

# Pupil premium strategy statement – Gloucester Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	893
Proportion (%) of pupil premium eligible pupils	47.48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/23 2023/24 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	P Lewis W Meldrum
Pupil premium lead	W Meldrum
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£401,580
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£107,916
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£509,496

# 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. 75% in 2022-23.
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. 2023/23 50% of PEX
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.
Students' literacy levels increase across the curriculum	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.
Curriculum builds on students' knowledge and skills from KS2 and provides the knowledge and skills required to access KS5 and HE	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.
Wider engagement to develop students' character education by making enrichment accessible and encouraging participation for all.	Opportunities for students to develop their creativity and build cultural capital through offering a range of lunchtime and afterschool enrichment e.g. chess with 100% of our PP students engaging in our enrichment program. Increase in extracurricular sporting activities and fixtures.

## 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: £180,096

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>2023 - Appointment of an Intervention Lead (Lead practitioner) to oversee the</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</p>	2,3

Literacy and Numeracy intervention provision.	used to identify students who need literacy intervention.	
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.	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.	2,3
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>In Ofsted's research on curriculum, Prof Daniel Mujs 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 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>	2, 4
Increased staffing, to ensure broadening curriculum. offering a broader range of subjects at KS3 & KS4.	Ofsted's research on curriculum is clear that having a narrow curriculum disproportionately affects disadvantaged students. <a href="#">Research for education inspection framework (publishing.service.gov.uk)</a> For example, disadvantaged students are less likely to study the Ebacc suite of qualifications.	2, 4, 5
DDI and PD programme	The EEF's Pupil Premium guidance states that students experiencing high quality	2, 3

	<p>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>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £140,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Direct Instruction CPD for staff to offer targeted support in English and Maths to small groups.</p> <p>2023 - Introduction of the Read with Me program where students receive 1:1 reading sessions</p>	<p>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.</p>	2
<p>Extended school time including Year 11 period 6.</p>	<p>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.</p>	2,4
<p>GA Prep</p>	<p>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</p>	2,4

	support from teaching staff and access to ICT to complete tasks.	
Phonics Program (2023)	The EEF report on Phonics has outlined that it has a positive impact overall with very extensive evidence. They also outline that students in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.	2

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

Budgeted cost: £ 189,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased size of the pastoral team.  2023 - Appointment of individual Heads of Year	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.	3
GROWS & Employment of a Careers Advisor	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 <a href="#">Good Career Provision</a> .	4, 5
Character Education - Enrichment offer	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.'	4
Growth of attendance team - Appointment of AAHT with a focus on attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. This will help to improve attendance	2

<p>2023 - Appointment of AHT with an attendance responsibility, EWO and minibus driver to support students' attendance.</p>	<p>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>Safeguarding Team</p>	<p>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.</p>	<p>2</p>
<p>Hardship Fund</p>	<p>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.</p>	<p>1,2,3,</p>
<p>Trips and visit support</p>	<p>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</p>	<p>1,4</p>
<p>Technology, Art and PE resources</p>	<p>Provision of these resources where needed to prevent it becoming a barrier to learning.</p>	<p>2</p>



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 positive impact on academic outcomes in other areas of the curriculum'.	2,4
Investment into Mountain rescue; our early help support. (2023)	The NSPCC publication entitled 'Thriving communities: a framework for preventing and intervening early in child neglect' outlines that providing timely support is vital and that it can; protect children from harm, reduce the need for referral to child protection services, improve children's long-term outcomes, improve children's home and family life and support children to develop strengths and skills to prepare them for adult life.	1, 2, 3
Contingency fund for acute issues.	The cost of living crisis has given rise to the need for us to set aside a portion of our funding to respond quickly to the needs of students who may not yet have been identified.	All

**Total budgeted cost: £ 509,496**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

Aim	Outcome	On target
Improved attendance and a reduction in the number of persistent absences	2021/22 - 74% (79.6% whole school) 2022/23 - 74% (79.3% whole school)  2021/22 - PP PA students (70.5%) 2022/23 - PP PA students (69.5%)	Increasing the capacity of the attendance team allowed support to be put into place for disadvantaged students to support them in their attendance. The appointment of an AHT for 2023/24 will continue to support students in attending Gloucester Academy 100% of the time.

<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4</p>	<p><b>Progress 8</b></p> <p>2022 - PP students -0.9 (-0.35 all)</p> <p>2023 - PP Students -0.42 (-0.06 all)</p>	<p>The gap between PP students and non PP students is closing with PP students making more progress from 22/23 to 23/24 compared to the progress made by the whole cohort. If this progress continues then we shall eventually eradicate the gap in progress between PP and non-PP students.</p> <p>The A8 of our students has improved</p> <p>On target</p>
<p>PP students are under-represented in behaviour incidents.</p>	<p>Number of RFL incidents -</p> <p>2021 - 10%</p> <p>2022 - 15%</p> <p>Number of suspensions</p> <p>2021 - 52%</p> <p>2022 - 69%</p>	<p>There is a strategy in place to reduce the number of suspensions which includes utilising a menu of interventions to ensure that all students are supported and barriers are quickly identified and removed.</p> <p>85% of the students enrolled on the mindfulness course at PP.</p> <p>On target</p>
<p>Students' literacy levels increase across the curriculum</p>	<p>The implementation of 1:1 reading through a local charity.</p> <p>Number of FSM students who have an SAS score below average</p> <p><b>2021</b></p> <p>September - 42%</p> <p>July - 49%</p>	<p>The implementation of 1:1 reading through a local charity.</p> <p>On target</p>
<p>Curriculum builds on students' knowledge and skills from KS2 and provides the knowledge</p>	<p>Subject Leaders have developed narratives around their curriculum and are able to articulate the intent of their curriculum and why the knowledge has</p>	<p>Target met.</p>

and skills required to access KS5 and HE	been selected and sequenced. Links have been made with 5 local primary schools where a network of curriculum leads has been created to ensure our curriculum builds on from what has been learnt at KS2.	
Wider engagement to develop students' character education by making enrichment accessible and encouraging participation for all.	100% of our PP students attended a compulsory enrichment at the end of one of their days a week. The numbers of PP students who attended non-compulsory enrichment are 45%. 41% of the badges earned are PP students.	On target.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Bridge Youth	N/A