**Pupil premium strategy statement**

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**

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| Detail | Data |
| School name | Great Academy Ashton |
| Number of pupils in school | 1310 |
| Proportion (%) of pupil premium eligible pupils | 45% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22-2024/25 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | David Waugh - Principal |
| Pupil premium lead | Theresa James - Assistant Principal |
| Governor | Jon Worrall |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £593,055 |
| Recovery premium funding allocation this academic year | £160,908 |
| School led tutoring grant | £40,162.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £00.00 |
| **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 | £794,125.50 |

# Part A: Pupil premium strategy plan

**Statement of Intent**

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| In alignment with the Department for Education's rationale for the Pupil Premium Grant and in acknowledgment of the challenges our pupils encounter, Great Academy Ashton (GAA) is committed to assisting our disadvantaged pupils. This commitment is manifested through the execution of high-calibre, quality first teaching, focused interventions, and inclusive school-wide programs designed to enhance academic proficiency particularly in literacy, pastoral care, attendance and overall welfare strategies.  At GAA, we are dedicated to helping each pupil reach their full potential. We achieve this by offering an ambitious curriculum taught through outstanding daily classroom instruction. Our rigorous quality-assurance systems across all areas of provision are carefully used to pinpoint and overcome any obstacles to learning.  We firmly hold the conviction that our pupil premium strategy is finely tailored to cater to the specific needs of our pupils and the broader school community. This strategy has been developed on the foundation of well-informed research and best practices.  Moreover, our strategy is fortified by our unwavering dedication to four overarching whole school priorities:  1. Assessment, embedding formative assessment  2. High expectations, behaviour culture and curriculum  3. Promoting reading and disciplinary literacy  4. Intelligently designed use of effective pedagogical tools  GAA serves a highly diverse range of communities, with our catchment area encompassing a wide spectrum of deprivation levels. We cater to both some of the poorest areas in the UK, as evidenced by national data, and areas with minimal deprivation. The distribution of pupil premium across the year groups is as follows; Year 7 48.7%, Year 8 44.4% Year 9 46.4%, Year 10 43.4%, Year 11 42.2%. It is imperative to acknowledge that the Pupil Premium cohort at GAA constitutes almost 50% of our pupil body, therefore, addressing the challenges identified not only benefits our disadvantaged pupils but also enhances the overall educational experience for all pupils at GAA.  Furthermore, we firmly believe that our strategy will facilitate the promotion of cultural capital, encourage high participation rates, and create an inclusive and celebratory atmosphere for all pupils. It is worth noting that some of our most capable and high achieving pupils are part of the pupil premium cohort.  Our strategies are grounded in evidence and are aligned with the key principles outlined in the "Effective Guide To The Pupil Premium" from the Education Endowment Foundation (EEF).  Top of Form |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Overall Attainment and Progress**.  Pupil premium pupils nationally achieve a lower level of attainment and make less progress than non-pupil premium pupils. This is also currently the case at GAA. Pupil premium pupils in 2022/23 progress measures indicate that pupil premium pupils on average acheived 1 grade per subject less progress than non-pupil premium pupils. Attainment measures for 2022/23 Year 11 indicated an A8 gap measure for the non- pupil premium cohort of 39 and the pupil-premium cohort of 29. |
| 2 | **Reading and Disciplinary Literacy**.  Nationally low reading scores are recognised as one of the biggest challenges facing pupil premium pupil academic achievements. This national picture is mirrored at Great Acadmy Ashton, on entry pupil premium pupils in Year 7 have a reading standardised age score (NGRT) of 5.3 below non-pupil premium pupils, closing this gap is a key priority for the school.  In line with national trends a significant proportion of pupil premium pupils struggle to articulate their learning (subject specific) and explain the world around them (vocabulary gap). Pupil voice indicates that a significant proportion of pupil premium pupils do not have access to books at home and therefore do not independently engage with reading across a variety of texts and purposes. Our range of whole school strategies are intended to address this gap. |
| 3 | **Culture and Connectivity to Education**  Internal pupil voice and national PASS survey data have helped us to identify a cohort of pupil premium pupils felt "disconnected" to aspects of school life. This is understood to impact upon confidence in school, attendance, engagement in lessons. A key theme from pupil voice activity (2022) suggested that a wider range of exciting opportunities / affordable cultural experiences was required. Leaders have therefore reviewed and extended the range of enrichment activity on offer and are encouraging take up so that PP pupils are well represented in key activities. Data suggests there remains for pupil premium pupils a noticeable reluctance to re-engage to pre-panademic levels with the full Academy offer. A range of targeted approaches to invite pupil premium pupils to extra curricular activity is currently being piloted to improve uptake. |
| 4 | **Mental Health and Wellbeing**.  Nationally there has an increase in mental health and wellbeing need post panademic. Great Academy Ashton mirrors this trend with a rise in referrals for mental health, well-being concerns and Emotional Based School Avoidance (EBSA) cases. In 2021 65% of referrals for support at GAA were were for pupil premium pupils. As part of our pupil wellbeing strategy we have now expanded our capacity to support pupils internally, meaning that needs are now identified and addressed proactively at a lower tier of need. Despite this a number of our pupil premium cohort continue to require bespoke support – for example those with social and emotional challenges are overrepresented within the cohort. |
| 5 | **Behaviour**  The national suspension rate for FSM eligible pupils is more than 4 times that for non FSM eligible pupils. The permanent exclusion rate for FSM eligible pupils is 0.10, compared to 0.02 non FSM eligible. As a result of our behaviour curriculum strategy, GAA’s pupil premium suspension rate has now reduced to below national figures. Our current focus is to reduce the overall number of negative instances of behaviour (full cohort) whilst continuing to work to reduce the gap between pupil premium and non-premium pupils. |
| 6 | **Attendance**  As a result of a sustained improvement focus, attendance for both pupil premium and non-premium pupils at GAA is now above the national average. However pupil premium pupils have lower attendance compared to their non-pupil premium peers – contributing to lower overall attainment for this cohort. The gap needs to be closed and so in 2023/4 continued targeted support will take place in order to reduce the 3.7% differential. |

**Intended outcomes**

This explains the outcomes we are aiming **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| By Summer 2025 ensure that the attainment and progress for disadvantaged pupils will be in line with non-disadvantaged pupils nationally. | PP KS4 progress scores are in line with non-pupil premium pupils both at the Academy, and local and national data.    Pupil premium KS4 outcomes are in line with non-premium pupils, both at the Academy, and local and national data.    The number of PP pupils at above/expected mirrors their non-PP counterparts at Key Stage 3.    2023/24 Year 11 cohort specific targets for ALL pupils:   * A8 = 42.0 * P8 = 0.0 * PPP8 = 0.0 * En4+ = 65% * Ma4 + 65% * En5+ = 45% * Ma5+ = 40% * Basics 4+ = 61% * Basics 5+ = 35% * EBACC APS > 4.0 * Attendance = 92.5% (>NA) * NEET = 0% * PA = 20% (<NA) |
| Pupil reading NGRT scores will increase as a result of our waves of intervention linked to our reading strategy. | * Analysis from teacher assessments, Lexonic Advanced and Reading Plus will show an increase in NGRT scores for pupil premium pupils across all year groups. |
| For pupils to engage with and read a broad and enriching range of fiction and non-fiction texts both for knowledge and pleasure, which align with at least their chronological age and average NGRT scores. | * There will be a visible, positive culture of reading within classrooms;   + - *Form group reading*     - *Classroom reading*     - *Reading Plus*     - *Library- Creative writing groups*     - *Transition book year 7*     - *Positive engagement with Right to Succeed reading project Tameside LA project PIEA* * There will be an increased number of book loans to be evident amongst our most disadvantaged pupils. |
| Reduction in the number of suspension/exclusions for pupil premium pupils, without the lowering of expectations on acceptable behaviour within the Academy. This will be supported by the behaviour for learning strategy as it embeds with pupils and staff. | * Number of behaviour points and sanctions for PP in line with non-PP, and showing an overall decline compared to previous academic years. * Suspensions reduced for PP and in line with non-PP, and show an overall decline compared to previous academic years. * Allocation of rewards for PP pupils in line with non-PP |
| By Summer 2025 the mental health and well being of the pupil premium cohort will be in line with non PP and needs will be met by a combination of in-school provision /signposting to additional support. | * Pastoral referal data indicates a reduction in mental health and well-being service requirements and % of pupil premium referrals is in line with non-pupil premium pupil referrals. * Qualitative data from pupil voice, including PASS survey, teacher observations and parental feedback also from safeguarding (CPOMs) and Mental Health and Wellbeing team indicate need is being met. * A range of interal pastoral interventions in place to reduce high tiered referrals to external support. * A reduction in EBSA cases and persistent absence due to EBSA. * External validation of the mental health and well being offer through Achored Schools Program. |
| By Summer 2025 pupil premium pupils will enjoy better connection to the Academy, through a fully integrated ‘advocacy’ programme, yielding significant benefits especially for disadvantaged pupils. | * An increase in participation rates of pupil premium pupils, through targeted invite to enrichment clubs, educational outings, and career-orientated events, with attendance tracked and analysed. * Data will show the pupil premium cohort will have received a 1:1 careers interview and college support plan. * Reduction in NEET figures to 0% NEET. * Improved connectivity to school will be measured through PASS survey. |
| By Summer 2025 all pupils (particularly disadvantaged) achieve improved attendance and punctuality, including a reduction in persistent absence. | * GAA attendance will remain higher than the national average including for pupil premium pupils. * There will be an in-school gap of no more than 2.0% between pupil premium and non-pupil premium pupils for attendance. * PA will be below national average for all groups including pupil premium. |

**Activity in this academic year –**

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

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

Budgeted cost: £503,500

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| Activities | Evidence that supports this approach | Challenge number(s) addressed |
| Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils | | |
| Ensure Inclusive Quality First Teaching (IQFT) provision for all learners, to ensure interventions outside the classroom become less necessary via robust quality assurance. | EEF- The best available evidence indicates that great teaching is the most important factor to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching>  [1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching) | 1 |
| A strategic *Curriculum, Assessment, and Teaching and Learning Team* developed, who lead on high-quality curriculum development, assessment, and teaching and learning CPD. This expertise is further enhanced through support from GAET Trust Improvement Networks, which provide specialized assistance for subject curriculum leaders, along with consistent follow-up support.  Expanded the SLT to include 3 Assistant Principles with individual remits in the areas of curriculum, assessment and teaching and learning.  Involvement in Cramner Teaching School Network | <https://www.gov.uk/government/collections/curriculum-research-reviews> | 1,2 |
| Mentoring and coaching for teachers | | |
| Engagement with DFE Behaviour Hub programme to further develop learning climate.  Introduction of whole school strategies to improve whole school culture;   * Morning Mood – am reset on arrival to school * Social reset at break and lunchtimes * Do Now * Finish now * Positive framing and de-escalation techniques   Expanding the SLT to include an additional Assistant Principal to support positive framing, deseclation and celebration of positive behaviour for learning choices.  CPD to support staffs understanding and ability to apply behaviour for learning strategies;   * Deliberate Practise * Inset * Twilight * Teacher guidance booklets, bulletins, external links to shared best practise   Appraisal targets linked to behaviour for learning for all staff to ensure it embeds**.** | Government DfE Pathfinder Behaviour Hub.  EEF Behaviour interventions +3 Months. Meta cognition and self-regulation EEF +7  Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment. Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF  <https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf>  <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1702292849>  Doug Lemov ‘Teach Like a Champion’  Tom Sherrington Walk Thrus | 3,4 |
| Lead practitioners in English maths and science to support the quality of curriculum, assessment and teaching and learning.  Additional members of staff to support Gateway provision (most vulnerable learners.) | ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ - Education Endowment Foundation, Guide to the Pupil Premium (London: 2019)  ‘In classrooms of the most effective teachers, pupils from disadvantaged backgrounds learn just as much as those from advantaged backgrounds’ - Department For Education, Supporting the attainment of disadvantaged pupils (London: 2015)  ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over one school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with average 3, 5,10 6 performing teachers’ - Sutton Trust, Interim Report (London: 2011)  [EEF blog: Anchoring Curriculum Knowledge Using Metacognitive… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies?utm_source=/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies&utm_medium=search&utm_campaign=site_search&search_term=curriculum)  [Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition)  [Summary\_of\_recommendations\_poster\_2021-10-27-151056\_qiiz\_2021-10-29-074723\_miux.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1701147657) | 1,2 |
| Professional development to support the implementation of evidence-based approaches, for example training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. | | |
| A whole school focus of the SSAT Dylan Wiliams EFA Programme,  Recruitment of 14 teaching and learning champions to lead the programme. | [Embedding Formative Assessment - SSAT (ssatuk.co.uk)](https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/) | 1,5 |
| CPD programme internal and external provision to support early career teachers as well as NPQ courses to continue to develop more experience staff.  Staff inset days and twilight CPD, broad offer which targets the 4 priority areas of embedding formative assessment, disciplinary reading and writing, intelligently designed use of effective pedagogical tools, behaviour culture and curriculum (inc. safeguarding).  Staff weekly deliberate practise CPD to embed key teaching and learning foci.  Curriculum and Assessment CPD and development days for each KS3 department tensure it is a powerhouse for KS. Use of Ambition materials to support development work (this includes curated materials from domain experts).  Collaborative planning to develop subject specific strategies to improve T&L, with a focus on adaptions to ensure inclusivity.  CPD programme to support early career teachers as well as NPQ courses to continue to develop more experience staff (via Ambition)  CPD: Steplab  CPD: *Teaching Walk Thrus*  CPD: The 5 a Day approach | EEF indicates that a quality teacher in front of disadvantaged pupils serves as one of the best strategies for improving PP outcomes. Evidence supports that quality CPD can have a positive impact on the effectiveness of teachers. <https://www.gov.uk/government/publications/early-career-framework>  [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)  The evidence supporting cognitive science strategies in the classroom is extensive and supports improved outcomes, especially for disadvantaged learners. CPD such as this supports staff to be effective in planning and delivery of learning tasks and EEF indicates that quality teachers in front of learners is fundamental in improving outcomes for disadvantaged learners.  [Cognitive\_science\_approaches\_in\_the\_classroom\_-\_A\_review\_of\_the\_evidence.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf)  EEF Metacognition and self- regulation is high impact of up to +7 months  EEF indicates that PP pupils benefit from good teaching and learning – collaborative planning allows for co-planning to develop staff subject and curriculum knowledge | 1,6 |

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

Budgeted cost: £364,300

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| Activities | Evidence that supports this approach | | Challenge number(s) addressed |
| Interventions to support language development, literacy and numeracy | | | |
| Expanded the SLT to include an Assistant Principal with a focus of disciplinary literacy with oversight of literacy intervention programme.  Creation of two additional middle leader roles to support in the areas of disciplinary reading and writing to ensure it is embedded across all departments.  All pupils to undertake NGRT reading test. Tiered response to arisingneed. Offer includes:   * Form Group reading * Reading Plus * CPD- FRAYER model * Library- Creative writing groups * Word of the week * Transition book year 7   For weakest readers targeted work includes:   * Lexonik – targeted pupils with SAS 85 – 115 * Targetted 1:1 intervention with Yr 11 pupils in stanine 3 | Systematic development of vocabulary through the curriculum - Alex Quigley research ‘Closing the Vocabulary gap’ - Academic Vocabulary needs to be taught explicitly and methodologically top close the attainment gap.  Acquiring +’Disciplinary Literacy’ is key for pupils as they learn new, more complex concepts in each subject: EEF- [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4),  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Why Closing the Word Gap Matters: Oxford Language Report[word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf) | | 1,2. |
| Activity and resources to meet the specific needs of disadvantaged pupils with SEND | | | |
| SEND Gateway curriculum provision- is a mirrored curriculum to mainstream provision. Smaller class sizes, that are fluid groups.  Appointment of additional Assistant SENCO.  CPD: The 5 a Day approach | The curriculum intent of the “GAA Gateway Provision” is to provide an ambitious, knowledge rich, bespoke learning provision, for those pupils who need an enhanced learning experience in order to be “mainstream adaptation” ready.​  EEF- [Special Educational Needs In Mainstream Schools.](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1635355222)  [EEF-High quality teaching benefits pupils with SEND.  The ‘Five-a-day’ Principle.](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1643188181) | | All |
| Teaching assistant deployment and interventions | | | |
| Targeted support in Inclusion area.  Including the preparation and  completion of bespoke Learning  Plans for SEND | Effective use of teaching assistants has been proven to support pupil progress by 4 months. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, It has also been shown to improve attitudes and wellbeing.  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1,2 | |
| One to one and small group tuition | | | |
| Tuition cohorts in English, Maths, Science and EBACC led by Academic Mentors.  Bespoke small group interventions led by classroom teachers for all subjects in Year 11.  English,maths and science tutoring in Yr 10 &11  Academic science tutor in all year groups. | [Tier 2 Pupil Premium- The tiered Model and menu of approaches.](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813)  [EEF - Mentoring](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring#:~:text=On%20average%2C%20mentoring%20appears%20to,to%20school%2C%20attendance%20and%20behaviour) – impact of effective mentoring programmes  [EEF Target Model – (Page 18)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957) EEF =121 Tutoring +5 Months, Small Group Tutoring +4 Months  EEF- [Guidance for teachers mathematics.](https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics) Evidence suggest that targeted specific intervention increases pupil confidence and overall grades.  Sir Kevan Collins (Previous CEO EEF) - Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  [Independent review of tutoring in schools: phase 1 findings - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/independent-review-of-tutoring-in-schools-and-16-to-19-providers/independent-review-of-tutoring-in-schools-phase-1-findings) | | 1,2,3,4,5 |
| Sunset Sessions- Year 11 After school intervention programme. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | | 1 |
| Appointment of additional Support Staff in inclusion area to allow more Targeted support in the inclusion area.  Including the preparation and completion of bespoke Learning Plans for SEND  Tuition cohorts in English, Maths, Science and EBACC led by Academic Mentors. | [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | | All |

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

Budgeted cost: £255,220

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| Activities | Evidence that supports this approach | Challenge number(s) addressed |
| Supporting pupils’ social, emotional and behavioural needs | | |
| Significant expansion of the safeguarding team. | Social and Emotional Learning EEF +4 Months.  [naht-coronavirus-wellbeing-proof-4-1.pdf (annafreud.org)](https://www.annafreud.org/media/12990/naht-coronavirus-wellbeing-proof-4-1.pdf)  [Home : Mentally Healthy Schools](https://mentallyhealthyschools.org.uk/?utm_source=place2be.org.uk&utm_medium=referral)  [Education recovery in schools: spring 2022 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/education-recovery-in-schools-spring-2022)  [Anchored Schools](https://www.anchoredschools.com/) | 1,2,4 |
| Full Time Emotional Health and Well being officer |
| First Aid Full time officer |
| Girls Aloud project - |
| Pennine Health Trust (NHS) Tameside & Glossop Mental Health Support Team working in school with just below CAHMS threshold pupils. |
| Anchored Schools Award, expertise from the awarding body to audit and support in providing best practise in pupil well being. |
| Supporting attendance | | |
| Attendance and Punctuality team  Increase in attendance team staffing.  Continued use of SOL attendance to help:   * Target and implement bespoke plans to support PA families. * Prioritises PP pupils/ home visits. * Embed rewards system.   Ensure all staff responsibility to monitor, support and challenge attendance at all levels. | GAA internal data evidence that where pupils attend they achieve.  Higher overall absence **leads** to lower **attainment** at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that: ... Pupils with no absence are 2.2 times more likely to achieve 5+ **GCSEs** A\*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4.  DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice - (section 4 lessons)  [Working together to improve school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf) The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 1,5,6. |
| Additional Attendance and Welfare Year Managers |
| Extracurricular activities, including sports, outdoor activities, arts, culture and trips | | |
| Enrichment Programme  (linked to GAA / GAET Charter for Enrichment project)  Duke of Edinburgh  Manchester United Foundation- Provides intervention, inspiration and leadership opportunities for those involved (A full impact report is available on request)  Careers  Ensuring all Gatsby benmarks are met at 100%  Partnership with University of Huddersfield, research project . mapping Interventions for NEET young people.  Professor Lisa Russell  Careers Champions – pupil champions trained to deliver sessions to peers.  Kath Wright Careers GAET Careers Consultant  Young Carers – lead staff member, programme and support package (case studies available)  Educational visits with hardship support.  GAA subject cultural capital audit. Evidence base of subject specific and academy wide opportunities . | Outdoor adventure learning EEF +4 months.  Social & emotional learning +4 months.  Behaviour Intervention EEF + 3 months.  Sports Participation EEF +2 months.  Manchester United Foundation provideSocial and Emotional Learning (SEL) interventions which seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Focusing on SEL can have a moderate impact on learners by 4 months [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) and also underlines the commitment to developing the whole child, and improvements are evident in non-academic data too.  [NEET Early Intervention - Dr Lisa Russell - University of Huddersfield](https://research.hud.ac.uk/institutes-centres/hudcres/projects/minehud/)  [Approaches to supporting young people not in education, employment or training - a review (nfer.ac.uk)](https://www.nfer.ac.uk/publications/rsrn01/rsrn01.pdf)  [Poorer young people more likely to have career aspirations that… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match)  Sec-ed- using pupil premium to enrich cultural education.  Alex Quigley research: disadvantaged pupils miss out on experiences which add to their ‘Cultural Capital’ and academic understanding. |  |
| Extended school time, including summer schools | | |
| Sunset Sessions- Year 11 Intervention programme. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1 |
| Breakfast clubs and meal provision | | |
| Welfare- pupil sunrise breakfast club. | Social & emotional learning +4 months. DFE- We know that it is important for pupils to start the day with a nutritious breakfast. Several reports evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. | 1,4,5 |
| Communicating with and supporting parents | | |
| Parental communication and engagement strategy includes;   * Parental weekly written communication * Parent evenings * Focussed year group parental evenings e.g. Year 11 lift off evening * Primary liaison and admissions * Targetted work with hard to reach families eg. attendance work and behaviour work. | Based on research with local schools both primary and secondary we have identified a need to set a side a proportion of funding to support GAA in improving Parental engagement and avoid widening attainment gaps supported by an awarding body.  EEF +4 Months Progress.  [Tier 3 Communicating with and supporting parents. Pupil Premium- The tiered Model and menu of approaches.](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813)  [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  Tailoring communications to encourage positive dialogue about learning  Regularly reviewing how well the school is working with parents, identifying areas for improvement  Offering more sustained and intensive support where needed  [EEF- How Can Schools Support Parents’ Engagement in their Children’s Learning? Evidence from Research and Practice.](https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1631189626)  National research and Local Context-  GAA serves a diverse catchment area and has one of the most deprived areas in Europe. Areas of deprivation exist deeply within our community, yet do not dip low enough to trigger PP funding, thus increasing the need for social, academic and economic support from GAA.  Based on our experiences and those of similar schools to ours, we have identified a need to set aside a proportion of funding to respond quickly to needs that have not yet been identified. | All |
| Parental support strategy includes;  EAL support package offer - Parent Programme  Co-ordination of charitable support from various charities - Save the Children, Manchester united foundation, Local authority food vouchers.  Identified attendance and welfare staff to support hard to reach families directly and through signposting to additional external support. |
| Pupil Equipment to Ensure Readiness to Learn | | |
| All pupil premium pupils receive their food preparation and nutrition ingredients, product design materials and art materials. Removing all “additional contributions” which are traditional in most schools. | Save the Children and IDACI data available in school related to specific community need by neighbourhood or GAA cohort | 1, 6 |
| Previously LAC (any pupil on roll that are previously LAC) | | |
| 9 pupils in total fit into this category at GAA.  A range of the wider strategies above are used to support this cohort of pupils according to needs that emerge. Monitored termly by SLT. | [Promoting the education of looked- after children and previously looked-after children.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)  The evidence used to support this cohort of pupils is based on a range of strategies from above and no specific single strategy applies to this cohort alone. | ALL |
| Service PP Pupils | | |
| 7 pupils in total fit into this category at GAA.  A range of the wider strategies above are used to support this cohort of pupils. Monitored termly by SLT.  Positive promotion of services through DofE course and dedicated member of staff is available to support service pupils, with any issues as and when needed. | <https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice>  The evidence used to support this cohort of pupils is based on a range of strategies from above and no specific single strategy applies to this cohort alone. | ALL |

**Total budgeted cost: £1,123,020**

# 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 2022/23 academic year.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Attainment 2023**:   |  |  |  | | --- | --- | --- | | Measure | Non-pupil premium | Pupil premium | | Overall A8 | 36.0 | 29.0 | | 5 or above in En & Ma (%) Basics | 26.6 | 18.2 | | 4 or above in En & Ma (%) Basics | 49.0 | 39.4 | | 5 or above in EBacc (%) | 3.8 | 1.0 | | 4 or above in EBacc (%) | 6.5 | 3.0 | | 5 or more subjects inc, En & Ma, 4+ (%) | 41.1% | 30.3 | | 7-9 (%) | 8.9 | 5.2 | | % entering more than 1 language | 2.7 | 2.0 | | % entering 3 single sciences | 16.7 | 15.2 | | EBacc APS | 3.1 | 2.5 |   **Teaching and Learning**  In 2022/2023 the GAA Curriculum, Assessment, and Teaching & Learning team focused on further review of the GAA curriculum, to ensure that subjects meet or exceed the requirements of the National Curriculum and took account of the findings of the Ofsted subject review series. Curriculum sequencing and interleaving formed part of the training provided to ensure that teachers were able to focus on the key knowledge and skills required to support progress for all learners. The curriculum provision was quality assured by the Trust through bespoke support and ‘GAET collaborative reviews’.  In-house CPD was underpinned by the SSATs Embedding Formative Assessment programme – the initial focus was on the difference between learning intentions and learning outcomes, with deliberate practice sessions focusing on effective pedagogical techniques for sharing the learning journey with pupils to ensure all pupils were able to articulate and understand the ‘bigger picture’. To develop the role of the teacher as a reflective practitioner, CPD also focused on cold calling and effective questioning to embed and consolidate learning. Through triangulation of learning walks, book looks and impact analysis a more consistent approach has been evidenced across the Academy.  Additionally, CPD was provided focused on the EEF Five Strategies to support high-quality teaching for pupils with SEND. This training provided the foundations for ensuring adaptations bespoke to the needs of the class and the individual to further support in narrowing the gap between sub-groups.  External CPD opportunities included a range of NPQ courses, working in practitioner networks both within the Trust and the wider borough, SSAT Leadership programmes and mental health training. All of these external programmes were selected for their evidence led approaches and staff have been expected to share effective practices within both their Department areas and the wider school.  **Tuition**  In 2022/23 our tuition programmes continued to operate, over 600 pupils took part in small group tuition across the core subjects. Tuition groups took place with a key focus on years 11 and 10 and some additional pupils included from years 9 and 8. The cohort was made up of 50% pupil premium pupils and 50% non pupil premium.  In English 46% of the tutored cohort made progress of one or more grades. Of the pupils who made progress 28 % made 1 whole grade of progress, 22% made 2 whole grades progress, 16% made 3 grades progress.  In science 52% of the tutored cohort made progress of one or more grades. Of the pupils who made progress 27% made 1 whole grade of progress, 3.6% made 2 whole grades of progress.  In KS3 the strongest impact of tuition was for the year 8 cohort (8.1% improvement between pre/post test scores). Our analysis has found that on average male pupils made slightly more progress when working with a tutor than female pupils. The programme was most effective where pupils were taught in fixed groups with the same tutor over the course of the programme. This year we will continue to offer in the following subject areas: core and EBACC subjects.  **Attendance**  Despite facing local and national challenges with school attendance, GAA concluded the 2022/23 academic year with rates largely in line with FFT National Averages—recording 89.9% compared to the FFT National Average of 90.7%. Notably, pupils in years 7-9 outperformed the FFT national average, with Year 8 showing the highest performance at 0.9% above FFT national average. Year 10 and Year 11 remain a key focus for improvement at 2.9% and 2.5% below the FFT national average, respectively.  A concerted school-wide effort to improve punctuality yielded substantial results. A comparison between the first half terms of 2021/22 and 2022/23 shows a decrease in late attendance marks from 2.34% to 0.72%. For the entire 2022-23 year, GAA's late marks were 0.79%.  Whilst the headline figures for attendance show significant improvement and are in line with (post pandemic) national figures, there remains a number of PA families receiving bespoke support to improve attendance routines and a number of these families are also PP. In line with DfE best practice guidance we will continue to support these pupils to establish and embed new attendance habits in 2023/4.  End of year national attendance data for Great Academy Ashton      **Literacy**  The focus of the overall strategy is to develop the use of academic vocabulary, in particular tier 2 and tier 3 vocabulary, reading for pleasure, disciplinary reading, and writing. Alongside this, in practical based subjects there is the development of oracy skills in the academic register, using the tier 2 and 3 vocabularies.  Several literacy specific initiatives are now well established, which include a vibrant new library with investment in a well curated and engaging catalogue. Every pupil has a library induction, subjects use the library for research lessons and the library beats at the heart of our school during breaks, dinners and after school. All pupils hear an academic word of the week every day in morning mood and reinforced in form time with the use of the Frayer Model. In academic year 2023/24 there is an improved reading curriculum offered during the universal programme in place; twice a week form groups read a shared novel; this continues to be an area of development to maximise the impact of this. A transition book is given to each new year 7 pupil ‘Who let the Gods Out’ and every child in Year 8 receives a copy of the Shakespeare play Romeo and Juliet. All pupils in KS3 have been using Reading Plus from September 2022 as part of reading curriculum, a focused reading platform that addresses weaknesses in reading. Deliberate Practice CPD sessions have run on the use of the Frayer Model and on the benefits of reading aloud. Whole school twilight training on Disciplinary Language on 8th December 2022, May 2023, November 2023. Literacy is a prominent item on the agenda of Middle Leadership Team meetings and features in Curriculum LMM.  The NGRT is completed twice annually with all year groups. In November 2024 the average improvement was +2.1 on average SAS score, with 3 of 4 year groups making over +2 progress and one year group making +4.5 progress. Using NGRT data, Year 11 Stanine 3 pupils are now receiving 1:1 bespoke intervention. From 27th November the first of our 6 weekly Lexonik Advance cohorts will begin, the plan is to focus on Stanine 4 in Y11 and Y4 in this first tranche, three colleagues have received the Lexonik Advance training.  Disciplinary Reading and Writing is now led by two additional appointments, the focus of work in 2023/24 is that all subjects plan strategically for the teaching of disciplinary reading, using academic extracts and excerpts that are then linked to meaningful comprehension activities. In most subjects, the responses to which can then lead to a piece of extended academic writing.  To support EAL pupils with their language acquisition, there has been investment to create an EAL Hub, in close proximity to the library with a dedicated EAL Coordinator and commitment in funding for an additional member of staff.  The school is a part of the Right to Succeed project across Tameside, this is a proven literacy initiative to help improve levels of literacy in areas of disadvantage, the focus is Year 7. PP pupil 96.6 SAS and non-PP SAS is 101.9.  **Routines & Culture**  Great Academy Ashton has effectively implemented a proactive behaviour curriculum to consistently remind pupils of expected routines and standards. This curriculum includes key components such as the 'Morning Mood' routine, originally developed through our collaboration with the DfE Behaviour Hub and now extended to encompass all year groups, along with Strong Start, Do Now and Finish Now strategies. These elements are seamlessly integrated into every lesson, and Learning Modes are progressively utilised to structure activities across various subjects. In the 2023/24 academic year, we will further enhance our methodologies, including piloting the 'social reset' initiative to ensure calm and orderly movement around the Academy following social times.  An analysis of the 2022/2023 behaviour data indicates a persistent, albeit reduced, reliance on internal isolations and suspensions. To address this, we are reinforcing our commitment to professional development through Deliberate Practice CPD for all teaching staff. This program emphasizes a spectrum of Positive Framing techniques, essential for the effective implementation of classroom norms and routines. Additionally, we continue to leverage positive reinforcement to align pupil behaviour with our expectations.  Our involvement in a regional pilot for relational inclusion is another strategic step forward. Here, 50 staff members will receive specialized training in relational inclusion, equipping them to better assist pupils during moments of dysregulation. The effectiveness of these interventions is monitored via the Class Charts system. Notably, the overwhelming number of GREAT points awarded (812,466) compared to the instances of behaviour incidents (18,751) is a testament to our successful behavioural strategies. Furthermore, a leadership review by the Director of Education for GAET has affirmed continuous improvements in specific areas of pupil behaviour.  **Mental Health and Wellbeing**  Nationally there has been an increase in mental health needs following the pandemic. Therefore during 2022/23 we increased the number of pastoral support staff available to pupils in school to address low level need. During the academic year we have continued to invest in this area with the additional appointment of a full time Mental Health and Wellbeing Officer and securing a partnership with the Pennine Health care Trust (NHS) to work with pupils to alleviate the need for CAHMS referral and support more complex cases internally. This integrated working partnership along with the additional staffing has reduced our waiting lists to no more than 3 weeks.  **Advocacy**  In 2022/23 GAA met all Gatsby benchmarks at 100% and is provider access compliant, stages 1 and 2 of the Inspiring IAG award was secured and the final stage is to be completed and awarded in January 2024. PSHE curriculum has been quality assured externally by a National PHSE lead. The PHSE curriculum is responsive to the needs of our school community – the Personal Values Lead meets regularly with the Safeguarding Lead to ensure that advice is up to date and addresses needs emerging within the local community in order to reduce risk for pupils. In 2022/23 the Y11 cohort had a 97% post 16 offer rate.  GAA has contributed to the educational advancement of over 70 pupils by funding their participation in both national and international trips, thereby reinforcing the learning objectives of GAA's ambitious curriculum. Participation in the second GAET enrichment conference was significant; it involved pupils from all GAET schools in the creation of an enrichment program that benefits all pupils, with half of the participants being Pupil Premium pupils.  Currently, GAA boasts more than 34 ongoing enrichment activities and has a comprehensive strategy planned for September 2023. Data from the 2022/23 academic year indicates that 46% of enrichment activity attendees were PP pupils. To improve this percentage, we will monitor attendance of the cohort in the 2023/24 academic year and target pupils to attend.  Additionally, 55 out of 102 pupils enrolled in our Duke of Edinburgh Award scheme come from disadvantaged backgrounds, with GAA covering their expenses. Our English as an Additional Language (EAL) Workshops have supported 17 EAL mothers, enhancing their language skills and confidence, which, in turn, has improved communication with Year Managers and teachers regarding their children's progress. Translation support during parents’ evenings has contributed to the highest ever attendance recorded at GAA, with a 71% turnout at the final event of the year for Year 7.  GAA also provides a school uniform bank, including shoes, and offers a free breakfast club to all pupils. In partnership with the Manchester United Foundation, we have established a comprehensive program that includes mentoring and leadership opportunities, led by a dedicated youth worker from Manchester United. This initiative also extends to primary school engagement and community outreach. Over half of the participants in these programs are disadvantaged pupils. Our ‘Street Reds’ program is a thriving initiative that draws over 160 young people every Thursday evening, making GAA the third-largest hub for these events. |

## 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 |
| Man United Foundation | https://www.mufoundation.org/ |
| Seneca | https://senecalearning.com/en-GB |
| GCSE Pod | https://www.gcsepod.com/ |
| Century Tech | https://www.century.tech/ |
| Language Nut | https://www.languagenut.com/en-gb/ |
| Maths Ninja | https://www.numeracyninjas.org/ |
| Pupil Progress | https://www.pupilprogress.com/ |
| School Cloud | https://www.schoolcloud.co.uk/ |
| Maths Watch | [https://vle.mathswatch.co.uk/vle/](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fvle.mathswatch.co.uk%2Fvle%2F&data=05%7C01%7CTheresa.James%40gaa.org.uk%7Cad526cd2c425430658ea08dbb91245cd%7C7eb185b262f44e0abb5eb587b69ebbff%7C0%7C0%7C638307260346129490%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MVpBPOEWtrlbv2UtIrT6m766lDWtLzhHhGZjd5JlOIo%3D&reserved=0) |
| Learning by Questions | [Learning by Questions | LbQ](https://www.lbq.org/) |

## 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? | * A dedicated member of staff is available to support service pupils, with any issues as and when needed. Case study evidence available. * Member of SLT oversees progress, welfare and attainment of service PP pupils |
| What was the impact of that spending on service pupil premium eligible pupils? | * No notable gaps in progress, attainment or attendance. |