

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 | Strood Academy |
| Number of pupils in school | 1327 |
| Proportion (%) of pupil premium eligible pupils | 32.93% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mr Jon Richardson |
| Pupil premium lead | Mr Sav Fatania |
| Governor / Trustee lead | Tajinder Gill |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £355,005 |
| Recovery premium funding allocation this academic year | £94,668 |
| 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 | £449,673 |

Part A: Pupil premium strategy plan

Statement of intent

At Strood Academy, we are committed to providing an inclusive and nurturing learning environment where all our students can thrive academically and personally. We recognise the importance of addressing the needs of disadvantaged students and are dedicated to using Pupil Premium funding effectively to support their educational progress.

Our Vision and Aims:

Our vision is to ensure that we promote social justice through excellent outcomes for all.

1. **Raise Achievement:** We will use Pupil Premium funding to raise the attainment and progress of disadvantaged students across all key stages.
2. **Close the Attainment Gap:** We are committed to closing the attainment gap between disadvantaged students and their non-disadvantaged peers.
3. **Improve Well-being:** We will support the social, emotional, and mental well-being of all our students, with a particular focus on those eligible for Pupil Premium funding.

Our Strategies:

To achieve our aims, we will implement the following strategies:

- **High-Quality Teaching:** We will ensure that all teaching staff are equipped with the skills and resources needed to provide high-quality teaching, including personalised support for disadvantaged students.
- **Targeted Support:** We will provide additional academic and pastoral support for eligible students through small group interventions, one-to-one tutoring, and mentoring programs.
- **Curriculum Enrichment:** We will offer a broad and enriching curriculum, including extracurricular activities, to enhance the learning experiences of our disadvantaged students.
- **Parental Engagement:** We will actively engage with parents and guardians of disadvantaged students to foster a strong home-school partnership and encourage involvement in their child's education.
- **Monitoring and Evaluation:** We will regularly monitor the progress of disadvantaged students and evaluate the impact of our interventions to adjust our strategies accordingly.
- **Reporting and Accountability:** We will report on the impact of our Pupil Premium spending in our annual report to parents and the school's governing body. We are committed to transparency and accountability in how we use Pupil Premium funding.

This statement will be reviewed annually to ensure it reflects the evolving needs and circumstances of our students.

Challenges

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

| Challenge number | Detail of challenge |
|----------------------------|---|
| Academic Challenges | |
| 1 | The literacy and numeracy skills of disadvantaged pupils are much lower compared to their non-disadvantaged peers, preventing disadvantaged pupils from making progress. |
| 2 | Disadvantaged pupils make less progress compared to their non-disadvantaged peers in most subjects and this includes English and maths. |
| 3 | Low aspirations and self-esteem. To raise the aspirations of disadvantaged pupils, they need to experience a wide range of enrichment opportunities to broaden their horizons. This includes trips and visits. |
| External Challenges | |
| 4 | Attendance of disadvantaged pupils is lower compared to their non-disadvantaged peers. As a result there is a loss of learning, which has a negative impact on their levels of progress. |
| 5 | Many disadvantaged students do not have access to the materials needed to support their learning. This may include: IT/internet access at home, revision books and basic equipment. |
| 6 | Some disadvantaged pupils have social, emotional and mental health needs that have a negative impact on their well-being and academic progress. They also face difficult challenges in their lives due to lack of stability, role models and access to necessities. |
| 7 | Parental engagement has always been a challenge, especially attendance to parents' evenings. Parents of disadvantaged pupils can have a positive impact on their child's progress if support and workshops are provided. |

Intended outcomes

| Intended outcome | Success criteria |
|---|---|
| <p>To improve student attainment for disadvantaged students through high quality teaching and learning.</p> | <ul style="list-style-type: none"> ● The quality assurance of lessons will show effective teaching and learning with evidence of highly effective teaching over time. This will be monitored through observations, learning walks, Record of Progress folders and student voice. ● The attainment gap diminishes between disadvantaged and others. The 2024 attainment score will show an improvement from 2023 and inline with national average (non-selective schools in Kent). ● Higher expectations of disadvantaged students will show that disadvantaged students are making equivalent or better progress compared to their non-disadvantaged peers and have improved ATL scores over time. |
| <p>To effectively use data tracking points to identify disadvantaged students for interventions.</p> | <ul style="list-style-type: none"> ● Effective data analysis will result in interventions being allocated to disadvantaged students that need it the most. The quality assurance and tracking of interventions will show progress of disadvantaged students. |
| <p>To improve the literacy, oracy and reading scores of disadvantaged students so that the gap diminishes between disadvantaged and their non-disadvantaged peers.</p> | <ul style="list-style-type: none"> ● Years 7 and 8 disadvantaged students will show improved reading scores. The gap diminishes between disadvantaged and their non-disadvantaged peers. ● Observations, learning walks and students' work illustrate that all teachers consistently model and promote high standards of literacy. ● There is a consistent approach to the teaching and marking of literacy across the curriculum. |
| <p>To increase the number of disadvantaged students accessing extracurricular activities, trips and experiences.</p> | <ul style="list-style-type: none"> ● Enrichment activities will develop cultural capital within students and increase well-being. ● Opportunities for disadvantaged students to visit higher education establishments will increase the number of students at KS5 and numbers attending university. |
| <p>To reduce attendance gap for disadvantaged students.</p> | <ul style="list-style-type: none"> ● Improved attendance of disadvantaged pupils across all year groups. ● Persistent absence is in line with non-disadvantaged peers. |
| <p>To improve resilience and engagement of DA students.</p> | <ul style="list-style-type: none"> ● Behaviour log shows a reduction in the number of behaviour incidents for DA students and an increase in the number of merits. |
| <p>To increase parental engagement.</p> | <ul style="list-style-type: none"> ● Increase in parental satisfaction in parents' evening survey. ● Increase in parental attendance to parents' evenings across all year groups. |
| <p>To improve metacognitive, self-regulatory and study skills of disadvantaged students.</p> | <ul style="list-style-type: none"> ● Observations and learning walks show that all teachers are effectively modelling metacognitive and self-regulatory strategies. ● Improved rates of independent learning. ● Reduction in the attainment gap between DA and their non-DA peers. |

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: £99,673

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Quality first teaching: -teacher and subject leadership CPD implementation 2023-2025 | Senior leaders, subject leaders and external consultants work alongside the teaching team to embed expertise in teaching and learning. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) | 1,2,3 |
| Curriculum quality | Additional opportunities offered without charge for PPG pupils (<i>outdoor education, individual music tuition, extra-curricular clubs and school trips</i>) | 1,2,3 |
| Embedding assessment for learning strategies and feedback 2023-2025 | Consistent, timely and accurate feedback enabling children to make progress. Feedback EEF (educationendowmentfoundation.org.uk) | 1,2,3 |
| Meta-cognition and self-regulation | CPD sessions for staff to understand the impact of developing meta-cognitive thinking about children. Staff harvest a culture of meta-cognitive thinking. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) | 1,2,3 |

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

Budgeted cost: £ 200,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| One-to-one tuition | One-to-one tuition delivered by a qualified teacher to accelerate progress in English and Maths. One-to-one tuition EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 5, 6 |
| Small group tuition (including teacher and TA led sessions) | Small group tuition in core subjects particularly in phonics, reading and mathematics. Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 5, 6 |

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

Budgeted cost: £ 150,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------|--|-------------------------------|
| After-school learning/study club | Provide structured 'home learning' routine in school settings outside of the normal school day. Children supported with completing homework, have an adult listen to them read (<i>develop fluency</i>) and to be read to (<i>vocab development</i>). Extending school time EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 5, 6 |
| Parental engagement and home learning | Embed quality of home communication and home learning. Parental engagement EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 7, |
| Wellbeing and confidence support. | Learning Mentor programmes of work. TA interventions. Staff training. Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 3, 4, 5, 6 |
| Attendance | Regular communication, provision of transport, support meetings. Office Manager leadership. | 3, 4, 5, 6, 7 |
| Behaviour | Learning Mentor programmes of work with target pupils. Senior leader and pastoral support. | 2, 3, 4, 5, 6, 7, |

| | |
|-----------------------------|-----------------|
| Teaching: | £99,673 |
| Targeted Support: | £200,000 |
| Wider Strategies: | £150,000 |
| Total budgeted cost: | £449,673 |

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.

| Summary of Objectives | Summary of Expenditure | Impact on Progress and Attainment of Eligible Pupils |
|---|---|--|
| Raise literacy levels in PP students at Strood Academy | Literacy interventions across KS3/KS4 for low attaining disadvantaged pupils. NGRT reading tests - A standardised, adaptive, assessment to measure reading skills against the national average. Librarian was employed to support literacy catch up sessions and develop literacy material for pupils to encourage reading. New titles bought for the library to update resources accessed by students ready for form time activities. | Baseline reading scores. Analysis of results of NGRT used to identify strengths that can be further developed as well as areas that require improvement, this allowed us to create a personalised reading intervention plan for certain pupils. All pupils in year 7 - 9 have read at least one book during tutor time next year as part of our right to read program. |
| KS4 interventions led by the Raising Standards process. | Year 11 and 13 holiday intervention and P7 targeted intervention programme | Positive attendance to intervention throughout the academic year have led to an improvement in the outcomes for GCSE results |
| Coaching and Mentoring Programme | Targeted Coaching and mentoring programme rolled out to support staff and pupils. Use of 1:1 mentoring, small group mentoring, peer mentoring and targeting intervention. | Pupils in year 11 will develop self confidence and resilience, Improved outcomes and an overall improved well being. |
| Careers and next steps support | All year 10 and 11 pupils will have careers advice with the careers team. | Pupils will have a sense of purpose and directions and have the choice in life that they truly deserve. All year 11 will be prepared for their next destination. 0% Neets. |
| Attendance to be in line with national average | Employment of an extra attendance officer. Attendance rewards. One member of SLT has the sole responsibility of attendance. | Improved attendance for PP pupils. |
| CPD | CPD at all levels for all teachers and staff to ensure the best support possible for our PP students at Strood Academy. | Teachers were much better equipped to support improving outcomes of PP students and therefore close the gap with non PP. |

| | | |
|--|---|---|
| Employment of additional English, Maths teachers | To maintain smaller class sizes to ensure quality first teaching standards are continued, and feedback can continue to focus on PP as a key group (<i>see EEF research findings on the power of feedback</i>). | Continued reduction in attainment gaps, particularly in Y11. |
| Uniform Assistance | Assistance with purchasing for those PP students who need it. | In removing barriers to learning we are ensuring higher attendance and better outcomes. |
| Trips and Visits | Trips and visits paid for from the PPG budget for those pupils unable to access these due to financial issues. These included trips to Reculver, the theatre and an outdoor pursuits centre. | All pupils are able to access different cultural experiences regardless of their financial circumstances. All pupils are able to access the same curriculum. |
| Breakfast Catch Up Club | All PPG students are entitled to a free breakfast whilst catching up on intervention or homework that they haven't completed at home. | Pupils are able to access the schools wifi, can use the expertise of the teacher supporting the breakfast club and start the day with a meal. |
| Individual Learning Resources for Curriculum | At Strood Academy we ensured the strategic use of PP funding by departments, with impact clearly measurable. | Disadvantaged and PP students were more likely to engage with the curriculum leading to improved academic performance. |
| Think Forward School to Work Transitions | Think forward provides our PP, disadvantaged and SEN students long term coaching to prepare them for the world of work. | The programme led to increased aspirations of our PP students and far greater support of them in terms of their well being. This in turn has led to an increase in the employability of our students and consequently, improved outcomes. |
| Summer School | PP students are not charged to take part in summer school at Strood Academy or any of the activities involved in the week-long programme. | PP students are able to access the same transition opportunities as any other pupil. Transition is important as it helps to ensure that new pupils joining the school feel comfortable and settled in their new environment thus ensuring that this is not a barrier to learning in year 7. |
| Renaissance Accelerated Reader | The students' reading ability is tested at the start of the year. This tests their comprehension and inference skills. This generates a ZPD score which indicates the level of book that they should be reading. The pupils are then tested once they have read the book. | A PP student who engaged with accelerated reader progressed on average 30% further than peers who did not engage with the programme. |
| Lexia Reading Software | Three times a year our PP students are tested on their reading comprehension, vocabulary and syntax understanding. | Measure the reading levels of students as well as monitor and track these students. This enables us to identify and evaluate their reading ability. We use this concurrently with 'accelerated reader' to develop their reading skills. |

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 |
|---|---------------------|
| English and Maths 1 to 1 and 3 to 1 tutoring. | My Tutor Programme. |
| English and Maths small group tutoring. | My Own Tutoring. |