



## Pupil Premium Strategy Statement – 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 school.

### School overview

Detail	Data
School name	Plume Academy
Number of pupils in school	1494 (on PPG census)
Proportion (%) of pupil premium eligible pupils	332 (22.2%)
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Tom Baster – Joint Head of Academy
Pupil premium lead	Mr Carlsson / Ms Wills
Governor / Trustee lead	Tim Bailey – Chair of Trustees

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,620
Recovery premium funding allocation this academic year	£86,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£430,560</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Intent

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

### Students:

- To improve the progress and attainment of all disadvantaged students (focus on High Prior attainers) and narrow the gap between the disadvantaged groups and non-disadvantaged groups
- To support and facilitate improvement in literacy and numeracy skills of vulnerable groups (whole WASP link academy objective 4– *To continue with a whole academy reading drive with a particular focus on enhancing the reading skills of those identified as being most in need*).
- To close the attendance gap for disadvantaged students, in line with non-disadvantaged – aiming for 92% or better
- To assign and review the application of the Pupil Premium grant in enabling disadvantaged pupils across all year groups to access a broad and balanced curriculum, including access to school trips/visits.

### Parents and carers:

- To improve the engagement of parents and carers at school events, particularly at PCEs
- To support our families by engaging with external agencies and support networks, including sign-posting

### Staff:

- To further support the development of teaching (HQT) to secure improved outcomes particularly for disadvantaged pupils across the curriculum (WASP objective 2.1) via the provision of high quality CPD.
- Develop the use of Go4Schools to analyse and support performance of Disadvantaged learners.

### School:

- To raise the awareness of vulnerable groups in general by highlighting the interdepartmental link
- To solicit the collaborative support of staff in drawing on holistic progress of the child
- To support students to aspire high and be ambitious for future education and employment.
- Develop systematic analysis of performance of Disadvantaged learners using Go4Schools.

### Implementation

1. Key stakeholders receive support to closely monitor vulnerable groups following data drops throughout the year and adjust faculty support accordingly.
2. Use of Quality of Education meetings to capture progress of vulnerable groups and identify students for targeted intervention.
3. Use of Renaissance Assessment tools to capture and track reading age progress of vulnerable groups. Use of Renaissance data to implement whole school literacy intervention to close the learning gap.
4. Typicality walks conducted to identify bright spots and areas for improvement. Regular student surveys conducted to capture and respond to student voice and changing student needs.
5. Liaison with the Attendance and Pastoral teams to closely monitor attendance progress and identify any vulnerable students/concerns, using the Plume Academy three-phased approach.

6. Allocation of Faculty funding to support and strengthen curriculum development. This will be achieved through the purchase of necessary resources and effective CPD targeted at enabling vulnerable learners to make progress.
7. To improve attendance and engagement at breakfast and after school homework clubs through effective communication with key stakeholders and parents.

### Key Principles

*“Our disadvantaged students 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 students to thrive and excel in life through regular review of the impact on students.

Relying on evidenced, tried and embedded practice ensuring we focus on individual learning journeys. Providing the right resources to ensure that all students can make progress, no matter their background or circumstances.

## 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 the disadvantaged cohort – Widening gap
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 students and narrow the gap between disadvantaged groups and non-disadvantaged groups.	<p><b>Summer 2024</b></p> <p><b>Increase P8, in doing so reduce gap between PP and non-PP</b></p> <ul style="list-style-type: none"> <li>- Predicted P8: -0.30 (0.0 non-PP): gap -0.30</li> <li>- National P8: -0.57 (0.17 non-PP): gap -0.74</li> </ul> <p><b>Achieve national average attainment for PPG students</b></p> <ul style="list-style-type: none"> <li>- 2023 outcome A8: 31.4 (44.6 non-PP)</li> <li>- National A8: 35.0 (50.3 non-PP)</li> </ul>

<p>To effectively support and facilitate improvement in literacy and numeracy skills of vulnerable group (whole school priority) – Reading is prioritised to allow students to access the full curriculum offer)</p>	<p>Percentage of Grade 5+ in English Language and Maths will increase and narrow the gap with the national average.</p> <p><b>English and Maths (grade 5 or above)</b></p> <ul style="list-style-type: none"> <li>- Predicted: 16.9% (51.7% non-PP)</li> <li>- National: 25.2% (52.4% non-PP)</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **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>Priority 1 – 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 and the literacy and numeracy levels.</p>	<p>Recruitment and retention of key staff in priority subjects.</p> <p>Small group focus/intervention e.g Frech and Biology Mathematics intervention support groups at GCSE.</p> <p>Recruitment of a primary-trained teacher to support/teach Secondary-not-Ready students in English and other core subjects in Yr7.</p> <p>Faculty Focus reviews to identify and action subject specific CPD to develop curriculum delivery.</p> <p>Use of INSET days and quality CPD to support the implementation of whole school disadvantaged agenda.</p> <p>Quality of Teaching is improved at all levels, evidenced through book looks, typicality walks and student progress.</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>To improve Literacy and Numeracy skills.</p> <p><i>Reading is prioritised to allow students to access the full curriculum</i></p> <p>To improve literacy skills of vulnerable group (whole school priority) – Reading is prioritised to allow students to access the full curriculum</p>	<p>Tutor time intervention with under-performing groups in Maths, Science, and French.</p> <p>Reading intervention programme supports PP students in Year 7, 8 and 9 to access learning and engagement. Recruitment of reading intervention specialist to facilitate, lead and support in the programme to further progress.</p> <p>Students are able to make progress in their reading ages.</p> <p>Reading and Numeracy SEND intervention includes a significant proportion of PP students.</p> <p>Purchase of subject-specific revision guides and resources provide vulnerable learners with further opportunities to improve progress and outcomes.</p> <p>Purchase of SENECA Premium to support independent study in year 10 and 11.</p> <p>All Yr11 PPG learners invited to revision skills evenings with experienced senior staff.</p> <p>Weekly Yr10 PP intervention group supporting study skills and engagement.</p> <p>Faculty marking, quality assurance and standardisation to take place with a focus on monitoring the progress vulnerable learners.</p> <p>Purchase of Go4Schools to monitor progress and effectiveness of intervention of PPG learners.</p> <p>Use of MyTutor to provide online subject specific tutoring to eligible key stage 5 PP learners.</p>	<p>1 and 2</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £132,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 – Pastoral, attendance and academic engagement</p>	<p>SEMH Coordinator and counsellor – Support with mental health.</p> <p>Recruitment of a new PPG coordinator.</p> <p>Breakfast and after school club – promote attendance at Breakfast and after school clubs amongst disadvantaged students through effective communication with key stakeholders.</p> <p>Provision of a suitable environment and appropriate support for students to complete school homework every Tuesday at MRC and Thursdays at FRC.</p> <p>The use of learning credits for equipment, uniform, lunch credits etc to facilitate engagement with the school.</p> <p>Development and expansion of the reflection room.</p> <p>Effective communication to improve parental engagement through phone calls, emails, and text-messages to and support reading, homework completion, and engagement in progress reports and parent/carer's evenings.</p> <p>Attendance and EIA (Education Impacted by Attendance) Team monitor poor attendance and provide early intervention for students supported by Aquinas.</p> <p>Laptop provision for home use to support completion of homework and independent study.</p> <p>Bespoke curriculum and timetable created for students taking part in the Princess Trust and alternative provision arrangements.</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"> <li>– Clear guidelines regarding the use of learning credits to access trips and visits with a focus on curriculum enhancement.</li> <li>– System implemented to chart attendance of PP students’ attendance on trips and visits, including PE events.</li> </ul> <p>Raise aspirations of disadvantaged students through mentoring and learning conversations.</p>	<p>1 and 3</p>
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**Total budgeted cost: £ 402,183**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
To improve the quality of teaching, learning, assessment and feedback for disadvantaged students	<ul style="list-style-type: none"> <li>• Focus for all staff – DA learners continues to be the focus for progress data and end of year outcomes.</li> <li>• Head of Maths (KS3 and KS4) plan and deliver small group interventions (breakfast and afterschool clubs)</li> <li>• Additional and specific learning resources and funding opportunities available to all faculties (revision guides and resources posted home to students)</li> </ul>
Strengthening teacher's subject knowledge in English and maths	<ul style="list-style-type: none"> <li>• Use of INSET days, quality of CPD, support for heads of Faculties to implement department QA and standardisation. CPD opportunities offered to staff at all levels.</li> <li>• Hegarty Maths licence purchased, Subscription to Maths Watch purchased.</li> <li>• SENECA Premium purchased to support a range of subjects; used regularly by the English and Science faculty especially for KS4 homework and independent study/revision.</li> <li>• Books purchased to support reading.</li> </ul>
To build students cultural capital linked to curriculum	<ul style="list-style-type: none"> <li>• Learning credits offered to all PPG students to access a range of materials.</li> <li>• Each student allocated credit on a termly basis dependent on attendance which can be used to purchase a range of materials and resources</li> </ul>



## 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader/STAR Reading	Renaissance
Numicon	Oxford University Press
Hegarty Maths	Hegarty Maths
Seneca Premium	Seneca Learning
Maths Watch	Maths Watch
Go4Schools	Go4schools
Satchel One	Satchel One

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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