

# 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	Great Academy Ashton
Number of pupils in school	1305
Proportion (%) of pupil premium eligible pupils	45.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2022-24
Date this statement was published	December 2021
Date on which it will be reviewed	August/September 2022 January 2023 August/September 2023
Statement authorised by	David Waugh Principal
Pupil premium lead	Jonathan Hartley Assistant Principal
Governor / Trustee lead	Gemma Tierney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£527,797
Recovery premium funding allocation this academic year	£76,778.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£604,575.00

# Part A: Pupil premium strategy plan

## Statement of intent

In line with the rationale for the Pupil Premium Grant, set out by the Department for Education, and our identification of the challenges faced by our students, GAA aims to support our disadvantaged students through Quality First Teaching & Learning approaches, targeted interventions and whole school initiatives to support academic (literacy), pastoral and welfare strategies.

Great Academy Ashton is committed to ensuring all our students achieve their full potential by providing an Ambitious Curriculum delivered by outstanding daily classroom teaching. Through robust quality-assurance systems, we will identify and work hard to remove barriers to learning through high quality teaching and evidence informed interventions. We believe our Pupil Premium Strategy is bespoke to our students and wider school community needs and has been developed from evidence informed research and best practice approaches.

GAA serves a very diverse set of communities. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and also areas where deprivation is unlikely or limited. The level of deprivation within our student population is increasing in the younger year groups, with 49.2% PP in Year 7 and 54.1% PP in Year 8 compared to 39.2% in Year 11. We recognise that the PP cohort at GAA is not simply intervention groups further supporting our strategy. In addressing the challenges identified it will benefit the whole GAA student population as well as the disadvantaged. Furthermore, we believe our strategy will enhance the opportunities to promote cultural capital, high participation and an inclusive and celebratory experience for all students.

With this in mind, we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our most able and most talented students form part of our Pupil Premium Cohort.

Our strategies are explicitly clear and evidence informed, we believe and strive to achieve the Key Principles outlined in the “Effective Guide To The Pupil Premium” from the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

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|--------------------------------------|--|
| 1-Schools can make a difference      | 4- Implementation matters                |
| 2-Evidence can help                  | 5- Support middle and high attainers too |
| 3-Quality teaching helps every child |  |

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Overall Attainment and Progress.</u> The attainment of disadvantaged pupils has been historically significantly lower in all measures. Whilst this has improved with CAGS and TAGs in 2020 and 2021, it still remains a key area of focus particularly in the areas of English and Maths.</p> <p>Students typically struggle with oracy, reading and extended writing tasks in all subjects which ultimately hinders attainment. Assessments on entry to year 7 in 2020 indicated that this cohort have been adversely affected by the pandemic at the end of year 6 and year 7.</p> <p>A significant proportion of our PP cohort (23.6% of PP cohort) also have SEND. 10 of the 19 EHCP pupils are also PP. Internal data (CATS4) for current year 8 indicates almost no pupils (2) are achieving at Higher Levels of Attainment on entry.</p>
2	<p><u>Reading &amp; Disciplinary Literacy.</u> Teacher assessments across whole school indicate a need to improve the reading culture, levels of literacy (reading and oracy) and extended writing.</p> <p>Due to the issues outlined above this has historically had a detrimental impact on pupil outcomes and whole school attainment and progress.</p> <p>CATS analysis demonstrates low levels of “verbal reasoning” (i.e. thinking with words) is the lowest level of mean scoring within the CATS4 testing profile (89.4 against national 100.0)</p>
3	<p><u>Behaviour and Culture.</u> On return to ‘normal’ schooling it was evident that general behaviour, attitudes to learning and levels of self-regulation both at social times and transitional periods and in some lessons, had impacted on the teaching and learning culture. Levels of FTE’s and internal isolations therefore remain higher than average. These findings are backed up by several internal inspections such curriculum reviews and external reviews.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in English and Maths.</p>
4	<p><u>Mental Health and Wellbeing.</u> Our assessments (including wellbeing survey) PASS Survey, parental engagement through attendance visits, welfare calls and parental meetings have often identified social and emotional issues for many pupils. These include anxiety, depression (diagnosed by medical professionals) and low self-esteem, identified by our pastoral, inclusion and safeguarding teams. This is partly driven by social isolation and reintegration into not only social norms but school norms and expectations. Pupils express concern about catching up lost learning and exams/future prospects.</p> <p>The Pandemic has therefore indicated a need to increase the wellbeing wrap around package needed to support our student population.</p>
5	<p><u>Progression.</u> NEET figures demonstrate that Advocacy is a significant challenge across the school. The lack of enrichment opportunities due to the pandemic, particularly affect our disadvantaged pupils, as often the enrichment offer enables students to access <i>facilities</i> and resources they simply cannot afford to in the wider community. Ultimately, this impacts negatively on their attainment.</p>

6	<p><u>Attendance.</u> Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 3.72% - 5.21%% lower than for non-disadvantaged pupils.</p> <p>Over the previous 3 years, the gap between disadvantaged and non-disadvantaged pupils that are PA has decreased. In 18/19 there was a 31.04% Gap in 20/21 this gap was 17.38%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>On return to the 'normal' schooling, punctuality was a key area of concern both to school and to lessons this was an area that needed addressing with haste.</p> <p>This clearly has indicated a need to develop a strategic and sustainable attendance team to implement the GAA attendance strategy.</p>
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## 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.

Intended outcome	Success criteria
Improved attainment for all disadvantaged pupils across the curriculum at KS4 with a focus on English and Maths and additional focus on initially year 8. (2021/22) and SEND.	<p>By the end of 2024/25 KS4 outcomes will indicate that there will be no distinct gaps between disadvantaged and non-disadvantaged student outcomes.</p> <p>Increased attainment in Maths and improved Literacy outcomes.</p> <p>2021-22 Year 11 cohort specific targets:</p> <ul style="list-style-type: none"> <li>- PPA8 = 37.0</li> <li>- PPP8 = 0.0</li> <li>- EBACC APS = 3.0</li> <li>- PPBasics4+ = 50.0%</li> <li>- PPBasics5+ = 30%</li> </ul>
A highly visible and much improved reading culture across all subjects and improved reading comprehension, evidenced by reading ages provided by in school assessments, accelerated reader and pupil workbooks.	<p>Observations and discussions with pupils and teachers will indicate that the profile and status of reading is more evident across all aspects of academy life.</p> <p>The school library will form heart of reading for pleasure.</p> <p>Achieve significant reduction in the proportion of pupils reading below chronological age</p>
Improved leaning culture including, behaviour for learning and self-regulatory skills across all subjects, this will include improvements at social times and transitions.	<p>All students will self-regulate in a calm and purposeful manner, embracing our positive framed culture and learning modes evident in the classrooms. Analysis of behaviour data will indicate a reduction in FTE's, (<i>Including the disproportionate FTE's towards Disadvantaged students</i>) Internal Isolation, Correction data and On Call.</p>
Supporting mental health and wellbeing will be seen as a key strength across all areas of the academy particularly disadvantaged students.	<p>Improved attendance to school, lower reporting of internal truancy, qualitative data from student voice, including PASS survey, teacher observations and parental feedback also from</p>

	safeguarding (CPOMs) and Mental Health and Wellbeing team.
Promote all aspects of Advocacy across the Academy for all disadvantaged students and their families, particularly focussing on a robust CEIAG package from root to branch.	An increase in participation of the GAA participation and celebration culture through attendance to enrichment clubs, reward visits. CEIAG will be evident throughout the curriculum indicating an increase in the GATSBY benchmarks and ultimately a reduction in NEET figures.
All students particularly disadvantaged achieve improved attendance and punctuality, including a reduction in persistent absence.	Overall GAA Attendance will be higher than NA (94.5%) there will be a gap of no more than 2.0% between PP and NPP students. PA will be below NA

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: £569,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Learning Climate</i>            -BFL (Behaviour Hub)            To support school culture and staff CPD            -Self Regulation strategies to support a calm and purposeful culture.            - additional year managers to support learning climate within classrooms            - additional staffing in English, mathematics and science            Additional Assistant Principal for T&amp;L            T&amp;L CPD programme            L&amp;M CPD programme</p>	<p>Doug Lemov 'Teach Like a Champion'            Government DfE Pathfinder Behaviour Hub.            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:  <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>            EEF Behaviour interventions +3 Months.            Meta cognition and self-regulation EEF +7</p>	<p>3,4</p>
<p><i>Literacy Strategy</i>            -Literacy Leader            -Whole School CPD  <i>Reading Culture/environment</i>            -Accelerated Reader            -Oracy.            - Seconded Assistant Head Teacher (Reading &amp; Disciplinary Literacy)            - appointment of school librarian            - new library and reading schemes            - capital investment in library facilities</p>	<p>EEF +3Months promising projects. Just Reading' Westwood et Al.            The impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers            Systematic development of vocabulary through the curriculum.            Alex Quigley research 'Closing the Vocabulary gap'            Disadvantaged students lack 'cultural capital' and are more like to have much more limited vocabulary. Academic Vocabulary needs to be taught explicitly and methodologically top close the attainment gap.            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>            Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	<p>1,2.</p>

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

Budgeted cost: £ 155,176.40 (includes £14,002.40 carry over from Covid Recovery Fund 2020/21)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 8 Tutoring English and Maths</i>	EEF =3-5 Months.	1,2,3,4,5.
<i>SEND/EAL Tutoring</i>	Evidence suggest that targeted specific intervention increases student confidence and overall grades.	
<i>Year 10 Online tutoring English Maths Science</i>		
<i>Sunset &amp; Sunrise Sessions.</i>	Data driven  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: <a href="http://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	

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

Budgeted cost: £208,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance and Punctuality</i>	Our own internal data evidences that where students attend they achieve.  Higher overall absence <b>leads</b> to lower <b>attainment</b> 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+ <b>GCSEs</b> A*- C or equivalent including English and mathematics than pupils that missed 15-20% of K  DfE's <a href="#">Improving School Attendance</a> advice.S4 lessons.  The DfE guidance has been informed by engagement with schools that have	1,5,6.

	significantly reduced persistent absence levels.	
<p><i>Advocacy:</i></p> <ul style="list-style-type: none"> <li>-Careers</li> <li>-Young Carers</li> <li>-Manchester United Foundation</li> <li>-ESOL</li> <li>- Additional Assistant Principal ECM</li> </ul>	<p>Outdoor adventure learning EEF +4 months. Social &amp; emotional learning +4 months. Behaviour Intervention EEF + 3 months. Sports Participation EEF +2 months. Wider National research.</p> <p>Sec-ed- using pp to enrich cultural education. Alex Quigley research: Disadvantaged students miss out on experiences which add to their 'Cultural Capital' and academic understanding.</p> <p>Phil Beade: 'Cultural Capital'</p>	1,4,5
<p><i>Welfare- Student sunrise breakfast club</i></p>	<p>Social &amp; emotional learning +4 months. DFE- We know that it is important for pupils to start the day with a nutritious breakfast. The 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.</p>	1,4,5
<p><i>Mental Health</i></p> <ul style="list-style-type: none"> <li>-Full Time Emotional Health and Well being officer</li> <li>-First Aid Full time officer</li> <li>-Expansion of the safeguarding team.</li> </ul>	<p>Social and Emotional Learning EEF +4 Months.</p>	1,2,4
<p><i>Student Hardship</i></p>	<p>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.</p>	All

**Total budgeted cost: £933,011.40**

## 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.

The CV19 Pandemic has hindered many of the initiatives planned for 2020/21 including the routine procedures to evaluate the full spend of the PP funding for the previous academic year.

Attendance- Despite the challenges faced nationally and globally with school attendance GAA finished 2020/21 above the *daily* DFE National Average figures. (91.98%)

Access to remote learning- A full audit was completed and every family contacted regarding access to ICT, we established where there was a need for a resource and distributed the resources available on a need basis. This has been addressed again in January, where support staff have contacted families most in need. 204 Devices have been issued to families in need, 142 of those devices have been given to vulnerable families and children from disadvantaged backgrounds.

An additional 40 new tablets have been assigned to disadvantaged children from (Specific Areas of deprivation).

A further 400 laptops have been assigned on a need's basis, to disadvantaged and vulnerable pupils that have been identified by the Pastoral Teams, then on a needs basis to all other students.

Application for over 400 vouchers to access BT WIFI hot spots being processed.

In total this is nearly half our student population that will have received ICT support to ensure access to Remote Learning and no child left behind.

New SharePoint site and use of Teams allows students to access work with mobile phones. This has significantly reduced the number of students who cannot access remote learning. All students at KS3 have IT lessons and all at KS4 have access to computers in Sport and Health lessons so these are being used to train students on systems and complete pupil voice.

To ensure successful identification of challenges, approaches and delivery and implementation of the GAA PP strategy, we have commissioned an External PP review for completed December 2021.

### 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
Seneca	Seneca Learning ( <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> )
GCSE Pod	An Access Company

	<a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>
Century Tech	Century <a href="https://www.century.tech/">https://www.century.tech/</a>
Language Nut	Language Nut Ltd <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a>
Maths Ninja	Numeracy Ninjas <a href="https://www.numeracyninjas.org/">https://www.numeracyninjas.org/</a>
Pupil Progress	Pupil Progress <a href="https://www.pupilprogress.com/">https://www.pupilprogress.com/</a>
School Cloud	TES <a href="https://www.schoolcloud.co.uk/">https://www.schoolcloud.co.uk/</a>
SumDog	Sumdog <a href="https://www.sumdog.com/en/">https://www.sumdog.com/en/</a>

## 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.  Member of SLT oversees progress, welfare and attainment of service PP students
What was the impact of that spending on service pupil premium eligible pupils?	No notable gaps in progress, attainment or attendance.

## Further information (optional)

The GAA pupil premium strategy will be further supported by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- A relentless focus on a positive and purposeful start to the day by introducing the “Morning Mood”. All students enter our Academy and line up with their form tutor whilst the Principal addresses the cohort focussing on embedding our core ‘GREAT’ values.
- Teaching staff will be reviewing the best and most effective methods of feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- All stakeholders will be aware of how we addressing the learning issues, derived from the pandemic, and how learning needs are being addressed.
- GAA is further expanding the Student Support Teams ensuring there is a Teaching Head of Year and 3 Support Staff Members per year group. One of these key roles will be to extensively support Attendance and our disadvantaged cohorts, in each year group.
- Charter for Enrichment - GAA will offer an extensive choice of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh’s Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. All students in year 7 will have access to peripatetic music lessons, all students in Year 9 will work towards the Duke of Edinburgh Award Scheme and all students in year 10 and 11 will have the opportunity to be trained and formally accredited in First Aid.
- All students receive their food preparation and nutrition ingredients, product design materials and art materials. Removing all “additional contributions” which are traditional in most schools.

### Planning, implementation, and evaluation

To ensure our 3-year Pupil Premium strategy helps deliver the intended outcomes for our students we commissioned an independent pupil premium review to get an external evaluation and validation ensuring our strategies and initiatives were not just evidence informed, but more importantly designed to support our most disadvantaged students and families.

The strategies have been identified, based around a variety of methods, ranging from, pupil voice, book looks, learning walks, teacher assessments and feedback. Deep research into the EEF Toolkit and Families of schools to identify what works well in similar contexts to ours.

We researched a number of Pupil Premium strategies to identify what exactly worked well in addressing socioeconomic disadvantage and our Pupil Premium Lead attended

CPD based around how to tackling the attainment gap for disadvantaged students, particularly issues significantly made worse by the pandemic.(SECED Conference).

Whilst we acknowledge that this is a work in progress and we will rigorously evaluate the strategy and adjust as required based on the outcomes of our initiatives whilst also using the [EEF's implementation guidance](#) to further develop our plan over time to ensure the best possible outcomes for all our students.