation. • CPD opportunities offered to staff at all levels. • Coaching programme - collaborative working amongst staff. • Use of Microsoft Teams platform to positively expose teachers to opportunities to team teach and learn from shared best practice. • Hegarty Maths licence purchased, implemented and embedded. • Purchase of Educake licence to enhance English revision/home learning. Now heavily used and embedded. • Purchase of e-books to support reading – particularly beneficial during the second national lockdown. Staff and pupils heavily relied on books available online.

Aim	Outcome
To build pupils cultural capital linked to curriculum	<ul style="list-style-type: none"> • Learning credits offered to all eligible PPG students to access a broad range of quality resources and materials. • Each eligible PPG pupil was allocated credit on a termly basis dependent on attendance which was then used to purchase a range of materials and resources.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader/STAR Reading	Renaissance
Numicon	Oxford University Press
Hegarty Maths	Hegarty Maths
Seneca	Seneca Learning
Educake	Educake

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

