PUPIL PREMIUM STRATEGY STATEMENT

2023/24

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

Detail	Data
School name	The Gainsborough Academy
Number of pupils in school	704
Proportion (%) of pupil premium eligible pupils	62.46%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years 2023/24– 2025/6
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£436770.00
Recovery premium funding allocation this academic year	£118404.00
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	£555174

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. All students, irrespective of background, will have experienced a wide range of entitlement and extra curricular opportunities to broaden their horizons and support the development of their personal attributes. This will ensure that students acquire the knowledge and cultural capital which they will need to succeed in life.

The academy has over 60% pupil premium therefore the strategies used will apply to the vast majority of students. We reserve the right to allocate pupil premium funding to support any child the school has identified as being socially disadvantaged.

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. All students, including those with SEND will experience a broad and ambitious curriculum. Students will leave with the qualifications needed to prepare them for their next stages in education

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. We will ensure that literacy is addressed for all students so that they are able to read at an age appropriate level and fluency so that they are able to access the curriculum.

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	**Slower rates of progress and attainment for all pupil premium learner groups** The progress and attainment of pupil premium students is lower that the national average and lower than the average of all pupils within the academy In 2023 P8 for pupil premium students was -0.93 compared to -0.69
2	**Reading ages and engagement with reading** 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
3	**Higher rates of absence and persistent absence** During the academic year 2022/23 whole school attendance was 86.3% with pupil premium students having an attendance of 83.5% Persistent absence for all students was 42.5% with pupil premium students being 51.8%
4	**Higher rates of poor behaviour including suspension and permanent exclusion** In the academic year 2022/23 78.3% of the suspensions were for pupil premium students. Of the 13 permanent exclusions 8 (61.5%) were pupil premium students. In general terms pupil premium students have a higher number of sanction periods and CFCs.

	Poor behaviours have been identified as happening at a higher level during social time
5	**SEMH** - 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. It is acknowledged that students with SEMH benefit from physical activity
6	**Learning deficits as a result of COVID -** 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
7	**High numbers of mid year admissions** 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

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	● Increased attendance of all pupil premium groups ● Reduction in levels of persistent absence
To significantly reduce the impact of the four common barriers to learning: • Literacy • Numeracy • Oracy • Vocabulary leading to increased progress and attainment	Consistent quality first teaching ● Meaningful, high quality feedback ● Impactful and effective intervention ● All students access the full curriculum (including EBacc) ● Students make at least expected progress academically
To see a significant improvement in the behaviour of pupil premium students through ensuring appropriate support and removal of barriers for students	● Reduction in the number of suspensions and repeat suspensions ● Reduction in the number of permanent exclusions ● Reduction in the number of sanctions periods
To overcome the learning deficit which has arisen due to COVID	● Implementation of a recovery curriculum on a subject and whole school basis

	● Provision of intervention sessions at KS3 and KS4 to address gaps in learning
Provision of support for students with SEMH and for students entering the school as a mid year admission	● Increased attendance of students with SEMH needs ● Increased, attainment and progress of students within these two groups ● Positive behaviour data ● Provision of physical activity
To close the gap in progress and attainment between pupil premium and non-pupil premium students	● Reduction in gap for P8 between pupil premium and non pupil premium students ● Reduction in gap for A8 between pupil premium and non pupil premium students

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: £ *275000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and development of reading strategies including reciprocal reading and tier 2 and 3 vocabulary strategies Reading INSET and further developments at subject level Use of NGRT in English as a baseline assessment Provision of literacy interventions and whole staff training in them	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.	1, 2, 6, 7
Continued development of retrieval practice for all students including through the use of 'Flashbacks' and 'Get ready's' Subject specific developments of retrieval strategies and follow up to address misconceptions Effective development of SKE through subject based CPD sessions to support a knowledge rich sequential and progressive curriculum	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.	1, 6
To recruit and retain specialist staff to underpin a challenging	The new Ofsted framework puts a huge emphasis on a broad and balanced curriculum. International evidence suggests that a focus only on a few	1, 6

	measurable outcomes has negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects.	
broad and balanced curriculum		

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

Budgeted cost: £150000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of the Induction centre with learning mentor support for mid year admissions including an increasing number of new to country admissions Baseline testing for mid year admissions followed by targeted interventions Development and use of behaviour modification units to support admissions from EHE pupils in being 'School ready'	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.	1, 6, 7
Targeted literacy interventions following YARC testing for identified groups of students Targeted literacy interventions including Echo reading, Speel zone and Fresh start phonice	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. Data analysis will allow the identification of cohorts of students who require intervention to improve attainment and prevent underachievement.	1, 2, 6
Targeted subject interventions for identified students in KS3 and KS4 to	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	1,6,7

address gaps in learning identified through assessment	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.	
Provision of purple ruler online learning provision to support students with gaps in learning and students returning from EHE		
Provision of 1:1 and small group support for behaviour with a behaviour mentor Use of behaviour modification units to address specific identified issues	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.	1,3,6,

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

Budgeted cost: £ *130174*

Activity	Evidence that supports this approach	Challenge number(s) addressed
On going development of an internal SEMH provision to support identified students and address school refusal Staff training in ACES, trauma informed practice	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. 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	7,1
Use of targeted attendance strategies including: ● Use of the minibus to collect students who are persistently absent or regularly receive U codes	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.	,1,3,6

● Parental meetings ● 1:1 mentoring support for students/families ● Rewards for improved attendance ● Updated graduated response for attendance	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	
Provision of extracurricular activities through the use of sports coaches and sports apprentice to engage students in positive activities. Resource provision for enrichment activities including chess club and gardening club Implementation of lunch time activities including crochet, knit and natter, Gardening club, movie club and chess club	Impact of extracurricular activities in students, Nikki Wilson, University of Wisconsin 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	3,5,7

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 2022 to 2023 academic year.

Slower rates of progress and attainment for all pupil premium learner groups

The 2022-23 academic year saw improvement in progress and attainment for pupil premium students however the gap between pupil premium and non pupil premium students remained broadly the same

2021-22 P8 of -0.99 compared to - 0.75 for all students

2022-23 P8 of -0.93 compared to -0.69 for non pp students and -0.35 for all students

2021 A8 of 32.54 compared to 35.46 for all students

2022-23 A8 34.93 compared to 37.67 for all students

Reading ages and engagement with reading

Reading ages have continued to improve through the use of the literacy interventions both for identified students in the form of spelling bank and echo reading and also through the wider literacy strategies being used across the curriculum. Further development is needed in these areas to secure the improvement

Higher rates of absence and persistent absence

Whilst attendance remains low and persistent absence remains high improvements have been seen. In 2021/22 whole school attendance was 83.6% with pupil premium students having an attendance of 80.2% whilst in 2022-23 whole school attendance was was 86.3% with pupil premium students having an attendance of 83.5% . The improvement in attendance has also shown a reduction in the gap between the attendance of pupil premium students and all students.

In 2021/22 persistent absence for all students was 46.18% with pupil premium students being 54.44% . In 2022/23 persistent absence for all students was 42.5% with pupil premium students being 51.8% showing an reduction in persistent absence but with the gap remaining broadly the same

Higher rates of poor behaviour including suspension and permanent exclusion

During 2021/22 84.9% of suspensions were for pupil premium students with 71% of permanent exclusions being pupil premium students. An improvement was seen in 2022/23 when 78.3% of the suspensions and 61.5% of permanent exclusions were for pupil premium students. Whilst high this is shows a reduction in the gap and brings it closer to the proportion of pupil premium students within the school

SEMH

The new SEMH provision (PHASE) was in place for January 2023. This provision supports up to 16 students at one time with a majority of these being pupil premium students. The provision has supported students in accessing and remaining in school with 3 students who were previously school refusers for up to 3 years attending the provision to complete their final GCSE exams

High numbers of mid year admissions

In 2022/23 there were 39 in year admissions to the academy. Of these 10 were students entering from Elective home education who therefore had significant gaps in learning and in developing 'school readiness'. The Induction centre was created in January 2023 as a provision for these students to begin to identify and address gaps in learning and wider school

readiness. This has supported students in more successfully re engaging with main stream education.

On the 39 students entering during the academic year 13 received suspensions. Of these 39 students 9 started after the creation of the Induction centre. Of these 9 , 4 received suspensions - 3 of these had previously been at TGA and had been either CME or EHE.

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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