Pupil Premium Strategy Statement – East Leake Academy

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 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	East Leake Academy
Number of pupils in school	930 (Year 7 to 11) 1053 (Year 7 to 13)
Proportion (%) of pupil premium eligible pupils	17.2% (Year 7 to 11) 16% (Year 7 to 13)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Three years
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	B. Francis (Principal)
Pupil premium lead	T. Jackson (Vice Principal)
Governor / Trustee lead	Amanda Dziombak

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,635
Recovery premium funding allocation this academic year	£22,765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£178,400

Part A: Pupil premium strategy plan

Statement of intent

At East Leake Academy, all members of staff and the governing body are committed to improving the educational outcomes of students with identified academic, pastoral or social needs, irrespective of background, all students should experience a good quality of education, make sustained academic progress across the curriculum and move onto aspirational futures.

The focus of our pupil premium strategy is to identify learning and other needs and act upon findings to secure progress through consistent quality first teaching, pastoral care and timely interventions.

This strategy outlines the main support needs for disadvantaged students' to succeed and the activities the academy will put in place to try to provide this support so that disadvantaged students can make progress in line with their non-disadvantaged peers.

The key principles of this plan are to improve the progress and attendance of disadvantaged students by:

• Providing consistently high-quality teaching and learning experiences in all lessons for all students.

• Ensuring an appropriate curriculum that provides the greatest opportunity for students to be successful in achieving qualifications and is aspirational by creating future opportunities for all students.

• Supporting disadvantaged students to improve their literacy and numeracy, learning skills, social and emotional health and self-confidence.

• Supporting students of services families to settle into the academy positively and by monitoring their progress and wellbeing; providing appropriate support and intervention where needed.

• Encouraging disadvantaged students to be fully involved in the wider life of the academy.

• Continuing to build positive partnerships with parents and carers.

Challenges

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

Challenge number	Detail of challenge
1	The impact of periods of academy closure during the Covid 19 pandemic may more adversely affect disadvantaged students. This is evidenced by data that shows less engagement in home learning from disadvantaged students during periods of school closures.
2	Lower progress. A number of disadvantaged students make less progress than their peers across the majority of curriculum areas. Attainment outcomes are lower, compounding lower progress gains.
3	Literacy and numeracy levels. Disadvantaged students may have lower academic starting points, along with lower reading ages.
4	Lower attendance reduces learning progress due to a reduction in engagement in learning. There is a statistical correlation between the lower attendance of disadvantaged students and their lower attainment and progress.
5	School data shows that disadvantaged students have a statistically higher chance of Special Educational Needs, lower levels of literacy and/or lower confidence as learners.
6	Lower levels of parental engagement. Data has shown that parents of disadvantaged students have lower levels of engagement with the academy. This reduces the opportunities for communication between the academy and home to re-affirm the value of education and related expectations to provide support as necessary.
7	Preparedness for learning. Disadvantaged students may not possess the necessary equipment or funds to engage fully in learning and enrichment activities.
8	Disadvantaged students need a wide range of learning experiences and appropriate scaffolding in lessons to make progress in line with their peers.

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
The academic progress of disadvantaged students from KS2 to KS4 is in line with that of non-disadvantaged students.	Progress 8 data for disadvantaged students is similar to that of non-disadvantaged students (or there is a closing gap from previous examination years). The percentage of disadvantaged students achieving the 'Basics' measure of grade 9-4 in both English and maths is similar to that of non-disadvantaged students. Attainment 8 scores of disadvantaged students enables aspirational future destinations to be secured.
Reading ages of disadvantaged students is in line with their chronological age and above twelve years by the end of Key Stage 3.	Students' 'Normed Referenced Standardised Scores' (NRSS) improve every term. The number of disadvantaged students categorised as 'urgent intervention' reduces to near zero during Key Stage 3.
Numeracy of disadvantaged students is in line with their chronological age by the end of Key Stage 3.	Students requiring numeracy intervention reduces between Year 7 and 8. End of Key Stage 3 progress test measures show students making sustained progress over time in numeracy.
Disadvantaged students who have special educational needs (SEND) make progress in line with their peers.	Attainment and progress outcomes at the end of Key Stage 4 are in line with all students, relative to starting points. Teaching Assistants enhance the learning experiences of students with SEND during lessons and interventions, to secure maximum progress.
The engagement of parents and carers with academy systems and to academy events, is supportive of good educational outcomes.	Parents/carers are fully informed about all areas of academy life, including progress reporting and mechanisms for support. Any support needs, including financial, are established to remove any barriers to students' full engagement in education.
The attendance of disadvantaged students is broadly in line with that of non-disadvantaged students in the academy and compared to national data.	The average attendance percentage for Years 7 to 11 in Terms 1 to 5 is similar to that of non-disadvantaged students (or there is an improving trend when compared to previous years). The average percentage of disadvantaged students who are persistent absentees (below 90% attendance) is similar to that of their peers and reduces over time.
Post-16 destinations of disadvantaged students are appropriately challenging and aspirational.	Destinations data shows that no disadvantaged students are NEET and that all are accessing courses post 16 at an appropriate level.

Intended outcome	Success criteria
The involvement of disadvantaged students in the wider life of the academy is broadly in line with that of non-disadvantaged students.	Attendance to clubs and engagement in trips is broadly in line with that of non-disadvantaged students. Poverty-proofing ensures that families feel able to seek financial assistance to engage fully in academy life.
Pastoral programmes support students' wellbeing, ability to engage in all curriculum areas and develop as independent learners.	Student voice surveys and discussions enable feedback to be shared between students and staff to be considered by and responded to by the academy.
High-quality, evidence-informed CPD enables the most effective subject-specific strategies to be implemented in the classroom when supporting the learning of all, including disadvantaged students.	Curriculum plans across all subject areas have clearly sequenced progression maps to enable all students to make progress, based on their starting points. CPD ensures staff work collaboratively and are empowered to develop clear subject-specific strategies to support all students' learning needs within the classroom. Clear and regular baseline and subject-specific assessment enables appropriate interventions to be implemented.

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: £152,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will increase the availability of key learner information to enable staff to 'know their students', including disadvantaged students and what their respective needs are; including knowledge of reading ages, starting prior-attainment band, SEND, related gaps in knowledge, skills and strategies to enhance the learning experiences of all students. Staff will be supported in this through relevant CPD.	Daniel Sobel wrote in Narrowing the Attainment Gap (2018) "in order for schools to have success, they need a consistent and clear strategy that one individual should lead. This will ensure continuity and an unwavering focus on the group of students". Daniel Sobel in Narrowing the Attainment Gap (2018) states that "knowing the context of each student is paramount to success". This is also reinforced by Matt Pinkett and Mark Roberts in 'Boys Don't Try' (2019), they are emphatic in saying "without understanding the needs and situations of each student, the gap will not be narrowed".	1,2,8
Ensure the quality of feedback and formative assessment is regular and effective at identifying strengths and areas for development. Data and learner information is routinely used to inform planning and identify support strategies.	The EEF research has shown that effective feedback to students can add 6 months' progress over the course of a year for relatively little cost.	1,2,8
Ensure Teaching Assistants (TAs) are effectively utilised to support and enhance learner experiences in the classroom. A number of disadvantaged students at East Leake Academy also have diagnosed special educational needs, which can be supported by effective partnerships between the teacher and TA.	The EEF has evidence that deploying Teaching Assistants to support teaching can lead to an add 4 months' progress over the course of a year for a moderate cost. However, the EEF are clear that high quality teaching remains the most important lever for improving outcomes and it is important for teachers to ensure that students receiving additional support from TAs supplements teaching and does not reduce the number of high-quality interactions they have with students.	3,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Poverty Proofing - Ensure students have access to teaching resources needed to engage in learning. Disadvantaged students will be provided with course texts, revision guides and stationary to ensure they have appropriate access to learning and can prepare for assessments.	Research conducted by the Child Poverty Action Group on the effects of the Covid 19 pandemic found in June 2020 that children from disadvantaged backgrounds were twice as likely to say that they lacked all the resources they needed to support learning at home, with 40 per cent saying they were missing at least one essential resource. Supporting disadvantaged students to overcome this barrier to learning by providing resources will therefore improve their opportunities to be successful.	1,7

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

Budgeted cost: £ *11,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ English and maths Catch-Up Leaders to lead tutoring through the National Tutoring Programme (NTP). The programme will prioritise disadvantaged students for support and liaise with parents about the plans, utilising additional diagnostic testing to identify the students most in need of support. Tutoring will be provided using external tutors and existing staff.	EEF research has found that the average impact of small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective. "Small group tuition is defined as one teacher, trained teaching assistant or tutor working with a small number of pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills"	2,3
Ensure that reading interventions are in place for all students with below age-related scores at Key Stage 3. Regular testing (Star Reader) tracks progress over each academic year from Year 7 to 10.	EEF identifies that "Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Alex Quigley in 'Closing the Vocabulary Gap' stated, "closing the vocabulary gap is a crucial factor to later school success". He also highlights that "the evidence of the vocabulary gap proving a crucial factor for school success is comprehensive".	2,3
Transition work with students in Year 6 enables required support to be identified and provided in a timely manner.	Marc Rowland in Learning Without Labels (2017) expressed the need for "a clear and sustained transition. Best practice indicates that this begins in year 4 or 5 of primary school"	6
Ensure numeracy interventions are in place for students in need in Key Stage 3	The EEF Maths report in 2017 suggested "structured interventions to provide additional support for disadvantaged students" is an effective way of reducing the gap in Maths.	3

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to subsidise the employment of Behaviour Mentors in every year group to provide support and intervention for disadvantaged students when needed. Behaviour Mentors positively engage with parents with any necessary behaviour support.	Benard, B. (1995). Fostering resilience in children states that effective pastoral care can improve students' attendance and retention rates; foster an orderly atmosphere where all students can access opportunities and enhance their academic achievements as well as promoting tolerance, teaching respect for self and others, resilience, fairness and equal opportunities for all. Effective pastoral care is linked to academic engagement and performance (Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic achievement and performance.). Furthermore, the EEF research suggests that parental engagement has a positive impact on average of four months additional progress.	2,4,6
Personal Development Lesson programme continues to develop to meet the needs of students. This programme will include metacognition activities and raise awareness of contributing factors to success. Students will gain effective study skills as well as considering the wider social and emotional aspects of learning. PDL drop-down sessions supplement the pastoral programme with a focus on PSHCE and Careers. Guest speakers, workshops on personal and social issues ensures that all students experience a range of activities reflecting the eight Gatsby Benchmarks.	Research from the EEF has demonstrated that supporting students to understand metacognition and self-regulation can lead to seven additional months' progress over the course of an academic year. Such strategies help students to take greater responsibility for their learning and better understand what is required for them to succeed. In addition, social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. The EEF research suggests that such strategies can improve academic progress by 4 months over the course of a year but also provide other, non-academically measured benefits to young people.	4,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to the school counsellor if required. A 24-hour email address is manned providing family support out of school hours.	The Department for Education's *Counselling in Schools* document recognises that effective counselling is part of a whole-academy approach to mental health and wellbeing and provides evidence that that there is a much higher prevalence of mental health issues for vulnerable students and they often have multiple challenges.	1,4
Maintain the subsidy of the role of the Attendance Officer and ARNA key worker. Reports track the attendance of all students and to enable targeted support of students and parents to improve their attendance.	Research from the Welsh Assembly shows that communicating frequently with parents about attendance in ways which emphasise the responsibility and role of parents in partnership with the academy and including them in positive achievements and improvements is effective at improving attendance. This research also found that the use of targeted intervention and support in areas of specific need can be very effective in improving attendance, such as having meetings with parents to discuss strategies within the academy and at home, with a key worker to support students who are at risk of non-attendance.	4
Gatsby benchmarks and Enrichment - Ensure sufficiently aspirational careers advice and guidance is available (prioritising disadvantaged students for support). This strategy will include the setting up of a programme in Key Stage 3 that encourages high prior attaining students from disadvantaged backgrounds to consider university as a possibility for the future (utilising connections with the Peterhouse at Cambridge University and Magdalen College, Oxford. Both of which are working to increase social mobility through higher education in the area. Other providers will support students with additional support, for example Positive Futures.	Research by the EEF suggests that raising aspirations is often believed to incentivise improved attainment. This can occur by highlighting to children and young people the possibilities they can hope to achieve for themselves in the future and understanding that, to meet their aspirations about careers, university, and further education, students often require good educational outcomes. Gatsby benchmarks provide a clear indicator of student exposure to extra-curricular experiences, education and work-related encounters. The Compass+ tool enables the engagement of students in Year 7 to 13 in these activities, to be tracked.	8

Activity	Evidence that supports this approach	Challenge number(s) addressed
Poverty Proofing - Continue to reduce financial barriers to accessing extracurricular opportunities by offering a 50% discount on costs for PP students, including a voucher booklet for essential items.	The International Journal of Science and Technology Education Research has suggested that after academy extracurricular activities and trips have long been recognised for contributing many ways to the enhanced academy experience as well as to the increased social skills of students. In addition to creating an academy culture and promoting academy spirit, extracurricular activities have been found to have a relationship with students' academic performance through the development of responsibility, discovering their abilities and interest, self-discipline and leadership skills.	8
Year 6 into Year 7 Summer School for disadvantaged students helps to successfully prepare students for transition to ELA.	The EEF research has shown that, on average, evidence suggests that students who attend a summer school make approximately three additional months' progress compared to similar students who do not attend. Greater impact can be achieved when summer schools are intensive, well-resourced and involve small group teaching from experienced teachers.	1,2,6
Parental engagement is facilitated through online and face-to-face (where possible) interaction opportunities. Academic and pastoral support needs are reinforced by clear and accurate progress reporting. Participation of the parents/carers of disadvantaged students is actively encouraged and support provided where required to enable engagement.	EEF research has identified that, although difficult to achieve, the average impact of approaches that engage parents is about an additional four months progress over the course of a year. Sonia Blandford in her report 'Born to Fail' (2017) wrote "Breaking down barriers and improving parent engagement develops a positive culture and success amongst disadvantaged students".	6

Total budgeted cost: £ *179,158*

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 2020 to 2021 academic year.

Pupil Premium Outcomes 2020-21

Year 11 Attainment 2020-21 (2019-20 in brackets)		
	Students eligible for PP	**Students not eligible for PP**
% achieving five **standard** passes including English and Maths	52.9% (48% in 2020)	86% (73% in 2020)
% achieving five **strong** passes including English and Maths	29.4% (24% in 2020)	71.3% (55.8% in 2020)
% of students achieving a **standard** pass in English and Maths	58.8% (52% in 2020)	88.7% (76.4% in 2020)
% of students achieving a **strong** pass in English and Maths	32.4% (24% in 2020)	74% (58.2% in 2020)
Attainment average 8	40.98 (38.47 in 2020)	59.39 (52.70 in 2020)

Out of the thirty four students classified as 'Pupil Premium', the following progress gains were made:

- Pupils achieving a Positive Overall Progress 8 score = 16 (48.5%)
- Pupils achieving a Positive Progress 8 score in all 4 baskets = 5 (15.2%)
- Pupils achieving a Positive Progress 8 score in English = 15 (45.5%)
- Pupils achieving a Positive Progress 8 score in Maths = 15 (45.5%)
- Pupils achieving a Positive Progress 8 score in EBacc = 18 (54.5%)
- Pupils achieving a Positive Progress 8 score in Open = 7 (21.2%)

Uplifts on previous year in green, reductions in red.

Rewards and Sanctions Data 2020-21:

Out of the 16% of students who are classified as Pupil Premium, the breakdown of the issuance of positive rewards and behaviour points is:

Pupil Premium Indicator	Total Achievement Points	Percentage of Total Achievement Points	Total Behaviour Points	Percentage of Total Behaviour Points
Non PP	51650	84.4%	4852	70.5%
PP	9525	15.6%	2026	29.5%
Grand Total	61175	100%	6878	100%

The percentage of behaviour incidents involving disadvantaged students has remained proportionately higher than their percentage of the academy roll, but the data shows that achievement points issued are in line with the percentage of Pupil Premium students on roll.

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
National Tutoring Programme	Connex Education

Service pupil premium funding (optional)

Budgeted cost: £5,700

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

Measure	Details
Contribution to Staffing: £4750	Heads of Year support transition of services pupils by: • Organising buddies and mentors. • Taking a personalised approach to their transition. • Providing a point of contact for parents and checking on their academic progress and well-being. Business Manager further supports the transition by ensuring the transfer of records about prior attainment, needs, experience and topics covered is communicated to Heads of Faculty with appropriate class placement. A total of two new Services Children successfully transferred across to East Leake Academy during the 2020-21 year. Regular contact with home identified any issues regarding attitudes to self and school following lock down and home learning during Covid 19 pandemic. Heads of Year monitor Services children are monitored and communicate with staff when parents are deployed, signposting counsellor support as required.
Contribution to counselling costs and 24-hour family support email: £700	Requests to access a counsellor increased in 2020-21 due to two periods of school closure linked to the pandemic and related levels of anxiety.
Extra-curricular subsidies: £200	The school continued to reduce financial barriers to accessing extra-curricular opportunities by offering a subsidy to Services pupils. However, the number of clubs and trips that were possible were severely hampered by ongoing restrictions due to the Covid 19 pandemic and periods of school closure.