PUPIL PREMIUM REPORT

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, Spellzone and Fresh start phonics	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 Provision of purple ruler online learning provision to support students with gaps in learning and students returning from EHE	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 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.

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

CPD at a cost of: £2000

SNAP software at a cost of: £450

Whole school staff training on quality first teaching including adaptive practice and addressing misconceptions has been used to support addressing this issue. In addition the subject specific CPD has further developed subject knowledge and pedagogy.

In addressing assessment and misconceptions BRAG marking has been used to support students in responding to feedback and providing additional support to close gaps in learning.

Students have been targeted for additional subject intervention through the use of registrations and after school booster sessions.

The introduction of SpLD SNAP assessments has allowed strategies to be identified to support students within the classroom and aid in removing barriers to learning.

<u>Areas of strength</u>

All staff have accessed school based and trust wide CPD. The quality of education in school has improved with the average score card grade increasing from 4.09 (December 2022) to 4.55 (summer term 2023)

The gap in attainment between pupil premium and non-pupil premium students has begun to reduce although not at a fast enough rate

Quality assurance visits show that flashbacks, get ready's and BRAG marking are consistently used to support students through assessment of learning and identifying and addressing misconceptions.

<u>Areas of development</u>

The gap between pupil premium and non-pupil premium students has not been reduced and therefore remains an ongoing area for development,

Further work on BRAG and addressing misconceptions is needed for these strategies to be consistently embedded and to show clear and sustained impact.

Attainment and progress of pupil premium students is also impacted by attendance as addressed in challenge 3

<u>Conclusion</u>

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

The CPD for staff will continue to be developed to ensure ongoing progress in raising the attainment of students. Further CPD is needed in adaptive practice to support closing the gap between pupil premium and non-pupil premium students and this is planned for 2023/24. Staff buddying systems will be used to enable staff to receive more bespoke support

---

2. Reading ages and engagement with reading

NGRT testing cost/YARK testing/cracking comprehension/Spelling bank: £4000

Staff training costs: £2000

Cost to purchase class sets of novels: £7500

Cost of Teaching Assistants for delivery of interventions:£3000

CPD has focused on the use of strategies to enable staff (teaching and support) to specifically teach tier 3 vocabulary and on the use of reciprocal reading strategies. Support staff have received additional training on the use of YARK testing, cracking comprehension, echo reading and spelling bank. A total of XXX students have accessed morning literacy interventions including XXX pupil premium students in Y7 and Y8. YARK testing was used to identify the most suitable intervention program for the identified students.

A reading for pleasure programme has been introduced during morning reading time and includes class novel, thematic reading and oracy and free read time. Quality assurance visits show that students are engaging in this reading and students speak positively of the texts within student voice and are able to compare these texts to those read during English curriculum time. Anecdotal evidence also shows more students reading for pleasure during social times in school.

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

NGRT testing showed the following improvements for Y7 and 8 students. students receiving free school meals made slightly less progress than non free school meal students in year 7. For those students in the cracking comprehension group students showed a decline in SAS with students accessing FSM seeing a larger difference.

Y7 Whole cohort data (125 students)

	Mean SAS start	Mean SAS end	Difference
All students	96.6	97.6	+1
Non FSM (63)	96.7	97.8	+1.1
FSM (61)	96.3	97.1	+0.8

Y7 cracking comprehension cohort data (30 students)

	Mean SAS start	Mean SAS end	Difference
All students	87.6	84.9	-2.7
Non FSM (11)	86.4	84.5	-1.9
FSM (19)	88.3	85.1	-3.2

Year 8 whole cohort (105)

	Mean SAS start	Mean SAS end	Difference
All students	96.5	98.2	+1.7
Non FSM (50)	97.2	98.9	+1.7
FSM (55)	95.9	97.6	+1.7

Areas of strengths

Students have engaged with the reading for pleasure programs and have been able to discuss this within student voice sessions.

Quality assurance shows that tier 3 vocabulary is being explicitly taught but that there is still ongoing work needed to embed this and ensure consistency of use

Areas of development

The teaching of specific tier 3 vocabulary in each subjects area needs to be further embedded to have impact and will need additional staff CPD to develop this further

Whilst QAs have identified that reciprocal reading is being used the strategies to ensure the text is fully understood needs to be more consistently implemented

The impact of the literacy interventions needs to an analysed more effectively to ensure that they are having the desired impact

Conclusion

Some books have been identified as not being ideal for their year groups due to the links with the English curriculum. These texts will be adjusted for next academic year which will mean some new books will need to be purchased.

The use of cracking comprehension will be reduced next academic year and new programs researched and identified for use to support these students. The content of the texts has been identified as being too immature for the students and therefore levels of engagement were low., This therefore had an impact on progress and attainment

Further CPD for staff will be needed to ensure consistent implementation on the use of strategies to develop and teach tier 3 vocabulary and reciprocal reading

Literacy interventions including echo reading and spelling will be continued with year 7 and 8

Further development will be needed to include phonics intervention

3. Higher rates of absence and persistent absence

Increased staffing cost (AHT and Attendance manager): £94710

Minibus costs: £2000

A new Assistant head for attendance was appointed to lead the attendance team and to add additional capacity to monitor progress and to meet with parents.

Monitoring of attendance was increased and the number of school attendance panels where parents were invited in to discuss attendance and to identify strategies for supporting attendance for individuals were identified. These panels all included a governor and in some cases a Headteacher from another school within the trust.

The mini bus was used to operate a collection system for students who were struggling to attend school or who were arriving so late to school that they were receiving an absent mark for the morning session.

A rewards system was implemented to recognise 100% attendance but also improvement in attendance. This has included vouchers and cinema afternoons as well as CFPs for 100% weekly attendance to encourage students to further improve

	21 - 22		22 - 23		Diff +/-	
	PP	Non PP	PP	Non PP	PP	Non PP
Attend	79.3%	89.7%	82.9%	91.4%	3.6%	1.70%
PA	48.0%	27.9%	44.3%	23.7%	-3.7%	-4.20%

Areas of strength

A reduction in U codes was seen as a result of the minibus being used for some students.

Attendance and persistent absence for pupil premium students has improved and these improvements are in line or higher than for non pupil premium students

Areas for development

Not all students who were offered the minibus through attendance panels took up the offer and therefore their attendance continued to be impacted by lateness to school on ongoing non attendance

There are a number of students who are having individual days of absence rather than long periods who are not hitting triggers for intervention in a timely manner

Conclusion

Whilst attendance and persistent absence has improved for all learner groups the improvement in overall attendance was higher for the pupil premium students. The attendance strategies will continue to be used, however further development in the attendance process will be developed to ensure that there are clear triggers for support. This will need to include triggers for individual days/periods of absence as well as a percentage absence figure .Additional rewards will be included to support continuous improvement in attendance

4. Higher rates of poor behaviour including suspension and permanent exclusion

Teacher cost for BASE: £36800

Learning mentor cost x 2 £58000

Sensory room cost (equipment) £300

2 Additional non teaching heads of year: £66000

Cost of staff training: £750

TFTF mentoring: £2741

Cost of placements at Shepherds Place Farm: £10000

Cost of BOSS: £1666

The academy has had high rates of suspensions and permanent exclusions. To address this the academy has increased the number of Non teaching assistant heads of year to 7 from 5 to ensure that students are supported through pastoral programs. This is allowing additional support for pupil premium students within each key stage

BASE is a turnaround provision in the school supporting students to address behaviour and return to mainstream classes. During 2022/23 BASE was moved into a dedicated portacabin designed to support these students, A full time qualified teacher was appointed to work with these students to ensure improved support and to remove barriers to learning for these students. A sensory room has been created within the provision to support students in regulating behaviour. 80% of the students accessing BASE during 2022/23 were pupil premium students,

Pastoral staff have received training on the use of PSPs, De-escalation and behaviour as a communication. This is enabling staff to support students in a more effective manner and to ensure that appropriate behaviour support plans are in place for all students.

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

TFTF mentoring has been bought into to support students through group work. These sessions have run for 16 weeks and have supported a total of

Shepherds Place Farm and Acorn school placements have supported the behaviour of a number of students, reducing suspensions and increasing progress and attainment.

<u>Areas of strength</u>

There is improved provision within BASE which is ensuring that students are able to make academic progress

Behaviour support profiles have improved and are now shared with all reaching staff helping to address barriers to learning within the classroom.

<u>Areas for development</u>

The number of suspensions and permanent exclusions remains too high and is disproportionate to pupil premium students.

<u>Conclusion</u>

Whilst there has been some improvement in the number of suspensions this still remains high. In the next academic year an internal exclusion unit will be created to support a reduction is short suspensions. This will ensure students remain on site and therefore improve engagement with work, a reduction in barriers to learning and improved attendance.

Student voice evidences impacts from TFTF therefore this will be continued in the next academic year. Additional 1:1 mentoring will be sought through Trinity Foundation to provide a more focussed support for identified students.

BASE will continue to be used as a turnaround provision for students needing additional support. Placements at Shepherds Place Farm will be continued for identified students who need a smaller group provision

5. SEMH

Cost of learning mentor: £29000

Cost of sensory room (equipment): £300

Cost of physical space changes (new wall) £2000

Part Cost of mental health practitioner: £25000

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. PHASE is staffed by a learning mentor who is able to support the students with maintaining their work. The schools mental health practitioner support students with mental health support sessions.

<u>Areas of strengths</u>

PHASE has supported 14 students in remaining in school and accessing educational provision. Of these 7 are pupil premium students all of which have improved their attendance at school and increased their attendance to mainstream lessons

<u>Area of development</u>

Further staff training on therapeutic interventions would improve the provision being offered to students

Additional subject specific support would enable students to re integrate into lessons more easily and ensure that expected progress is made by the students spending the majority of their time in PHASE

<u>Conclusion</u>

PHASE is a positive improvement in provision for students with SEMH needs. Further staff training will need to be planned for next academic year to ensure further development of the provision.

6. High numbers of mid year admissions
Learning mentor cost: £29000

6. High numbers of mid year admissions

Learning mentor cost: £29000

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.

SNAP assessments are completed where appropriate and this is helping to identify additional learning and behaviour needs. The learning mentor is therefore able to share support plans with staff prior to them attending mainstream lessons

<u>Areas of strength</u>

Students are better supported at integrating into TGA and being school ready. Staff are able to plan for their integration into classes and have an understanding of the academic ability of these students and any SEND needs which have been identified.

<u>Area for development</u>

It would be beneficial for more specialist staff to visit the induction centre and develop relationships with the students prior to them attending lessons. This would also enable more learning gaps to be addressed. A larger space may need to be considered if in year admissions remain high

<u>Conclusion</u>

The induction centre is supporting students in integrating into TGA. At this point it is difficult to determine impact on progress and attainment. This will therefore need to be continued development area for next academic year,

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)