

# Pupil premium strategy statement

## School overview

| Metric                                      | Data                            |
|---------------------------------------------|---------------------------------|
| School name                                 | Strood Academy                  |
| Pupils in school                            | 1352                            |
| Proportion of disadvantaged pupils          | 385                             |
| Pupil premium allocation this academic year | £416,090                        |
| Academic year or years covered by statement | September 2021 – September 2022 |
| Publish date                                | September 2021                  |
| Review date                                 | September 2022                  |
| Statement authorised by                     | Numera Anwar                    |
| Pupil premium lead                          | Chris Simmons                   |
| Governor lead                               | Tajinder Gill                   |

## Disadvantaged pupil performance overview for last academic year

|                                             |       |
|---------------------------------------------|-------|
| Progress 8                                  | -0.34 |
| Ebacc entry                                 | 13.2  |
| Attainment 8                                | 32.33 |
| Percentage of Grade 5+ in English and maths | 13.2  |

## Strategy aims for disadvantaged pupils

| Aim                                         | Target                                                                                                      | Target date |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------|
| Progress 8                                  | To achieve a progress score of between 0.1 and -0.1 for 2022                                                | Sept 22     |
| Attainment 8                                | To achieve an average A8 score of 5.0                                                                       | Sept 22     |
| Percentage of Grade 5+ in English and maths | To achieve 40%                                                                                              | Sept 22     |
| Other                                       | To improve attendance in order to close the gap with their peers or at least 95%<br>Less than 10% future PA | Sept 22     |
| Ebacc entry                                 | 25% Ebacc entry for our PP students                                                                         | Sept 22     |

## Teaching priorities for current academic year

| Measure                                       | Activity                                                                                                                                                                            |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1                                    | Raise literacy levels in PP students at Strood Academy                                                                                                                              |
| Priority 2                                    | Raise attainment of PP students at Strood Academy                                                                                                                                   |
| Barriers to learning these priorities address | Low literacy levels at KS3 and KS4<br>Low aspiration of students at KS3 and KS4<br>Low levels of parental support to support home learning<br>Knowledge gaps due to Covid lockdowns |
| Projected spending                            | See spend document                                                                                                                                                                  |

## Targeted academic support for current academic year

| Measure                                       | Activity                                                                                                               |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Priority 1                                    | KS4 interventions led by the Raising Standards process.                                                                |
| Priority 2                                    | Literacy interventions across KS3/KS4 for low attaining disadvantaged pupils                                           |
| Barriers to learning these priorities address | Low aspiration / perception of reading by students<br>Low levels of parental support influencing low literacy outcomes |
| Projected spending                            | See spend document                                                                                                     |

## Wider strategies for current academic year

| Measure                                       | Activity                                                                                                                                |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1                                    | Attendance to be in line with peers or 95%. Futures PA to be less than 10%.                                                             |
| Priority 2                                    | Improve the attendance and behaviour for learning of disadvantaged pupils and reduce the number of disadvantaged fixed term exclusions. |
| Barriers to learning these priorities address | Conduct and engagement patterns<br>Physical health for Futures students<br>Parental support for attendance                              |
| Projected spending                            | See spend document                                                                                                                      |

## Monitoring and implementation

| Area     | Challenge           | Mitigating action                                      |
|----------|---------------------|--------------------------------------------------------|
| Teaching | In school variation | Strategic leadership Increased role of Subject Leaders |

|                  |                                                           |                                                                         |
|------------------|-----------------------------------------------------------|-------------------------------------------------------------------------|
| Targeted support | Student engagement Student attendance                     | Attendance team and Raising Standards Leader to support teaching staff. |
| Wider strategies | Engaging families facing most challenges. Impact of COVID | Use of the family liaison officer to support students and families.     |

### Review: last year's aims and outcomes

| Aim                                          | Outcome                                                                                                                                                                                             |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Roll out PP Pathways project                 | Teachers were aware of who the PP students in their classes were as well as strategies to support certain pupils to ensure good progress. They could therefore adapt and differentiate accordingly. |
| Individual Learning Resources for Curriculum | Disadvantaged and PP students were more likely to engage with the curriculum leading to improved academic performance.                                                                              |
| Year 7 literacy to be at expected levels     | Partial closure meant – the program did not finish, and this will be continued                                                                                                                      |