



Pupil Premium Strategy Statement – 2022-23

This statement details our academy's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our 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 pupil premium had within our academy.

School Overview

Detail	Data
School name	Plume Academy
Number of pupils in school	1486 (on PPG census)
Proportion (%) of pupil premium eligible pupils	315 (21.2%) – Based on Autumn 2021 Census
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr C Wakefield – Executive Principal
Pupil premium lead	Mr T Baster – Joint Head of Academy
Governor / Trustee lead	Mr P Nagle – Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,275
Recovery premium funding allocation this academic year	£91,908
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£402,183

Part A: Pupil Premium Strategy Plan

Statement of Intent

- To accelerate the post-pandemic progress and attainment of all disadvantaged pupils, and narrow the gap between disadvantaged and non-disadvantaged groups.
- To support and facilitate improvements in reading, wider literacy and numeracy skills, particularly amongst learners who are making slower progress in these key areas than their peers.
- To narrow the attendance gap for disadvantaged pupils, and bring it into line with their non-disadvantaged peers.
- To provide resources and additional funding to enable disadvantaged pupils across all year groups to access a broad and balanced curriculum, including extra-curricular, work experience, CEIAG and a variety of cultural capital opportunities.
- To ensure that PPG pupils are supported in the management of any SEMH or wellbeing issues, including those generated, or exacerbated, by the COVID-19 pandemic.
- To further support the Continuing Professional Development of our teaching and support staff to secure improved outcomes whilst providing the richest possible curriculum experience for all of our pupils, but with an ongoing focus on our disadvantaged cohort.

Challenges

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

Challenge number	Detail of challenge
1	The (ongoing) impact of the COVID-19 pandemic on the progress and attainment of some of our PPG learners
2	The attendance and engagement of some of our disadvantaged learners
3	Recruitment and retention of quality teaching and support staff
4	Ensuring that SEMH needs, including those generated or exacerbated by the COVID-19 pandemic, do not act as a barrier to academic progress of our PPG pupils

Intended outcomes

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

Intended outcome	Success criteria
To accelerate the post-pandemic progress and attainment of all disadvantaged pupils and narrow the gap between disadvantaged and non-disadvantaged groups.	The gap in attainment between disadvantaged and non-disadvantaged pupils will narrow when compared to Progress 8 outcomes in previous years, with particular reference to validated post-pandemic data.

<p>To support and facilitate improvements in reading, wider literacy and numeracy skills, particularly amongst learners who are making slower progress in these key areas than their peers.</p>	<p>Overall year group data and/or individual case studies will demonstrate that students are making appropriate progress in reading, literacy and numeracy.</p> <p>Where students are identified as requiring intervention, the outcomes of a good number of post-intervention assessments indicate that the intervention has been successful.</p>
<p>To narrow the attendance gap between disadvantaged and non-disadvantaged pupils.</p>	<p>The attendance of disadvantaged learners will improve from a post-pandemic baseline of 85%.</p>
<p>To provide resources and additional funding to enable disadvantaged pupils across all year groups to access a broad and balanced curriculum, including extra-curricular, work experience, CEIAG and other cultural capital opportunities.</p>	<p>Internal data will detail how PPG credits were spent on the individual learner, and case studies will assist in showing how expenditure was maximised.</p> <p>Disadvantaged students at KS4 and, where relevant, at KS5, will have been offered a careers appointment, and those in Years' 10 and 12 will be assisted in obtaining an appropriate work experience or work shadowing placement.</p>
<p>To ensure our PPG pupils are supported in the management of any SEMH or wellbeing issues, including those generated or exacerbated by the COVID-19 pandemic.</p>	<p>Anonymised case studies will demonstrate the positive impact the academy's pastoral teams, counsellor and referred to services have had in ensuring that the SEMH and wider wellbeing needs of our pupils continue to be met.</p>
<p>To further support the Continuing Professional Development of our teaching and support staff to secure improved outcomes and the richest possible curriculum experience for all pupils, but with an ongoing focus on our disadvantaged pupils.</p>	<p>The academy will retain a strong, high-quality and well-qualified teaching and non-teaching staffing profile. This is whilst keeping staff turnover low; something that has continued to reduce over the past six years with just a 3.1% turnover in 2021-22.</p> <p>Evidence of staff engagement in a wide variety of internal and external CPD opportunities, including evidence of participation in the various National Professional Qualifications.</p>

Activity during this Academic Year

This details as to how we intend to spend our pupil premium (and recovery premium funding) during this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £107,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff recruitment and retention</p> <p>To support recruitment and retention of key staff particularly in English and Mathematics, to support the school-wide priority of improving progress, including literacy and numeracy levels.</p>	<p>The Education Endowment Fund posits that small group tuition, homework and feedback are all highly effective strategies in addressing disadvantaged pupil under achievement.</p> <p>There is also evidence that phonics (literacy) and mastery learning (a key feature of our Mathematics curriculum) are both highly effective strategies in accelerating pupil progress.</p> <p>It is, therefore, essential that funds are invested in ensuring the academy remains well-staffed in these key areas and whilst continuing to drive and embed these positively effective initiatives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1, 2, 3 and 4</p>

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £161,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy and Numeracy Intervention.</p> <p>To improve the literacy skills of vulnerable groups within the academy (a whole school priority) – reading is prioritised to</p>	<p>As detailed above, phonics and mastery learning are identified high-impact strategies according to The Sutton Trust and Educational Endowment Fund.</p> <p>Internal evidence from previous years highlights that the availability of additional tutors is essential in meeting the needs of learners who arrive at the academy with</p>	<p>1 and 2</p>

allow students to access the full available curriculum	limited levels of, or in some cases, no spoken or written English whatsoever.	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £132,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral, attendance and academic engagement	<p>The UK government white paper 'Counsellors in Schools – A Blueprint for the Future' (2016) highlights the significant value that having a school-based counsellor can bring. Anecdotal evidence from our own establishment is that the provision of a school-based counsellor often means that students are able to access support for SEMH issues much quicker than via their GP or other approved external providers.</p> <p>There is, including via our own associated data, clear evidence to suggest that poor attendance has a negative impact on attainment. The provision of a specialist team of colleagues to monitor and encourage better attendance is, therefore, an essential tool in accelerating pupil progress.</p> <p>A non-teaching Pupil Premium Grant Coordinator also ensures that there is a regular point of contact for all of our PPG families. It also ensures that key disadvantaged strategies, such as Breakfast Club, have continuity and a regular take-up, cross-campus.</p>	1 and 3
Provision of opportunities to build cultural capital that links to the curriculum and enhances learning outcomes, including CEIAG.	<p>The research report of the social mobility commission (2021) highlights the benefits of providing high-quality careers guidance to all pupils, but note the particular benefits it affords disadvantaged pupils. However, internal evidence highlights that many of our pupils, not least our disadvantaged pupils, significantly missed out on cultural capital opportunities as a direct result of the global pandemic. Therefore, since Easter 2021 and when we were in a position to do so, it has been our moral duty to ensure that these opportunities are as readily available to our disadvantaged pupils as they are to their non-disadvantaged counterparts.</p>	1 and 3

Total budgeted cost: £ 402,183

Part B: Review of Outcomes from the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact our pupil premium activity had on pupils in the 2021-22 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 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">• Despite the ongoing challenges posed by the COVID-19 pandemic, our pupil's day-to-day curriculum experience improved considerably in the 2021-2 academic year. There were no long-term cessations of face-to-face teaching caused by national lockdowns and even when our district sat at the top of the national COVID-19 positive cases for three weeks in the Spring term, despite the associated huge challenges, we kept the academy open to all stakeholders when the vast majority of schools around us were unable to do so. This was also whilst continuing to provide a remote learning programme for those pupils who were off self-isolating. We aim to maintain this trend of improvement over the course of the academic year ahead.• Recruitment – High-quality Advocates in Mathematics, English and Science faculties were recruited to work with small group interventions and provide 1:1 support as appropriate to need. This approach enabled some of our most vulnerable learners, including those EAL learners with refugee status who arrived as mid-year admissions, to access a meaningful curriculum and leave with qualifications appropriate to their ability.• As an extension and by-product of the national tutoring programme, a significant raft of intervention and catch-up opportunities were afforded across the core subjects of English and Mathematics. This added positive value to the good standards being maintained in respect of English Language GCSE outcomes, and significantly improved outcomes in Mathematics.• There were many more improved outcomes in non-core subjects at GCSE in 2021-22.• A specific focus on reading has resulted in there being far greater forensic monitoring and quality, bespoke intervention, and this has

Aim	Outcome
	resulted in improved reading ages, particularly for students in the current Year 8 and Year 10.
Strengthening teacher's subject knowledge	<ul style="list-style-type: none"> • The use of INSET days, quality of CPD and the support for Faculty Leaders to implement department QA and standardisation. CPD opportunities offered to staff at all levels. • Coaching programme - collaborative working amongst staff. • Use of Microsoft Teams platform to expose teachers to opportunities to team teach and learn from other Colleagues best practice in the most supportive, nurturing and conducive of manners. • Hegarty Maths licence purchased and now embedded within the subject's curriculum. • Purchase of Educake licence to enhance English revision/home learning.
To build students cultural capital linked to curriculum	<ul style="list-style-type: none"> • Learning credits offered to all PPG pupils to access a whole range of supporting materials. • Each PPG pupil/family allocated credit on a termly basis dependent on attendance which can be used to purchase a range of supporting materials and resources.
To improve the attendance of disadvantaged pupils	<ul style="list-style-type: none"> • There is definitive evidence that disadvantaged attendance has improved at KS3. New strategies have been implemented from September 2022 to ensure that this improving trend continues at KS4, led by a newly expanded whole academy attendance specialist team and including an already significant increase in home visits – home visits carefully coordinated aimed at supporting and facilitating improvements with our most vulnerable families.

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
Oak Academy Lessons	Oak National Academy

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