

# Pupil Premium impact report for academic year 2022-23

## Context

Pupil Premium funding is allocated by the Department for Education to ensure that students of all backgrounds are able reach their full potential. Schools receive funding for students who have been in receipt of free school meals in the past 6 years, looked after children (LAC) and previously looked after children (PLAC), these groups when combined are classed as Disadvantaged.

It is the Academy's responsibility to choose how to best spend the allocated funds and it can be spent on students who need help but are not classed as 'Disadvantaged'.

Detail	Data
Number of pupils in school	841
Proportion (%) of pupil premium eligible pupils	21%
Date published	September 23

Last year we identified our challenges for the year ahead.

## Challenges

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

Challenge number	Detail of challenge
1	Milestone targets (2021/2022) show that disadvantaged students have an average point score that is lower than that of their peers (year 7 is -0.14, year 8 is -0.26). Current Learning Grades show that disadvantaged students have an average point score that is lower than that of their peers, (year 7 is -0.17, year 8 is -0.24). We need to close this gap
2	Identifying within the curriculum where disadvantaged students have barriers to learning or fail to make progress in line with their peers.
3	Attendance - Disadvantaged students' attendance is 1.91% lower for year 7 and 1.6% lower for year 8. than that of their peers. Our aim is to close the gap throughout the students' time at the

	Academy.(Note this gap has closed since the last statement by 0.74%
4	Identifying gaps in learning – Whilst we have had a year without lockdown, the disruption caused by the pandemic remains and it is imperative we consider the impact and breakdown what this looks like for individual students.
5	Varied feeder schools - Whilst housing in our catchment area is still being constructed the Academy is operating at full year group capacity to combat a shortage of school places in Milton Keynes. This has resulted in a significant number of feeder schools, leading to increased challenges in student transition.
6	<p>CPD</p> <ul style="list-style-type: none"> <li>- all staff are trained to employ PP strategies with consistency. Form tutors become the lead professional in the disadvantaged students' life; they are coached to identify how best to support the student. It is essential that time is given to this strategy.</li> <li>- Staff training must ensure all students have access to high quality teaching</li> </ul>
7	Ensuring that financial hardship doesn't prevent the student from accessing the curriculum or wider curriculum, or stop them having the resources that allow them to work effectively.
8	To use the behaviour system effectively to promote learning amongst disadvantaged students, particularly through the use of praise and rewards.

## Outcomes

This explains the outcomes we were aiming for by the end of last years strategy plan and our actual outcomes

Intended outcome	Success criteria	Outcome
To close or eliminate the attainment gap between Disadvantaged students and their peers	In successive years the attainment gap should close (based on the results of internal assessment compared to milestones).	<p>Year 7 PP 1.69            Year 7 Not PP 2.00            Gap -0.31            Milestone -0.22</p> <p>Year 8 PP 2.46            Year 8 Not PP 2.70            Gap -0.24            Milestone -0.23            (Gap -0.01 compared to last year -0.03 so has closed)</p> <p>Year 9 PP 2.78            Year 9 Not PP 3.06            Gap -0.28            Milestone -0.29            (Gap -0.01 compared to last year 0 so no sig change)</p>

		<p>Progress:</p> <p>Year 7 GAP – progress in year 7 -0.09 (not significant but still a negative)</p> <p>Year 8 GAP - progress in year 8 -0.02 (not significant but still a negative but up by 0.04 on last year which stood at -0.06)</p> <p>Year 9 GAP – progress in Year 9 is 0. This shows an improvement of 0.04 from last year which stood at -0.04)</p>
<p>To identify areas of the curriculum where disadvantaged pupils, make least progress. Current area of concern are:</p> <p>Year 7 students (this year, year 8) – Drama, RE, Science and Spanish.</p> <p>Year 8 students (this year, year 9) – DT and Spanish</p>	<p>Gaps in progress close so they are in line with other subjects.</p>	<p>Year 8</p> <p>Drama - -0.03</p> <p>RE - -0.02</p> <p>Science - -0.18</p> <p>Spanish - -0.1</p> <p>All subjects have closed their Gaps although Science remains on the list for next year</p> <p>Year 9</p> <p>DT - +0.13</p> <p>Science - +0.07</p> <p>Both now showing a positive gap</p>
<p>To monitor student progress in Numeracy and Literacy and identify if disadvantaged students are making progress in line with their peers. Where appropriate intervention strategies such as 1 to 1 and small group work to be put in place outside of the classroom.</p>	<p>Students make consistent progress that is in line with their peers</p>	<p>Literacy – progress in year</p> <p>Year 7 GAP = +0.11</p> <p>Year 8 GAP = +0.09</p> <p>Year 9 GAP = 0.56</p> <p>Students with NTP intervention = + 0.12</p> <p>Numeracy – progress in year</p>

		<p>Year 7 GAP = -0.05  Year 8 GAP = +0.39  Year 9 GAP = -0.16</p> <p>Students with NTP intervention = -0.04</p>
<p>To reduce the gap in attendance between disadvantaged students and their peers.</p>	<p>To close the gap in each year group in terms of progress towards milestone.</p>	<p>Year 8 GAP was -1.91% in Year 7 and is now -1.39%. Therefore a positive change but still a concern  Year 9 GAP was -1.6% in Year 8 and is now -3.53%. This is a concern and will form part of the strategy intent for the forthcoming year.</p>
<p>To identify the knowledge and concepts that were missed at KS2 and adapt the curriculum so that the gaps are filled.</p> <p>Heads of department use formative and summative (progress tests / CAT 4 )data to identify gaps in learning, when this is complete strategies are employed to close any gaps in learning and the curriculum is adapted.</p>	<p>PP students make similar progress to non-PP students.</p> <p>Curriculums and schemes of work are adapted to meet need.</p>	<p>Refer to column 1 for data.</p> <p>Note – project based learning in first half term helped colleagues to identify gaps in learning.  Also – intensive transition, meeting year 6 teachers and discussing curriculum and individual students helped to identify gaps.</p> <p>This knowledge was then used to plan curriculum – all of which can be found on the website.</p> <p>Deep dives throughout the year plus a deep dive focused on PP suggested a positive experience for PP student sin lessons and HoD were able to articulate gaps.</p>

		Ofsted report complimentary on our curriculum
To integrate all students into the Academy effectively, ensuring they gain an understanding of the Academy culture and develop effective relationships with staff and peers.	Liaison with all primary schools has taken place and we use the information they provide from transfer documentation to put immediate strategies in place. To identify and ensure no student is isolated due to them being the only student from their previous school.	As above
Each student has a tailored Pupil Premium Profile (PPP) that helps the students overcome potential barriers to learning and progress.	Form tutors are confident in identifying the needs of their disadvantaged tutees. Teaching staff implement strategies in the classroom enabling students to progress. These are evident in learning walks.	Every PP student has a profile which is a working document. Need to work on consistency of use by tutors and teachers. Every PP student mentored by FT with dedicated time as part of their TT.
The Academy uses PP funding appropriately to support students to access funding for the resources they need to learn effectively.	Students have the same levels of access to the extended curriculum as their non disadvantaged peers (including clubs and trips). They wear full uniform, have correct equipment and eat a nutritious meal.	Full take up of FSM. Support given with uniform and payments for trips etc.
Behaviour- To ensure that behaviour of disadvantaged students is in line with peers.	Heads of year will identify disadvantaged students whose behaviour is impacting their learning. Assessment will be based on house points (positive), behaviour points, and other sanctions. Strategies will be put in place to reduce any gaps in either house points or behaviour points.	Average PP Behaviour points 22.33, Non PP Behaviour points 10.5 Average PP House points 293.59, Non PP House points 331.18 This is a concern and will be a specific focus for this year

**Please refer to our Pupil Premium Strategy Statement 2023-2024 for details of activities this year outlining our strategic plan to address current issues. This includes addressing any concerns/gaps that are shown between intended outcome and actual outcomes from this document.**