



# PUPIL PREMIUM STRATEGY STATEMENT

2022/23

**THE GAINSBOROUGH ACADEMY**

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## 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	The Gainsborough Academy
Number of pupils in school	704
Proportion (%) of pupil premium eligible pupils	64.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 2022/23 – 2024/5
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Rachael Skelton Headteacher
Pupil premium lead	Mrs Rachael Skelton
Governor / Trustee lead	Mrs Sara Bowers, Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£397940
Recovery premium funding allocation this academic year	£ Pooled centrally at the trust for use
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£397940

# Part A: Pupil premium strategy plan

## Statement of intent

At The Gainsborough Academy, we aim to send every student into an ever changing world able and qualified to play their full part in it. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

To ensure that students leave school 'qualified,' our primary approach is a focus on quality first teaching through effective CPD based on subject specific SKE as well as effective classroom pedagogy driven through a trust wide system leadership approach. This allows us to develop the right teaching and learning approaches that will help meet the needs of all of our students.

To facilitate progress and further improve outcomes for our students, we also adopt layers of targeted interventions to remove barriers to learning and support students to achieve their full academic potential. This is supported by our use of key stage hubs providing an inclusive approach to support and linking pastoral and special needs provision together.

For our students to become well rounded individuals, we are also committed to ensuring that students leave school 'able' and equipped with the personal attributes that they need to thrive in society. All students have a varied entitlement offer which develops SMSC and have access to a comprehensive programme of extra-curricular and enrichment opportunities to broaden students horizons and encourage wider participation.

With the right blend of academic qualifications and character, we believe that our disadvantaged students can compete for the most prestigious post-16 courses and the most sought after positions within the labour market. We understand that not all 'disadvantaged' students are socially deprived and underachieving, while not all students who are socially and academically disadvantaged are eligible for Pupil Premium funding. For this reason, we have high expectations of all students, and adopt a 'no excuses' approach towards disadvantage. To equip students with the skills, knowledge and attributes that they need to succeed in the next phase of their education and their working life, we have four key intentions:

- Removing of barriers to learning
- Developing skills for learning
- Fostering of personal attributes
- Enriching student experiences and broadening horizons

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Slower rates of progress and attainment for all pupil premium learner groups</b></p> <p>The progress and attainment of pupil premium students is lower than the national average and lower than the average of all pupils within the academy</p> <p>In 2022 P8 for pupil premium students was -0.99 compared to - 0.75 for all students</p>
2	<p><b>Reading ages and engagement with reading</b></p> <p>The reading ages of our pupil premium students is historically lower than that of non pupil premium students. NGRT testing indicates that Y7 have an average Mean SAS of 96.2 with FSM students having an average of 94.2 and Non FSM students having an average of 98.2. Year 8 students have a similar difference in their profiles with an average of 96.8 for all students, 95.7 for FSM students and 97.8 for non-FSM students</p>
3	<p><b>Higher rates of absence and persistent absence</b></p> <p>During the academic year 2021/22 whole school attendance was 83.6% with pupil premium students having an attendance of 80.2% and non pupil premium students having an attendance of 89.6%.</p> <p>Persistent absence for all students was 46.18% with pupil premium students being 54.44% and non-pupil premium students being 31.64%</p>
4	<p><b>Higher rates of poor behaviour including suspension and permanent exclusion</b></p> <p>In the academic year 2021/22 84.9% of the suspensions were for pupil premium students. Of the 7 permanent exclusions 5 were pupil premium students.</p> <p>In general terms pupil premium students have a higher number of sanction periods and CFCs.</p> <p>Poor behaviours have been identified as happening at a higher level during social time</p>
5	<p><b>SEMH</b> - the school has an increasing number of students who are struggling with SEMH needs. There has been a significant increase since the pandemic. This can lead to a significant impact on the attainment, behaviour and attendance of these students with a number of students being school refusers.</p> <p>It is acknowledged that students with SEMH benefit from physical activity</p>
6	<p><b>Learning deficits as a result of COVID -</b></p> <p>Students from disadvantaged backgrounds were hit hardest by the pandemic.. For many students requiring ICT support, there were delays in laptops and Chromebooks being available through the government funded scheme. The loss of enrichment opportunities and extra-curricular activities was felt most by our disadvantaged students who were less likely to have access outside of school</p>
7	<p><b>High numbers of mid year admissions</b></p>

	The school has experienced very high numbers of mid year admissions including high numbers of students returning to mainstream provision following elective home education. These students require support in addressing gaps in learning but also in re establishing good learning and behaviour routines
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## 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
To improve levels of attendance and reduce persistent absence for all pupil premium students	<ul style="list-style-type: none"> <li>● Increased attendance of all pupil premium groups</li> <li>● Reduction in levels of persistent absence</li> </ul>
To significantly reduce the impact of the four common barriers to learning: <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Oracy</li> <li>• Vocabulary</li> </ul> leading to increased progress and attainment	Consistent quality first teaching <ul style="list-style-type: none"> <li>● Meaningful, high quality feedback</li> <li>● Impactful and effective intervention</li> <li>● All students access the full curriculum (including EBacc)</li> <li>● Students make at least expected progress academically</li> </ul>
To see a significant improvement in the behaviour of pupil premium students through ensuring appropriate support and removal of barriers for students	<ul style="list-style-type: none"> <li>● Reduction in the number of suspensions and repeat suspensions</li> <li>● Reduction in the number of permanent exclusions</li> <li>● Reduction in the number of sanctions periods</li> </ul>
To overcome the learning deficit which has arisen due to COVID	<ul style="list-style-type: none"> <li>● Implementation of a recovery curriculum on a subject and whole school basis</li> <li>● Provision of intervention sessions at KS3 and KS4 to address gaps in learning</li> </ul>
Provision of support for students with SEMH and for students entering the school as a mid year admission	<ul style="list-style-type: none"> <li>● Increased attendance of students with SEMH needs</li> <li>● Increased, attainment and progress of students within these two groups</li> <li>● Positive behaviour data</li> <li>● Provision of physical activity</li> </ul>

## 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: £ 206664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and development of reading strategies including reciprocal reading and tier 2 and 3 vocabulary strategies</p> <p>Reading INSET and further developments at subject level</p> <p>Use of NGRT in English as a baseline assessment</p>	<p>Reading comprehension strategies as outlined in the EEF toolkit and Alex Quigley 'Closing the Reading Gap'. Development of reading strategies which can be used in all lessons and at all levels, high focus on the aspect of quality first teaching.</p>	<p>1, 2, 6, 7</p>
<p>Continued development of retrieval practice for all students including through the use of 'Flashbacks' and 'Get ready's'</p> <p>Subject specific developments of retrieval strategies and follow up to address misconceptions</p> <p>Effective development of SKE through subject based CPD sessions to support a knowledge rich sequential and progressive curriculum</p>	<p>Retrieval practice and the development of knowledge are strands of mastery learning which is identified in the EEF toolkit as having a great impact on students attainment, this also links to the idea and development of metacognition which again is identified within the toolkit as having a significant impact.</p>	<p>1, 6</p>
<p>To recruit and retain specialist staff to underpin a challenging broad and balanced curriculum</p>	<p>The new Ofsted framework puts a huge emphasis on a broad and balanced curriculum. International evidence suggests that a focus only on a few measurable outcomes has negative consequences for curriculum design. As a result, pupils from disadvantaged</p>	<p>1, 6</p>

	backgrounds may be discouraged from taking academic subjects.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of an Induction centre with learning mentor support for mid year admissions</p> <p>Baseline testing for mid year admissions followed by targeted interventions</p> <p>Development and use of behaviour modification units to support admissions from EHE pupils in being 'School ready'</p>	<p>Allows for small group intervention and mentor support to be put in place where needed - links to different elements within the EEF Teaching and learning toolkit, different levels of intervention to be put into place based on the data, this could be small group mentoring, increased levels of feedback from teachers or other appropriate actions based on student need and data.</p>	1, 6, 7
<p>Targeted literacy interventions following YARC testing for identified groups of students</p> <p>Training in echo reading, cracking comprehension and vocabulary for staff delivering interventions</p>	<p>Allows for small group intervention and mentor support to be put in place where needed - links to different elements within the EEF Teaching and learning toolkit, different levels of intervention to be put into place based on the data, this could be small group mentoring, increased levels of feedback from teachers or other appropriate actions based on student need and data.</p> <p>Data analysis will allow the identification of cohorts of students who require intervention to improve attainment and prevent underachievement.</p>	1, 2, 6
<p>Targeted subject interventions for identified students in KS3 and KS4 to address gaps in learning identified through assessment</p>	<p>Allows for small group intervention and mentor support to be put in place where needed - links to different elements within the EEF Teaching and learning toolkit, different levels of intervention to be put into place based on the data, this could be small group mentoring, increased levels of feedback from teachers or other appropriate actions based on student need and data.</p>	1,6,7

<p>Provision of 1:1 and small group support for behaviour with a behaviour mentor</p> <p>Use of behaviour modification units to address specific identified issues</p>	<p>Allows for small group intervention and mentor support to be put in place where needed - links to different elements within the EEF Teaching and learning toolkit, different levels of intervention to be put into place based on the data, this could be small group mentoring, increased levels of feedback from teachers or other appropriate actions based on student need and data.</p>	<p>1,3,6,</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 101001

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of an internal SEMH provision to support identified students and address school refusal</p> <p>Staff training in ACES, trauma informed practice</p>	<p>EEF evidence indicates: Social and emotional skills support effective learning and are linked to positive outcomes later in life. The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment</p>	<p>7,1</p>
<p>Use of targeted attendance strategies including:</p> <ul style="list-style-type: none"> <li>● Use of the minibus to collect students who are persistently absent or regularly receive U codes</li> <li>● Parental meetings</li> <li>● 1:1 mentoring support for students/families</li> </ul>	<p>Evidence has shown that tackling absence can be most effective when a number of different approaches are adopted. The initiatives used by schools to encourage attendance are partly dictated by a number of factors including the age of pupils, parental interest, geographical location and social and economic circumstances. Individual schools need to respond to their own particular problems in their own way. The following approaches may help in the development of a robust attendance strategy - Welsh government document on Strategies for improving attendance in school</p>	<p>,1,3,6</p>
<p>Provision of extracurricular activities through the use of</p>	<p>Impact of extracurricular activities in students, Nikki Wilson, University of Wisconsin</p>	<p>3,5,7</p>



sports coaches to engage students in positive activities	Students who participate in extracurricular activities generally benefit from the many opportunities afforded them. Benefits of participating in extracurricular activities included having better grades, having higher standardised test scores and higher education attainment, attending school more regularly, and having a higher self-concept	
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**Total budgeted cost: £ 397940**

## 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.

Education has continued to have a lasting impact from the two years of COVID disruption and the associated issues. Some students have struggled with re-engagement into classrooms and a “normal” experience of school. As a result a focus of the work of those staff working with our PP cohort was around re-engagement and focus in lessons as well as developing and improving behaviour through an increased pastoral support team. This included development of pastoral hubs for both key stage 3 and key stage 4.

Some students have struggled to re-engage with education and there was a significant gap in the attendance of pupil premium students. Additional staff have been recruited to the attendance team to support students in returning to good levels of attendance.

The economic background of our pupil premium families and the community as a whole has been impacted by COVID and the following financial crisis. Support has been provided to a large number of our pupil premium families through the purchase of school uniform including shoes and basic equipment and through provision of breakfasts.

The academy has been able to reintroduce extra curricular and enrichment activities and support has been provided to enable students to attend field work trips and theatre visits for example. We have also employed sports coaches to develop provision of sporting activities during social times and after school. Other extra curricular opportunities have been provided including drama groups, chess club, PRIDE group and student council allowing all students to engage in an extracurricular opportunity.

Many students struggle with IT provision at home so a significant investment in chrome books was made which allows 1:1 provision during the school day but also allows students to borrow equipment to complete work at home.

### 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

**Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details

**Further information (optional)**

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