

Padgate Academy Pupil premium strategy statement 2023-24

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

Detail	Data
School name	Padgate Academy
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	47.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr. Adam McMillan
Pupil premium lead	Mrs. Jessica Hawley
Governor / Trustee lead	Mrs. Gail Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,070
Recovery premium funding allocation this academic year	£82,389.
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	£377,459

Part A: Pupil premium strategy plan

Statement of intent

At Padgate Academy we are committed to a quality first education for all of our learners. With expert teachers, a broad, knowledge-rich curriculum, and an excellent pastoral team we ensure that each and every student gets the support they need in order to thrive in the 21st Century.

The focus of our Pupil Premium Strategy is to ensure that disadvantaged students have the same opportunities as other students both within the school and the wider community and achieve positive outcomes. We have created a coherent plan for all students at the academy, whether disadvantaged or not, to improve their educational attainment as well as their confidence and self-esteem.

The key priorities of our strategy plan encompass the recommendations of the EEF:

- High quality teaching
- Targeted academic support
- Wider strategies that enrich students' lives

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 at year 7 are below others nationally. CAT4 scores for 22-23 show that the percentage of students with below average / very low scores is much higher than the national average (43% for Padgate compared to 23% National Average)
2	NGRT data shows that our entry levels for reading at year 7 are below others nationally. NGRT 22-23 shows that the percentage of students with below average / very low scores is much higher than the national average (38% for Padgate compared to 23% National Average)
3	Our assessment data suggests that students in years 10 and 11 lack both revision skills for examinations and self-regulation strategies when faced with challenging tasks.
4	Through discussions with students and families we find that many of our students have poor self-esteem and low aspirations which has been exacerbated by the recent COVID-19 pandemic and subsequent lockdowns.
5	Our attendance data is currently on target with national due to a series of measures that we have put in place to support students. These need to continue for attendance to remain high.

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 the rest of the cohort across the school overall	Progress 8 / Attainment 8 score for disadvantaged students at least matches, or is improving towards, that for other students' nationally.
Attendance rates will be in line with, or above, national average attendance	Padgate attendance to be in line with, or above, national average attendance with no significant gap between PP and non-PP attendance.
Improved literacy levels so that students can access a full curriculum	Standardised NGRT scores to show improvement for KS3 students, including PP, from their baseline in year 7
Providing high quality support to students with social, emotional and mental health issues	Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none">• An increase in participation in CAS enrichment activities, particularly among disadvantaged students• Qualitative data from student and staff voice as well as teacher observations.

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: 0.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD to be focused on SEND, Reading and Pedagogy	Quality teaching is at the forefront of everything we do. Good quality teaching leads to good outcomes. https://d2tic4wvo1iusb.cloudfront.net/production/documents/Teacher-quality-recruitment-and-retention-lit-review-Final.pdf?v=1695628310	1
Embedding Formative Assessment	2 year programme of training in conjunction with EEF. https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/	1
Embed high quality teaching, using evidence-led approaches to ensure the best outcomes for students	Supporting the attainment of disadvantaged students (DFE 2015) suggests that high quality teaching is the key to successful schools. https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils	1
Continue to embed Padgate Reads Aloud in tutor time using reciprocal reading strategies	Jerrim and Moss (2018): reading is a predictor of long-term academic success. https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3498 EEF: A structured approach to teaching reading comprehension strategies (2019) 'Children in the targeted intervention made an average of +2 months' more progress in terms of reading comprehension and overall reading.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Disciplinary literacy across the curriculum	EEF – Improving Literacy Guidance Report (2019) recommends vocabulary instruction https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2

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

Budgeted cost: £97147.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonik reading intervention delivered to small groups	https://lexonik.co.uk/independent-impact-evaluation-studies	2
IDL phonics intervention programme for students in years 7-10	https://idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research/	2
Peer Reading Groups for year 7 students.	<p>Peer Tutoring (EEF): High impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>2014 study showing that Peer-Assisted Learning Strategies (PALS) significantly enhanced reading attitudes and reading skills.</p> <p>https://www.tandfonline.com/doi/full/10.1080/00220671.2013.836469?needAccess=true</p>	2
Year 11 GCSE tuition programme	<p>EEF – small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group</p>	3
GL Testing (CATS for year 7 / NGRT for years 7-10)	Use of data to inform prescriptive reading comprehensive strategic approach- EEF suggest up to +6 months progress.	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20comprehension DFE Learning Loss (2021) 7% gap in reading between Dis. and non-Dis. and in NW lost 2 months of reading https://epi.org.uk/publications-and-research/epi-research-for-the-department-for-education-on-pupil-learning-loss-march-2022/	
Tuition for students in years 7-11	EEF – small group tuition has an average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group	1
Holiday GCSE sessions for students in year 11 during Autumn and Spring term	EEF – small group tuition has an average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group	3
Books/ revision materials proved for all year 11 students to support with revision strategies.	To facilitate independent study and engage parental support EEF suggests +8 months progress for metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group	3

	evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=meta https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=meta	
Saturday Study Zone / After school study zone	<p>After School Alliance (2017) A 2006 meta-analysis synthesizing 35 out-of-school time (OST) afterschool program studies, conducted by Mid-continent Research for Education and Learning (McREL) with funding from the Department of Education, found that afterschool programs had positive and significant effects among students at risk of failure in reading or maths.</p> <p>http://afterschoolalliance.org/documents/What_Does_the_Research_Say_About_Afterschool.pdf</p>	3

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

Budgeted cost: £280311.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing - Director of Studies: Student Support	<p>EEF guide to Pupil Premium</p> <p>“Successful implementation of a Pupil Premium strategy is a carefully staged process that takes time, rather than being a one-off event. The strategy needs to be aligned with other school development plans and existing practices to ensure a sustained impact.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-</p>	1-5

	premium/Pupil Premium Guide Apr 2022 1.0.pdf	
Staffing - Attendance manager to prioritise the attendance of PP students.	(DFE, 2015) in 'Supporting the attainment of disadvantaged pupils: Articulating Success and Good Practice' the report highlights the importance of robust attendance tracking and monitoring systems in schools to address attendance issues. https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils	5
Staffing - Pastoral Leaders to work with students and families giving support for both academic and non-academic areas.	Our Pastoral Leaders create clear links with the community and support students so that they can access the curriculum despite any outside circumstances that can affect them negatively. Kendall et al (2014): <i>Increasing student control over the process, and involving trusted staff, could encourage help seeking in high school.</i> https://acamh.onlinelibrary.wiley.com/doi/abs/10.1111/camh.12029	4, 5
Staffing - Comprehensive Personal Development programme that has mental health and emotional awareness at its core.	(mind.org) 1 in 4 people in the UK will experience a mental health problem each year. Covid 19 has also had a negative impact with 54% of children and young people with a mental health issue say that lockdown has made their life worse https://www.mind.org.uk/about-us/our-policy-work/coronavirus-research/	4.
Staffing - Mental health lead within school who will liaise with external agencies including CAMHS, MHST, MASH etc to support vulnerable students and families	DFE 2018 'supporting mental health in schools and colleges. "Having a single point of contact helped to build relationships and provided valuable specialist support and guidance for staff, and schools and colleges" https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges	4, 5
Staffing (Retreat) for students who need a modified timetable due to medical or mental health issues.	22-23: Students who accessed Retreat had, on average a 92% improvement in attendance as a result of being able to work in a calm and focused environment. 4 students who had not accessed school for over a year were able to sit GCSE examinations and	4, 5

	gain grades to obtain a place at college.	
Staffing (Reset) intervention groups and 1:1 bespoke sessions to support students in modifying their behaviour	<p>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p>	4,5
CAS (Community, Activity & Society) programme of enrichment activities at both lunchtimes and after school.	<p>EEF – Arts Participation, Collaborative Learning approaches, Physical Activity – all have an impact on students’ attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=arts%20pa</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches?utm_source=/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches&utm_medium=search&utm_campaign=site_search&search_term=collaborative%20learning%20approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity?utm_source=/education-evidence/teaching-learning-toolkit/physical-activity&utm_medium=search&utm_campaign=site_search&search_term=physical</p>	4
Rowing (Oarsome Project) targeting disadvantaged students	EEF Toolkit cites the benefits of such programmes as leading to up to +4 months for outdoor adventure learning and progress	4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor	
Duke of Edinburgh's Award for students in year 9 and above	<p>EEF Toolkit cites the benefits of such programmes as leading to up to +4 months for outdoor adventure learning and progress</p> <p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor </p>	4
Summer School	<p>EEF: Summer schools have a positive impact on average (three months' additional progress)</p> <p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools?utm_source=/education-evidence/teaching-learning-toolkit/summer-schools&utm_medium=search&utm_campaign=site_search&search_term=summer </p>	4
Magic breakfast	<p>Independent research, funded by the EEF and carried out by the institute of fiscal studies, found that Year 2 pupils in schools providing a free, nutritious, 'magic' breakfast boosted their reading writing and maths by an average of two months' progress per year, compared to pupils with no such breakfast provision.</p> <p> https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths- </p>	4

	res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=paired%20reading	
Uniform	<p>Students who need extra uniform are not disadvantaged within the school community and do not miss school due to lack of appropriate clothing.</p> <p>The cost of living has been increasing across the UK since early 2021. The annual rate of inflation reached 11.1% in October 2022, a 41-year high, affecting the affordability of goods and services for households.</p> <p>https://www.charnwood.gov.uk/files/documents/cd633_house_of_commons_rising_cost_of_living_in_the_uk_november_2022/CD6.33%20House%20of%20Commons%20%E2%80%98Rising%20Cost%20of%20living%20in%20the%20UK%E2%80%99%20%28November%202022%29.pdf</p>	4
Bookbuzz	<p>The Book Trust has based this intervention on a variety of research and evidence from multiple reports.</p> <p>https://www.booktrust.org.uk/what-we-do/impact-and-research/</p>	2
Kingswood Residential Trip for Year 7 students	<p>EEF Toolkit cites the benefits of such programmes as leading to up to +4 months for outdoor adventure learning and progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor</p>	3,4
School Trips for additional cultural capital.	<p>Cultural capital for students has decreased since Covid</p> <p>https://link.springer.com/article/10.1007/s42413-021-00151-5</p>	

	Dynamic cultural capital has strong effects on students' schooling outcomes: https://www.sciencedirect.com/science/article/abs/pii/S0272775709000569	
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Total budgeted cost: £ 377459

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 to 2023 academic year.

<p><u>Academic outcomes:</u> PP overall P8 (based on Sisra Collab) -0.25. PP students achieved on a par with non-disadvantaged students at the school.</p> <p><u>Attendance</u> for disadvantaged students was over 3% above that of disadvantaged students in Secondary Schools nationally (source: FFT).</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexonik Advance / LEAP	Lexonik
Literacy intervention	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.