

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

- Declare that you've spent the funding in line with the conditions of grant (and that you've not spent it on the NTP), and can demonstrate this if requested (the NTP year-end statement will have a tick-box declaration for 2022/23)

School overview

Detail	Data
School name	Gloucester Academy
Number of pupils in school	740
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	May 2023
Statement authorised by	W Meldrum P Lewis

Pupil premium lead	V Pearce
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384,150
Recovery premium funding allocation this academic year.	£107,916
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	£449,112

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that disadvantaged students at Gloucester Academy climb their own personal mountain to the best universities and professions. Disadvantaged students at Gloucester Academy are given opportunities for social and personal development so they increase their cultural capital as well as developing academic behaviours that lead to excellent outcomes.

Teaching and Learning is at the forefront of our school and a large quantity of time is spent on the development of teaching in all subject areas driven by our 6 Teaching Principles, informed by Barack Rosenshine's Principles of Instruction. This ensures that our students are experiencing evidence based practice and therefore can improve the impact that we have as teachers within our classroom. Alongside this, leaders and teachers are in constant evaluation of their curriculum to ensure that our students have access to a world class curriculum that will allow our students access to the best universities and professions. As a school we have heavily invested staff and systems that provide extracurricular activities to our students exposing them to opportunities that may not present themselves in their personal lives; sports fixtures.

Our pupil premium strategy outlines a wide variety of actions and priorities that will be implemented to address our intent. The objectives are linked to the 6 areas of focus from our whole school improvement plan. This includes;

- Attendance and behaviour
- Teaching and Learning
- Outcomes
- Curriculum
- Leadership
- Wider Engagement

Every decision at our school is taken to drive improvement in these 6 areas and this is no different for our Pupil Premium strategy. By keeping our focus on these 6 areas, we know that we will be developing successful learners and we will prepare our students for their journey up the mountain.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows a disproportionate amount of PP students fall into the persistent absence category. Attendance for PP students was 74% in 2021-22
2	Attainment and P8 scores are below that of non-pupil premium students.

3	Developing learning behaviours that reduce the number of repeated referrals to the RFL (Ready for Learning Centre). 2021/22 - 67% of RFL referrals were from PP students.
4	Engagement with our Enrichment program to develop character.
5	Geographical location in an area of educational deprivation with students from disadvantaged backgrounds less likely to go on to study A-Levels than non disadvantaged students. This has built a culture of low aspiration continuing the cycle of disadvantage.

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
Improved attendance and a reduction in the number of persistent absences	Attendance target - 96% Reduction in the number of PA students and the proportion of these students is in line with the whole school PP percentage.
Improved attainment among disadvantaged students across the curriculum at the end of KS4	No gap in data between PP and non PP students 60% Grade 5+ in Eng & Maths 100% Ebacc entry
PP students are under-represented in behaviour incidents.	Percentage of PP students in RFL is below the percentage of PP students in the school.

<p>Students' literacy levels increase across the curriculum</p>	<p>Through the Tutor Time Reading Program, disadvantaged students are exposed to a wide range of vocabulary and through the use of synonyms, tutors support this understanding and acquisition of new language. Early identification of gaps with literacy are identified and interventions are implemented. NGRT testing will show an increase in the Reading Ages of PP students.</p>
<p>Curriculum builds on students' knowledge and skills from KS2 and provides the knowledge and skills required to access KS5 and HE</p>	<p>Students experience a broad and balanced world class curriculum designed and delivered so students build knowledge and transfer knowledge into long term memory. Middle leaders and senior leaders use 'Developmental Drop Ins' to ensure that these lessons support the progress of our disadvantaged students.</p>
<p>Wider engagement to develop students' character education by making enrichment accessible and encouraging participation for all.</p>	<p>Opportunities for students to develop their creativity and build cultural capital through offering a range of lunchtime and afterschool enrichment e.g. chess and gardening club. Increase in extracurricular sporting activities and fixtures.</p>

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: £160,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NGRT – NGRT platform is used to test students reading ages regularly and identify students who need additional literacy support.</p>	<p>Developing literacy and reading ability is fundamental to a student's ability to access the curriculum. The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills to help you get to the root of any problems precisely and quickly. NGRT provides information about sentence completion and comprehension skills, allowing you to identify where difficulties lie; this data will then be used to identify students who need literacy intervention.</p>	<p>2,3</p>
<p>Tutor Time Reading Programme; disadvantaged students are exposed to a wide range of vocabulary and through the use of synonyms, tutors support this understanding and acquisition of new language.</p>	<p>Exposure to a wide range of books through the reading programme helps develop a passion for reading and embeds reading into a student's daily routine. The school library means that disadvantaged students can easily access challenging reading books and the Greenshaw Canon programme offers rewards to students.</p>	<p>2,3</p>
<p>Staff CPD focus on curriculum and deliberate practice to increase student fluency in key knowledge and skills to build knowledge and long-term memory and ensure better outcomes in exams.</p>	<p>In Ofsted's research on curriculum, Prof Daniel Mujis highlights that a poorly sequenced and structured curriculum can lead to knowledge and skills gaps in students. He also highlights that this is particularly acute for disadvantaged students.</p> <p>We have therefore ensured that we have put a lot of CPD time and focus into having a well sequenced curriculum, with carefully selected knowledge. We have also ensured that departmental CPD time is</p>	<p>2, 4</p>

	<p>focussed on the improvement of subject knowledge.</p> <p>Teachers understanding key findings from cognitive science; for example, cognitive load theory, deliberate practice and the expertise reversal effect and how these should be taken into consideration when planning and delivering lessons are also vital for effective progress in all students.</p>	
<p>Increased staffing, to ensure broadening curriculum. offering a broader range of subjects at KS3 & KS4.</p>	<p>Ofsted's research on curriculum is clear that having a narrow curriculum disproportionately affects disadvantaged students. Research for education inspection framework (publishing.service.gov.uk) For example, disadvantaged students are less likely to study the Ebacc suite of qualifications.</p>	<p>2, 4, 5</p>
<p>DDI and PD programme</p>	<p>The EEF's Pupil Premium guidance states that students experiencing high quality teaching is vital for ensuring that all students achieve well and can participate in society when they leave school. Targeted and personal CPD allowing opportunities to share and learn from best practice to support the progress of disadvantaged students. Supporting the continuous refinement and improvement of teaching practice.</p>	<p>2, 3</p>

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

Budgeted cost: £121,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct Instruction CPD for staff to offer targeted support in English and Maths to small groups.	Evidence from the EEF shows that the Direct Instruction approach can increase mathematics attainment for all pupils. This program aims to enable pupils to master key concepts through increasing opportunities to practise and review their understanding.	2
Extended school time including Year 11 period 6.	Our disadvantaged students will benefit the most from this structured learning time academically as well as the personal and social skills as demonstrated by the research by the EEF toolkit. This extended time spent in front of a subject specialist will ensure that all students are as prepared and confident as possible in their studies.	2,4
GA Prep	Completion of homework is one way to increase students' access to the curriculum and ensure they are moving their learning to their long term memory. GA Prep before school means disadvantaged students have support from teaching staff and access to ICT to complete tasks.	2,4

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

Budgeted cost: £210,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Increased size of the pastoral team.</p>	<p>Intervention work that takes place during time spent in Red Point or RFL builds successful behavioural habits that allow students to progress well in and outside of the classroom.</p>	<p>3</p>
<p>School Lead Tutoring program</p>	<p>Subject specific tutoring is provided in Maths, English, Science, MFL & Humanities for all students. The program focuses on gaps in learning and supports students in building successful study habits.</p>	<p>2</p>
<p>GROWS & Employment of a Careers Advisor</p>	<p>Students have access to resources, including Unifrog, and events that help them make informed decisions about higher education and their futures. Compass+ is used to assess our provision against the Gatsby benchmarks for Good Career Provision.</p>	<p>4, 5</p>
<p>Character Education - Enrichment offer</p>	<p>EEF describes character as a 'set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond.'</p>	<p>4</p>
<p>Growth of attendance team - Appointment of AAHT with a focus on attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. This will help to improve attendance through tracking and monitoring attendance and allows the team to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.</p> <p>Employment of Education Welfare officer Employment of Community Liaison officer to engage parents</p>	<p>2</p>

Safeguarding Team	Early help to support students and their families to remove barriers. To liaise and work with external agencies so that students receive help and the school takes action to support a young person or their family as soon as a concern emerges. This will ensure the most vulnerable students are able to access the curriculum and make progress. Whole school staff involved in safeguarding training to ensure and concerns can quickly be identified and referred to the safeguarding team.	2
Hardship Fund	At Gloucester Academy we aim for all students to take an active role in a world class curriculum. Provision of PE kit, equipment and school uniform where needed to prevent it becoming a barrier to learning. We strive to ensure students are smart and proud of their Gloucester Academy identity. Through line up we ensure students are fully equipped and remove any barriers to learning at the very start of the day.	1,2,3,
Trip and visit support	Subsidising the cost for our disadvantaged students to enable them to participate in visits to theatre productions and concerts. This will create opportunities for these students to see excellence and enhances student experiences building their cultural capital	1,4
Technology, Art and PE resources	Provision of these resources where needed to prevent it becoming a barrier to learning.	2
Music subsidy	To ensure all students have opportunity to access small groups or 1:1 lessons with peripatetic teachers. EEF found that 'arts participation approaches can have a	2,4

	positive impact on academic outcomes in other areas of the curriculum’.	
--	---	--

Total budgeted cost: £449,112

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.

Aim	Outcome
PP students will have on average a progress 8 score at least as good as Non PP students.	Progress 8 - -0.90
PP students will have an average attainment 8 scores at least as good as non PP students.	Attainment 8 - 28.07
At least the same percentage of PP students achieving 5 or more GCSEs grade 9-4 in English and maths.	(5+ in English & Maths) 9.23% (PP) 21.32 (whole school)
Average attendance for PP students will be at least as good as non PP	75% attendance for all PP students. (84% for non-PP students)
PP students will on average have the same, if not fewer behaviour points than non PP students.	67% of RFL referrals were from PP student which is higher than the proportion of PP students in the school.

