

# Pupil premium strategy statement 2024 - 2027



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	691
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nick Ward (Principal)
Pupil premium lead	Georgia Davies (Vice Principal)
Governor / Trustee lead	Amy Carpenter (PP Link Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 219,805
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 219,805

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the barriers they face, make good progress and achieve high attainment across the curriculum, particularly in English and Maths. Our goal is for 100% of students to achieve grades 4+ in their English and Maths GCSEs.

The focus of our pupil premium strategy is to raise standards and outcomes for disadvantaged students so that all students progress successfully to post-16 education or training. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The strategies we have outlined in this statement intend to support student needs, regardless of whether students are disadvantaged or not. It is intended that our non-disadvantaged students' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

High quality teaching is at the centre of our strategy, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Our strategy is also integral to wider plans for education recovery, especially for students whose education has been worst affected by the pandemic and other societal challenges. We aim to ensure that disadvantaged students have access to extra-curricular and cultural opportunities that will help them unlock their creativity and give them further life skills. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment within our context rather than assumptions. The approaches we have adopted complement each other to help students succeed. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve
- act early to intervene at the point a need is identified
- ensure that our overall school improvement priorities are intertwined with this strategy

1. *Respond well*
2. *Attend well*
3. *Read well*
4. *Focus well*
5. *Prepare for Exams well*
6. *Learn well*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> of students eligible for Pupil Premium funding is lower than the attendance of their non-PP peers. This challenge has a negative impact on the academic achievements of those students eligible for pupil premium funding.
2	Students eligible for Pupil Premium (PP) make less <b>academic progress and achievement</b> than those who are not eligible. This is evidenced through progress 8 scores and is in line with the challenges faced by schools nationally. There is a disparity between the progress and achievement that disadvantaged students make in English and Maths at GCSE level.
3	Pupil premium students are over 3 times more likely to have an overall <b>negative behaviour</b> record on ClassCharts than their non-pupil premium eligible peers. These students spend more time in reflection and out of their timetabled lessons, due to reasons such as (not limited to) distracting others, not focussing well or responding poorly.
4	1 in 4 pupils have a <b>reading age</b> lower than 11. This includes 11% of year 11 students and 10% of year 10 students. Of these, around half are eligible for free school meals. The reading age necessary for students to fully access GCSE papers is 16, therefore reading ages lower than chronological ages are having a negative impact on outcomes.
5	Engagement with <b>home/independent learning</b> is low. Levels of engagement with online platforms are low for both students and parents. The low percentage of students and parents engaging with our online platforms is not conducive to positive impacts on academic attainment. More pupil premium students are failing to meet homework deadlines and therefore receiving homework detentions than their peers who are not eligible for pupil premium.

## 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
Achieve and sustain improved attendance for all students, particularly our disadvantaged students. This includes	<p><b>Students Attend Well</b></p> <ul style="list-style-type: none"> <li>Reduction in persistent absence of all students, especially those eligible for Pupil Premium</li> <li>Continuous improvement of attendance figures over the course of this strategy.</li> </ul>

<p>reducing persistent absenteeism.</p>	<ul style="list-style-type: none"> <li>Identifying and implementing strategies to encourage students and families to engage with learning, including reintegration plans, alternative provisions, and personalised support plans.</li> <li>Effective collaboration with Education Welfare officer</li> </ul>
<p>To ensure all disadvantaged students make good educational progress, in-line with their non-disadvantaged peers so that progress and attainment at Pool Academy is in the top 1% of schools nationally.</p>	<p><b>Students Focus, Read, Learn and Prepare Well</b></p> <ul style="list-style-type: none"> <li>In-school gap in achievement between students eligible for pupil premium and their peers to be not more than 10% in all subjects with the aspiration to achieve comparable outcomes to their peers</li> <li>All teachers achieve 100% focus 100% of the time in their lessons</li> <li>100% ownership from teachers, parents, students, leaders</li> <li>Communication with parents about student progress is effective</li> <li>Students' reading ages improve, moving closer to their chronological age, so that they can access the GCSE assessments in year 11.</li> <li>Progress and attainment of students eligible for Pupil Premium funding to be at least in-line with disadvantaged students nationally with the aspiration to achieve comparable progress and attainment to non-disadvantaged peers nationally</li> </ul>
<p>Improve students' ability to manage and regulate their emotions therefore improve behaviour and reduce the number of suspensions/exclusions. Ensure all students are supported through transitions between schools/education/learning providers.</p>	<p><b>Students Respond Well</b></p> <ul style="list-style-type: none"> <li>100% of lessons are 100% disruption and distraction free</li> <li>100% of students respond well</li> <li>All students have responsibility conversations when they are sent to reflection</li> <li>Character curriculum is delivered effectively</li> <li>Pastoral interventions are effective, including engagement with external agencies</li> <li>Disadvantaged students receive praise points in line with their peers</li> <li>Rates of suspension/exclusion reduce</li> </ul>
<p>Break barriers for students who do not have access to online learning outside of school and improve engagement with homework and revision activities.</p>	<p><b>Students Learn and Prepare Well</b></p> <ul style="list-style-type: none"> <li>100% compulsory homework completion rate in all year groups</li> <li>All students supported with devices or opportunities at school to complete homework if they do to have the facility/resources at home</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enhancement of our KS3 Maths curriculum, using Mosaic – an intuitive and impactful course.</i></p> <p><i>We will fund the purchase of the resources (students and teacher resources) and will fund time for the maths team to attend necessary training and CPD.</i></p>	<ul style="list-style-type: none"> <li>• <b>Fully supports the 5 core mastery principles set out by the NCETM:</b> An inclusive mastery approach that is intuitive to implement and supports specialists and non-specialists alike.</li> <li>• <b>Designed around Craig Barton’s Learning Episode Model:</b> A responsive, step-by-step approach that is easy to implement with minimal PD, this offers a supportive and consistent teaching and learning approach.</li> <li>• <b>Aligned to the DfE non-statutory guidance:</b> Provides a clear and coherent curriculum pathway, with careful sequencing and linking of knowledge, skills, and understanding throughout KS3.</li> </ul> <p><a href="#">Teaching mathematics at key stage 3</a></p>	2
<p><i>Deliver READ CPD to all staff to improve reading and literacy teaching in all subject areas. We will fund professional development and instructional coaching.</i></p>	<ul style="list-style-type: none"> <li>• Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></li> <li>• Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">word-gap (Oxford University Press)</a></li> </ul>	2, 4
<p><i>Enhancement of our KS3 and KS4 English Curriculum.</i></p> <ul style="list-style-type: none"> <li>- <i>We will fund booklet-based</i></li> </ul>	<p>Zhao et al (2021) Active engagement through structured resources (like booklets) promotes sustained interest and active participation</p>	2,4

<i>resources for all students to use and staff to deliver lessons from.</i>	<p>in the learning process, improving overall student outcomes in language education.</p> <p>Ohta (2022) Scaffolding through structured materials, such as booklets, helps language learners develop confidence and competence by breaking down complex skills into smaller, achievable tasks.</p>	
<i>Delivery of Corrective Reading Lessons - CPD for English teachers to deliver corrective reading lessons to KS3 learners with low reading ages</i>	<p><a href="#">Ofsted: “Now the whole school is reading”</a></p> <p>Research suggests that in schools where students had higher reading abilities and where reading strategies were effective, staff who taught reading had the expertise they needed to teach weaker readers. Schools made sure that staff who taught specific aspects of reading, or particular reading programmes, had relevant training. Those staff also supported other members of staff. They shared their expertise and delivered internal training.</p>	2,4,5

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Leads x 2 Targeted 1:1 or small group Support for students with low reading ages compared to chronological age</i>	<p><a href="#">EEF 1 to 1 tuition</a>: small group and one to one interventions can be a powerful tool for supporting these pupils when they are targeted at specific pupils using information gathered from assessments</p> <p>Small group reading intervention shown to boost pupil progress - <a href="#">EEF</a></p>	2,4,5
<i>Independent Learning Platforms for Homework and revision eg. Sparx and Carousel</i>	<p><a href="#">Sparx Maths</a></p> <p>Time spent using Sparx is positively and significantly associated with higher outcomes in maths</p> <p><a href="#">Carousel Learning</a></p> <p>A comprehensive online platform that harnesses the power of retrieval practice,</p>	2,5

	spacing, and interleaving – three of the most effective learning techniques backed by extensive scientific research. The EEF's <a href="#">Metacognition and Self-Regulated Learning</a> guidance report emphasizes the importance of helping students develop strategies for managing their own learning, which is a critical component of both homework and revision. Encouraging self-regulation helps students become more independent learners, improving academic outcomes.	
<i>Small Group tuition for year 11 students in need of additional support, delivered in support of normal lessons.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	2

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of an Education Welfare Officer to work collaboratively with the attendance officer and Attendance SLT lead.</i>	Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a> .  The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
<i>Employment of additional behaviour mentors</i>	EEF - <a href="#">Targeted behaviour interventions</a> are effective in improving both behaviour and academic outcomes. These interventions are most effective when tailored to the individual needs of the student and when mentors engage in regular feedback and follow-up.	3
<i>Delivery of the Duke of Edinburgh Award</i>	The award impacts various aspects of students' development, including leadership, confidence, teamwork, and personal growth. <a href="#">DofE Impact Reports</a>	1,3
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have	All

	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
--	---	--

**Total budgeted cost: £ 220000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*We have analysed the performance of our school's disadvantaged pupils during the previous academic year, 2024, drawing on national assessment data and our own internal summative and formative assessments.*

The 2024 GCSE data demonstrated that disadvantaged students achieved less well than their "non disadvantaged" peers. There was a 10% difference in the 5 GCSEs at 5+ including English and Maths measure, a 7 point difference in Attainment 8 and 0.5 difference in Progress 8. The 5+ GCSEs gap is narrower than the national average however the attainment 8 gap is wider than the national average gap.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged students had lower attendance to school over the last academic year. Students eligible for free school meals had an average attendance of 80% whereas those not eligible had an average attendance of 90%. 74% of the total suspensions given last year were to students eligible for Pupil Premium.

Based on all the information above, the performance of our disadvantaged pupils did not meet our expectations, and we will work with our new three year strategic plan above to improve the outcomes for disadvantaged students over the course of the plan.

Our evaluation of the approaches delivered last academic year indicates that the most effective actions we took were CPD for tutor time reading, embedding a strategy to make reading a whole school priority and involve all members of staff and subject disciplines, as well as using external support services such as the school counsellor and school nurse to support safeguarding and wellbeing concerns.

We have written a new 3 year strategy plan and made changes to how we intend to use some of our budget this academic year.