

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1363
Proportion (%) of pupil premium eligible pupils	35.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Numera Anwar Headteacher
Pupil premium lead	Christopher Simmons
Governor / Trustee lead	Tajinder Gill

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343765.00
Recovery premium funding allocation this academic year	£ 96324.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£440089.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at Strood Academy, irrespective of their background or the challenges they face, flourish, making good progress and fulfilling their academic potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including sustaining progress for those who are already high attaining. We consider the challenges faced by pupils, who may be vulnerable, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our strategy is also integral to wider school plans for education recovery and school development. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is and will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Teachers and leaders have worked together to accurately assess specific needs, enabling the school to address the most prevalent barriers to learning. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, having high expectations of what they can achieve
- implement recommendations based on evidence-based research

## Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy on entry to secondary school – A greater proportion of our pupil premium children have lower KS2 scores and lower reading ages and require a smooth transition. Some students arrive in year 7 below the national average for reading, writing and Maths. Following lockdowns due to the covid pandemic, PP students were likely to be further disadvantaged than normal due to the period of time out of school that they have spent. Since the first lockdown all PP students have been given a ChromeBook to support their learning.
2	A lack of cultural capital and passive attitude towards learning - A greater proportion of our pupil premium students have not experienced opportunities to

	develop their cultural capital and their understanding of their world, and their place in it, therefore limiting their self-esteem and aspirations within their learning. A greater proportion of our pupil-premium children require support, motivation, an appropriate curriculum offer, and high-quality teaching and intervention to ensure their learning is active.
3	Attendance and Punctuality – A greater proportion of pupil premium children require additional support to maintain good attendance and to also ensure they come to school on time.
4	Parental Involvement – There are some pupil premium students who do not have adequate support at home to ensure that they achieve academically and personally, and this is reflected in our actions in school.
5	Behaviour and social communication issues – There are some pupil premium students who do not have an adequate understanding of behavioural and social boundaries, resulting in sanctions and needing more pastoral support than other student groups.

## Intended outcomes

Intended outcome	Success criteria
To narrow the gap between the educational achievement of PPG and their peers.	<p>2022-23</p> <p>PPG pupils' progress rates are closer to non-PPG pupils.</p> <p>The percentage of PPG children achieving the expected standard in core subjects is higher than the national average.</p> <p>2023-24</p> <p>PPG pupils' progress rates are in-line to non-PPG pupils.</p> <p>The percentage of PPG cohort achieving the expected standard in core subjects is closer to the non-PPG national average.</p> <p>2024-25</p> <p>PPG pupils' progress rates are higher than non-PPG pupils.</p> <p>The percentage of PPG cohort achieving the expected standard in core subjects is in line with the non-PPG national average.</p>
Raise literacy levels in PPG students.	Improvements in reading scores from the start of the year and when pupils are tested again at the end of the year.
Improve the attendance and behaviour for learning of disadvantaged pupils and reduce the number of disadvantaged fixed term exclusions.	<p>A significant reduction in exclusions of PPG students.</p> <p>Raise attendance of all pupils to over 96%</p>

Ensure pupils have access to a wide range of curriculum activities.	PPG cohort participation in curricular and extra-curricular activities in line with non-PPG cohorts.
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## 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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching: - teacher and subject leadership CPD implementation 2022-2025	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
Curriculum quality	Additional opportunities offered without charge for PPG pupils (outdoor education, individual music tuition, extra-curricular clubs and school trips)	1, 2, 3
Embedding assessment for learning strategies and feedback 2022-2025	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)	2, 3, 5

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

Budgeted cost: £ 206,089

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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, 5
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, 5

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

Budgeted cost: £ 144,000

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

Behaviour	Learning Mentor programmes of work with target pupils. Senior leader support.	3, 4, 5
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**Total budgeted cost: £ 440,089**

## 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 2021 to 2021 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, <b>assessment</b> to measure <b>reading</b> 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. 85% of our pupils hae
KS4 interventions led by the Raising Standards process.	Year 11 and 13 holiday/period 5 intervention.	Positive attendance to intervention classes during the two week October half term which in turn led to an improvement in the outcomes for GCSE results
Attendance to be in line with peers or 95%. Futures PA to be less than 10%.	Employment of an extra attendance officer. Attendance rewards.	Attendance above national average.
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 (see EEF research findings on the power of feedback).	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.

