

## Pupil Premium Strategy Statement 2021

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	Plympton Academy
Number of pupils in school	1103
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lisa Boorman - Principal
Pupil premium lead	Brad Turner - Assistant Principal
Governor / Trustee lead	Sue Dann - Chair of Governors

### Funding overview

Detail	Amount
Disadvantage Pupil premium funding allocation this academic year	£251 642
Recovery premium funding allocation this academic year	£37 410
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£289 052</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objectives for our disadvantaged pupils are:

- to move on to a well-matched, high quality educational provision when leaving the Academy, whether at post 16 or post 18
- to have the academic skills and knowledge to succeed in these environments, enabling them to access challenging and rewarding careers
- to enter the wider world as culturally rich, active contributors to their communities

Our current pupil premium strategy plan works towards achieving these objectives by:

- ensuring that all disadvantaged pupils are in receipt of a first class education that takes account of the latest research and evidence to inform our approaches to pedagogy
- explicitly addressing the key concern of attendance as a barrier to the acquisition of academic skills and knowledge in a way that ensures the needs of these families are fully understood and supported
- understanding and addressing the cultural capital deficit that can create a disconnect between disadvantaged pupils and their communities in a way that ensures they will become active citizens of the future

The key principles of our strategy plan are:

- disadvantaged pupils are not, fundamentally, any less able to achieve high outcomes and levels of success than their peers
- they may, however, require additional or different support in order to achieve these aims
- it is morally incumbent on all stakeholders to positively contribute to the achievement of these aims to truly engender the principle of social mobility

## Challenges

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

Challenge number	Detail of challenge												
1	<p>The underperformance of disadvantaged students compared to non-disadvantaged students across a range of curriculum areas, predominantly the GCSE subjects rather than the BTEC subjects. Not enough students in receipt of pupil premium move onto sixth form to study level 3 subjects.</p> <p>A8 for PP (national comparator is 50.30):</p> <table border="1"> <thead> <tr> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>29.51</td> <td>38.44</td> <td>48.33</td> </tr> </tbody> </table> <p>Although the attainment data is improving, our disadvantaged students are still below the national comparator of 50.30</p>	2019	2020	2021	29.51	38.44	48.33						
2019	2020	2021											
29.51	38.44	48.33											
2	<p>Attendance data for the past three years shows an improving trend, however the following data shows there is still a significant gap between the disadvantaged and the non-disadvantaged students.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance to date</th> <th>PA &lt; 90%</th> <th>Absence 90% - 95%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>87.1%</td> <td>11.1%</td> <td>15%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>91.6%</td> <td>2.8%</td> <td>12.2%</td> </tr> </tbody> </table> <p>There is better engagement needed from the families of our disadvantaged to ensure the importance of coming to school is recognised. Student voice demonstrated that students understand that importance but this is not echoed at home.</p>		Attendance to date	PA < 90%	Absence 90% - 95%	Disadvantaged	87.1%	11.1%	15%	Non-disadvantaged	91.6%	2.8%	12.2%
	Attendance to date	PA < 90%	Absence 90% - 95%										
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3	<p>Involvement in extracurricular activity and wider cultural capital building is at the core of our curriculum experiences and the personal development programme. More disadvantaged students are accessing careers in areas such as the Performing Arts, studying at some of the top conservatoires across the country.</p> <p>These areas of the curriculum have also been hardest hit by the pandemic and a drop in uptake to the Performing Arts courses has been seen by this years GCSE choice cohort.</p>												

## 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
<p><b>Attendance</b> Disadvantaged pupils are not further disadvantaged from their peers as a result of lower attendance</p>	<p>Disadvantaged pupils meet the Academy attendance target of 96% Clear plans are in place for those pupils with low attendance, including an academic catch up plan to address missed learning Disadvantaged attendance gap reduced Disadvantaged PA gap reduced Disadvantaged pupils exclusion/seclusion data is equal to or lower than that of non-disadvantaged pupils and is lower than national averages for this group</p>
<p><b>Character</b> Disadvantaged pupils are fully engaged with the academy extracurricular programme and other extracurricular opportunities beyond the academy</p>	<p>Participation rates within extra curricular activities shows that 25% or more of attendees are disadvantaged pupils, in line with characteristic make up of the academy.</p>
<p><b>Outcomes</b> Quality first teaching in all lessons for all pupils including disadvantaged, including when classes cannot be taught by their normal teacher.</p>	<p>Disadvantaged pupils achieve at least in line with national averages All subjects taught by subject specialist teachers with high levels of subject knowledge and secure delivery of curriculum in line with department intent. Staff are developed and upskilled in strategies for supporting disadvantaged pupils. Metacognitive tools in place and used effectively in lessons to support pupils development. All students aware of how learning is sequenced and how curriculum builds towards a bigger whole. Reduction in agency supply staff by employment and developed of high-quality cover supervisors</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

Budgeted cost: £ 129,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching capacity in all core subjects to enable reduced class sizes	Providing additional teachers across the core subjects enables smaller groups, targeting the teaching to specific needs, identified through assessment	1, 2, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 3
Part cost of software to support CATs testing in years 7, 8 and 9	Without the SATs at KS2, the CAT tests will provide a good baseline for students when they start on their KS3 and KS4 journey.  <a href="https://www.gi-assessment.co.uk/assessments/cat4/">https://www.gi-assessment.co.uk/assessments/cat4/</a>	1
Cost of Bedrock software	Bedrock is being used throughout KS3 to support literacy development enabling all students, particularly those disadvantaged students to improve their literacy skills  <a href="https://bedrocklearning.org/">https://bedrocklearning.org/</a>	1

## Targeted academic support

Budgeted cost: £ 99,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team staffing costs.	<p>Used to ensure an enhanced level of support to students through the provision of a full time pastoral mentor for every individual year group.</p> <p>All pastoral staff having a focus on PPG students within their respective year groups</p> <p>A full time Attendance Officer spending dedicated time closely monitoring and supporting PPG student attendance</p>	1, 2, 3
Extended TA support	<p>Additional staffing in the form of teaching assistants to support curriculum delivery in class, specific dedicated support for LAC students and the provision of an after school homework Club for students 4 days a week</p>	1, 2, 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>PP pupils targeted for small group tuition. KS3 focus on literacy, oracy and numeracy. KS4 focus on specific examined subjects based on individual needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</a></p>	1, 3
Funding of curriculum materials as required	<p>Requirements for pupils to have certain materials for home study, revision for exams, and in class materials to have the same opportunities as non-disadvantaged peers</p>	1
Funding of educational visits to	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachi">https://educationendowmentfoundation.org.uk/education-evidence/teachi</a></p>	

build cultural capital and ensure disadvantaged pupils do not miss out on opportunities.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">ng-learning-toolkit/aspiration-interventions</a>	
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### Wider strategies

Budgeted cost: £ 27,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy for the cost of school uniform for all PPG student	To remove barriers of attendance, uniform subsidy can be provided for parents in receipt of free school meals	1, 2
There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 2, 3
Attendance systems in place to track and improve attendance of disadvantaged. Regular parental engagement re: attendance and PA	As outlined in the research below, lack of attendance can be one of the single biggest factors in attitudes to school and attainment  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a>	2
Development of tracking systems for disadvantaged	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1, 2

<p>homework to identify barriers to out of class learning. Monitoring by HoDs/HoYs to identify barriers to out of class learning that can be removed.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3</p>

**Total budgeted cost: £256,634**

## 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.

While there are no accountable performance measures for 2021, all submitted teacher assessed grades were based on standardised assessments carried out under exam conditions in class.

The teacher assessed grades have been entered into our data analysis programme and analysis carried out using the 2019 coefficients. Based on these grades PP pupils achieved a P8 score of +0.21 vs full cohort of +0.48 giving a disadvantaged gap of -0.27

Comparing to the 2020 centre assessed grades where PP pupils achieved a P8 score of +0.07, and the PP gap was -0.25

Comparing to the 2019 exam series where PP pupils achieved a P8 score of -0.63, and the PP gap was -0.43 .

The 2021 outcomes are a significant improvement for PP pupils both in terms of overall progress in the last two years and reduction in the disadvantaged gap in the last 3 years.

Continuing professional development enabled staff to access appropriate educational training to support the teaching of disadvantaged students and enable the closing of the attainment gap. CPD was provided on common strategies for improving disadvantaged engagement, providing curriculum resources and support in classroom.

SEND - Use of funding for staff salary to support students with accessing learning such as SENCO was effective, with good PP engagement in learning leading to stronger outcomes as shown above.

Attendance - Use of funding for staff salary to improve attendance of PP pupils through the year was effective, with PP attendance coming closer to in line with all attendance.

Catering - High percentage of FSM take up and free breakfasts. Students ready to learn and can sustain learning past end of usual day through receiving additional sustenance.

Rewards - Reward events throughout the year has led to increase in number of pupils gaining no negative points and maintaining 100% attendance.

Curriculum materials including revision guides - Enabled equal access to resources leading to improved outcomes for these students.

Library/raising literacy initiatives - Consistent literacy focus and improved literacy skills. Access to current and high quality books.

Exam fees - Removal of any barriers to student examination success including mock exams and in class assessments that formed basis of TAG grades. Personalised support as standard in mocks, etc. leads to consistent approach to external examinations and improved outcomes.

School productions - PP students participated in all events, having equal access with all barriers removed.

Enrichment/careers & work experience/careers - Extensive careers and independent advice and guidance provided. Students have clear ideas about their future direction and where this is not the case, additional support provides the necessary information to support them. Key pupils have had individual careers support and guidance meetings

Uniform expenditure - Uniform for all is now good. Any non-uniform issues are reports and promptly corrected with support as needed.

### 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
1 to 1 virtual tutoring	My Tutor
Bedrock	Bedrock
CATs testing	4CAT

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Part funding for a dedicated service family mentor; providing outreach support through offers of counselling; close working with the local cadet forces; trips out for the identified students; motivational work carried out alongside charity work; weekly meetings
What was the impact of that spending on service pupil premium eligible pupils?	Student voice indicates a strong values driven agenda to support our service families; outcomes are good, at least in line with non-service families and engagement with extra curricular clubs and trips is strong.

### Further information

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