

## Pupil Premium strategy statement

This statement details our school'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 school.

### School overview

Detail	Data
School name	Pool Academy
Number of pupils in school	562
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	
Pupil premium lead	Alastair James
Governor / Trustee lead	Nevil Friggens

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,225
Recovery premium funding allocation this academic year	£51,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£233,285

# Part A: Pupil premium strategy plan

## Statement of intent

*We intend to ensure that students achieve well and in line with national averages. To do this we will work to ensure that students attend regularly, experience disruption free learning and comprehend the questions they are faced with in examinations.*

## Challenges

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

Challenge number	Detail of challenge
1	Low literacy levels
2	Attendance of disadvantaged students is below NA
3	Achievement/Progress is below national averages
4	Engagement in catch up tutoring programme
5	Gap in progress between non disadvantaged and disadvantaged students is widening

## 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
Students literacy levels improve	Reading ages for all pupils make a rate of progress greater than 0 compared to chronological age.
Attendance of disadvantaged students improves	Attendance of disadvantaged students is in line with national average for all students
Achievement/Progress improves	Progress 8 for disadvantaged students is at least 0 or in line with non disadvantaged students
Tutoring programme targets disadvantaged progress and outcomes	Tutoring programme established with results indicate a sustained improvement

## 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: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD tutor time reading	1 in 12 PP students do not have a single book at home	1
CPD training (online) in Numicon for 2 members of staff. This programme is to support students who have low level of numeracy	<p>Research says that use of Numicon</p> <ul style="list-style-type: none"> <li>97% of respondents agree or strongly agree that it helps pupils improve their use of mathematical language and vocabulary</li> <li>99% perceive that it helps children think and communicate mathematically</li> <li>98% report gains in developing fluency, reasoning and problem solving skills</li> <li>69% of respondents perceive the Numicon apparatus to be very effective at helping pupils develop their mathematical communication and use of mathematical language</li> </ul> <p><a href="https://www.numicon.co.nz/page/598558">https://www.numicon.co.nz/page/598558</a> - further article on impact</p>	3
CPD – raising staff awareness of PP	All staff need to be aware and inducted on PP strategy – Will Jermain Jan 21	

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

Budgeted cost: £107,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy plan: funding staff to support small group intervention for reading. Library books- purchase of texts for low reading age students with content suitable for chronological age	86% of year 8 students with a low accelerated reader score 76-80 are PP.  1 in 8 PP students do not own a single book – Jonathon Douglas	1
Staffing support for students who withdraw from subjects	Small group intervention including one to one support has been shown to have largest immediate impact EEF attainment gap report 2018	2, 3, 4 and 5
SPARX – funding for SPARX. Removes in class variation and allows students to access lessons remotely.	Sutton Trust 2011 highlighted the need to reduce variation between classes. And highlighted the need to be clear on the non negotiables	3 and 5
Lexonik - focussed intervention for students to improve reading ages		1

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

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – use of LA EWO to challenge low attenders and PA.	Section 2 – Supporting the attainment of disadvantaged pupils Nov 2015	2
School Counsellor – employ counsellor to support students	Since 2017 to 2020 secondary students experiencing mental health difficulties has risen from 1 in 9 to 1 in 6. <ul style="list-style-type: none"> <li>Among children of primary school age (5 to 10 year olds), 14.4% had a probable mental disorder in</li> </ul>	2,3 and 4

	<p>2020, an increase from 9.4% in 2017.</p> <ul style="list-style-type: none"> <li>• Among secondary school aged children (11 to 16 year olds), 17.6% were identified with a probable mental disorder in 2020, an increase from 12.6% in 2017.</li> <li>• Around 62.6% of children aged 5 – 16 (about 6 in 10) with a probable mental health disorder had regular support from their school or college.</li> <li>• Among secondary school aged girls (11 to 16 year olds)– 63.8% identified with a probable mental health disorder had seen or heard an argument among adults in the household.</li> <li>• Children aged 5 – 16 years with a probable mental health disorder were more than twice as likely to live in a household that had fallen behind with payments (16.3%).</li> <li>• 54.1% of secondary aged children (11 to 16 year olds) with an existing mental health disorder, were more likely to say that the coronavirus lockdown had made their life worse.</li> </ul> <p><a href="https://www.place2be.org.uk/">https://www.place2be.org.uk/</a></p>	
<p>School trips – increase and support engagement</p>	<p>Since 2020 there have been no school trips and holidays etc have not taken place. Most widely affected have been disadvantaged students. In 2017 ‘families’ published an article on the importance of trips. Only 1 in 5 students go on a residential trip while in school. 80% of teachers surveyed said they had raised funds to support students who couldn't go.</p> <p>The Sutton trust says educational visits help bright but disadvantaged students to get better A levels.</p>	<p>2 and 4</p>
<p>Alternative provisions – funding for students to access alternative provisions to support them and the school community to access education appropriate.</p>		<p>2 and 3</p>


**Total budgeted cost: £ 233,285**

## 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 2021 to 2022 academic year.

The review of the 3 year strategy 21-24 for the year 21-22

This is the first year of the PP strategy.

- *Students literacy levels improve*
- The tutor time reading programme through the use of iPads was effective for raising literacy and vocabulary. Electronic books were downloaded onto iPads. Staff and students can access them anywhere.
- Reading books for low reading ages have been bought for the library - bought through PP funding.
- Small group intensive focus reading support given to year 8 students. 1 member of staff was retained to take a small group of students to support their reading and vocabulary. Analysis of the improvement shows that all students progressed well. Results suggest this should continue.
- Data on reading improvements.

<https://docs.google.com/document/d/1D6cpRCZt0yofrSu5H9HjTq9tVDphgXv6/edit>

*Attendance of disadvantaged students improves*

	2021			2022		
Year	All	PP	Non	All	PP	Non
7	<b>93.1%</b>	89.1%	95.8%	88.3%	81.4%	91.9%
8	<b>91.6%</b>	88.6%	93.6%	86.8%	84.1%	88.7%
9	<b>88.6%</b>	83.9%	92.1%	85%	78.8%	88.2%
10	<b>88.9%</b>	84.4%	91.3%	84%	78.0%	88.3%
11	<b>80.1%</b>	74.4%	82.6%	81%	75.2%	83.8%

(Note: Attendance in year 11 was improved on the previous year)

The attendance of our students dropped. There was continued uncertainty regarding COVID 19 and absence due to COVID counted as illness and so will affect these results. The continued use of EWO as part of the strategy moving forward will be part of future plans.

#### *School Counsellor*

Due to ill health the previous counsellor could not be reemployed. Attempts were made but with the effects of the COVID pandemic increasing the cases of anxiety and mental health issues no counsellor could be employed.

#### *Achievement/Progress improves*

This was the first time in two years that exams had been taken. The students had not had an undisturbed/normal learning year since they were in year 8. The results were disappointing with all subjects showing a gap between disadvantaged students and non disadvantaged

	All	PP	Non PP
% 5+ E & M	34.6	7.7	46.6
% No 5+ E or M	51.2	79.5	38.6
% 4+ E and M	50.4	28.2	60.2
% 4+ No E or M	32.3	59	20.5

(results taken from SISRA)

Employing an intervention mentor allowed students disaffected with a subject to remove a qualification. The impact positive or negative on results is difficult to assess. This is not likely to be a strategy used again.

Numicon training has not yet taken place. A dedicated learning facilitator had not been assigned to the maths faculty and this delayed the training.

SPARX has continued to be provided. Student and staff voice shows a positive feeling towards the program. The ability for students to access in any environment allows learning to be accessed. Student resilience is shown to increase with students retrying questions repeatedly to get them correct. The variation in challenge between classes is reduced and there is a consistent style and level of challenge. Strategy to continue.

#### *School trips.*

Funding for trips allowed students to experience sights and places not seen before. The London trip was partly funded (50% of the cost) by PP for 6 year 11 PP students. The History trip to Bristol also received financial support. For curriculum enrichment week PP students were supported with the payments. The positive impact on students and the enrichment this gives means the strategy should continue.

#### *Alternative Provisions*

We continue to support students who are unable to access our institution. The qualifications that they receive are dependent on need and circumstance but affect our overall results. However, the spend this year was less than last year with fewer students accessing alternate provisions. This is a need to continue to support.

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## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	