

Padgate Academy Pupil premium strategy statement

This statement details our school'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 school.

School overview

Detail	Data
School name	Padgate Academy
Number of pupils in school	531
Proportion (%) of pupil premium eligible pupils	48.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Misia Barclay
Pupil premium lead	Jessica Hawley
Governor / Trustee lead	Gail Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,125
Recovery premium funding allocation this academic year	£35035
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	£261,160

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged students at Padgate Academy is to ensure that they have the same opportunities as other students both within the school and the wider community. We want our students to understand that they have a variety of options when deciding on their futures and are provided with the skills and knowledge to attain their goals. As an academy which has nearly 50% of students classed as ‘disadvantaged’ and many more who are close to this classification, our current pupil premium strategy works towards achieving these options by creating a coherent plan for all students at the academy to improve their educational attainment as well as their confidence and self-esteem.

The key principles of our strategy plan are as follows:

- To improve students’ reading ability so that they can access the whole curriculum.*
- To ensure that students have access to extra tuition that their parents would not be able to afford otherwise.*
- To give students the best post-16 Careers Information Advice and Guidance so that they understand all their options when making choices.*
- To support students with their mental and emotional health.*

Challenges

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

Challenge number	Detail of challenge
1	Our entry levels in English and mathematics at year 7 are below others nationally.
2	Disadvantaged students often start at Padgate with lower aspirations than other students in the school.
3	Disadvantaged students often have lower literacy skills than those from less-disadvantaged backgrounds. This has been further affected by the pandemic
4	Many of our children have experienced trauma, adverse childhood experiences and other challenges from an early age which means that positive learning, including home learning habits, are not fully embedded.

5	Attendance of disadvantaged students does not match that of other students in the school
6	Parent support, expectations and engagement can be a barrier for a significant proportion of disadvantaged students
7	Disadvantaged students at Padgate often have poor self-esteem and confidence which reduces their emotional resilience and leaves them at a significant risk of falling behind academically.

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
Progress of pupil premium students to closely match rest of cohort in as many subjects as possible.	The Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally
Reading ages of disadvantaged students to show an improvement.	The actual reading age of disadvantaged students, at least, meets or exceeds their expected reading age
PP attendance to improve and become closer to non-PP cohort and others nationally	The attendance of disadvantaged students, at least, is improving towards, or matches other students nationally
PP students' behaviour incidents improves and matches or is better than non-PP students	There is no significant difference between the number of 'L3' sanctions for disadvantaged students and others within the Academy.

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: £ 20643

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a Teaching Assistant to assist with reading. (£4330)	EEF – TA interventions – moderate impact	1 & 3
Maths teachers used for targeted intervention – 10 hours per fortnight (£13838)	EEF - small group tuition has an average impact of four months' additional progress over the course of a year	1
Book Buzz- A book trust project to provide every child with a book to keep. (£675)	The Book Trust has based this intervention on a variety of research and evidence from multiple reports.	3, 6
Seneca Premium used to support home learning in all subjects and across the key stages (£1800)	Students can access work on a variety of devices which leads to a higher return of work.	4,6

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

Budgeted cost: £42,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school small group tuition in English and Maths for years 7-11 (£21000)	EEF - small group tuition has an average impact of four months' additional progress over the course of a year	1,3,4,7
1:1 tuition in maths and English for students who are having difficulties	EEF - small group tuition has an average impact of four months' additional progress over the course of a year	4,6,7

accessing curriculum (£2887)		
Lexonik Reading intervention (£1800)	27 reading months gain in 6 weeks according to findings provided by Lexonik	3,7
IDL / Dyslexia Gold (£500)	EEF – Reading comprehension strategies + 6 months impact	3,7
Investment in subject resources (£8000)	Heads of department identified specific resources that would improve students' engagement and performance both in the class and with home learning.	1,3,4,6,7
Equipment- learning environments at home (£4000)	Students who have been supplied with laptops or subject specific equipment are more likely to engage with work outside of the school day.	4,6,7
Words for All (£4275)	Based on variety of research to close the reading gap for students.	3

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

Budgeted cost: £198095.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers Connect (£1203.33)	Careers connect impact statements show a reduction in NEET figures for schools that have used this service.	2, 6,7
Elevate Education (£1619.16)	Students who received these workshops last year were overwhelmingly positive (over 98%)	2, 6, 7
Humanutopia for year 9 students (£2500)	Humanutopia's research shows that students feel more positive about the following after their sessions: hope, confidence, relationships and employability.	2, 6, 7
Futures First Mentoring (£2250)	EEF – moderate benefit – especially for students from disadvantaged backgrounds with low aspirations.	2,4, 6, 7
Future in Minds: Mental Health Support (£1500)	Students who have been referred to this service have seen a positive increase in their mental health.	4,6,7

Rowing – Oarsome Project. Supporting disadvantaged students (£2800)	Students who have taken part in this project have been more likely to engage with school and have reported an improvement in self-esteem and confidence.	2, 5, 6,7
CAS (£1000)	EEF – Arts Participation, Collaborative Learning Approaches, Physical Activity – all have an impact on students’ attainment.	2, 4 ,7
Attendance Strategy (£15623)	Students react positively to rewards for good attendance, parents who engage with the strategy are better equipped to manage their child’s attendance.	4,5
Behaviour Strategy (£160,000) Class Charts (£1500)	Use of class charts to monitor behaviour has been used successfully by various schools. Pastoral Leaders have been used successfully to lower level 2 & 3 behaviour incidents.	4,6,7
Magic Breakfast £56 per week from April 1 st (£800)	Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that Y2 pupils in schools providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months’ progress per year, compared to pupils in schools with no such breakfast provision	4, 6
Extra-curricular trips and visits (£5000)	EEF – Arts Participation, Collaborative Learning Approaches, Physical Activity – all have an impact on students’ attainment.	2,4,6,7
Uniform (£2300)	Students who need extra uniform are not disadvantaged within the school community	4,5,6,7

Total budgeted cost: £ 261200

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.

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?

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
Study Sensei / Time Management	Elevate Education
Mentoring	Futures First
Lexonik	
IDL	

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.