Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Lowry Academy
Number of pupils in school	875
Proportion (%) of pupil premium eligible pupils	514 / 59%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-23, 2023-2024, 2024-2025.
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Claire Coy
Pupil premium lead	Mrs Rosie Aylward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£624,105
Recovery premium funding allocation this academic year	£161,460
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	£785,565

Part A: Pupil premium strategy plan

Statement of intent

At The Lowry Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Over 59% of our cohort are entitled to Pupil Premium funding, as such high-quality teaching is our first priority followed by more bespoke strategies used to target individual pupils. This is proven to have the greatest impact on closing the disadvantage 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our three year approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils at The Lowry Academy excel. To ensure they are effective we will:

- ensure disadvantaged pupils are able to access, know and remember the taught curriculum
- 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 and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
	On entry to Year 7, around 25% of our disadvantaged pupils arrive below age-related expectations compared to 29% of their peers.
2	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.
	This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in literacy-based subjects.
	Analysis of the 2023 KS4 outcomes for Year 11 students highlight that the attainment and progress of those eligible for Pupil Premium funding is generally lower than their peers. This gap has further widened over the period impacted by the Covid 19 pandemic.
	Disadvantaged students at KS3 have lower levels of reading comprehension than their peers. This risks having negative impact on their progress across the full curriculum limiting any potential progress and future outcomes. We use the NGRT testing system to regularly test all KS3 pupils. In our Year 7 intake from September 2022 (current Year 8), this highlights that that 54% of disadvantaged pupils have a below average Standard Age Score compared to 33% of non-disadvantaged.
3	Our student survey (Edurio) results indicate that over 20% of our school cohort "do not feel good about themselves as a learner". 32% of our students scored low to the statement "I've been feeling relaxed recently".
	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been around 7.9**%** lower than for non-disadvantaged pupils.

	50.4% of disadvantaged pupils have been 'persistently absent' compared to 25.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5.	Suspensions and internal behaviour data indicates that disadvantaged pupils are over-represented.
	In the academic year 2022-2023, 91% of all suspensions were for disadvantaged students (representing 63% of the school cohort) whereas the remaining 9% of suspensions were for non-disadvantaged students (representing approximately 38% of the school cohort).

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
To increase quality first teaching available to all pupils. Link to whole school priorities - To embed highly inspirational teaching and learning and coaching across the academy resulting in good and outstanding progress within lessons.	▪ Implement a consistent model of teaching and learning strategies following our 'Lowry Lesson' format. A focus on supporting teachers to improve through instructional coaching, Teaching and Learning reviews, whole staff briefings and deliberate practice CPD, faculty briefings and learning walks. Developing consistent modelling and checking for understanding techniques to ensure stretch and challenge is for all learners. ▪ Improved levels of progress and acceleration of pupils to close the gaps with age related expectations. ▪ A fluid CPD programme that is responsive to emerging needs of teachers. It will focuses both on improvement in classroom practice and whole-school T&L routines, and subject-knowledge development.
Implementation of a high-quality curriculum for all pupils. Link to whole school priorities - Develop our curriculum intent and implementation in all subjects. - Embed high quality routines both in and out of the classroom.	▪ Curriculum planning development and implementation. ▪ QA across the academy will focus on how the curriculum intent is implemented in the classroom and the impact it is having on pupil progress. ▪ Assessment for learning will become an integral part of every lesson, with time allocated to teachers for fortnightly meetings to discuss what students have

- Improved attainment among disadvantaged pupils across the curriculum in both KS3 and at the end of KS4, with a focus on EBacc subjects. - Students have access to a wide range of extra-curricular opportunities, extending beyond the classroom to develop their character, interests and well-being.	or have not learnt, and plan accordingly to address gaps in knowledge or skills. Sustained high levels of wellbeing from 2023/24, demonstrated by: ▪ qualitative data from student voice, student and parent surveys and teacher observations. ▪ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improve pupils' literacy skills Pupils read daily, are encouraged to love books and reading, and receive high quality literacy support and intervention. Reading fluency, decoding and comprehension, is improved across KS3 with a key aim of reducing the proportion of students in the lowest stanines and those with below average SAS scores on the NGRT test. <u>Link to whole school priorities</u> - Embed an evidence informed approach to teaching and learning.	▪ All teachers will be supported through CPD opportunities to implement strategies on how to improve literacy in our classrooms. Training specifically linked to the explicit teaching of key vocabulary in lessons will be delivered rather than a general approach. ▪ Targeted literacy intervention will be provided through a wave model with key interventions dependent on identified pupil need, including Lexonic, Lexia, form0time reading in small groups and after-school reading enrichment. This includes those in the early stages of language acquisition working with the EAL team to those working with a 1:1 teaching assistant to read confidently or develop phonological awareness. ▪ NGRT testing completed twice times annually (more regularly for students receiving intervention) and highlights reducing numbers of students in stanine 1 and those with below average SAS are reducing.
To accelerate progress of PP pupils Disadvantaged students to be proportionally represented across all student outcomes measures, at both KS3 and KS4. Disadvantaged students to be proportionally represented across all areas of the curriculum, including: • Higher ability sets • EBacc take up • Co-curricular participation	By the end of our current plan in 2024/25, 45% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In previous years, this figure was less than half of this. ▪ 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: ▪ an average Attainment 8 score of 40 ▪ an EBacc average point score of at least national. ▪ The gap between PP and non-PP for Progress 8 is narrowing in comparison to previous years. ▪ In KS3 mid and end of year assessments, the gap between PP & non-PP for ARE 4+, ARE 5+ and ARE 7+ is narrowing in comparison to previous years.

Link to whole school priorities - To embed highly inspirational teaching and learning and coaching across the academy resulting in good and outstanding progress within all lessons. - Improve attendance in all years and key groups	Interventions in place to accelerate progress: • Period six intervention open to all pupils across all GCSE subjects. • 'Period zero' before school, along with Maths and English catch up sessions delivered in form time to KS4 students. • Additional morning study groups providing a quiet and purposeful learning environment for pupils wishing to complete additional study and revision before the start of the school day. • Exam revision support including the 'Lowry 10' revision strategy. • Regular progress meetings between year 11 teachers, middle and senior leaders to monitor pupil progress and intervene swiftly when the need arises. • Identification of HAP pupils and clear plans in place to support their progress, including 1-1 mentoring.
Improve attendance in line with national average for disadvantaged pupils Improving attendance is a whole school priority to ensure students attend school because appropriate support is put in place for students and their families to avoid repeat absences and root causes of persistent absence. Links to whole school priorities Improve attendance in all years and key groups, PP, Boys, SEND	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 15%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.5%. The percentage of **all** pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers. • First day absence response to quickly support pupils to attend school. • Accurate tracking of attendance on a pupil level basis allowing for timely and effective interventions • Deliver staged approach and in doing so increase the breadth of staff that challenge the attendance of specific pupils. • Develop the leadership of attendance, to formulate a targeted and comprehensive approach to its improvement.

Provide disruption free learning for disadvantaged pupils

All pupils at The Lowry Academy, including those who are disadvantaged, learn in a calm and safe environment, with disruption free classrooms.

Disadvantaged students are not disproportionately impacted by suspensions and exclusions due to effective support being put in place for both students and their families. Teachers are trained and supported in the application of the behaviour policy with specific strategies clearly communicated to support those with high behaviour needs.

The behaviour team is significantly expanded to ensure appropriate support for students at risk of exclusion, including a school-counsellor for emotional well-being, non-teaching Heads of Year, and pupil support managers.

Link to whole school priorities
To embed high quality routines both in and out of the classroom resulting in reduction in disruption to learning and exclusions in all year groups

Sustained improvements in pupil behaviour will be demonstrated by;

- The overall number of suspensions and exclusions reducing year on year.
- The proportions of suspensions by student group should not exceed the proportions when compared to whole school cohort representation. For example, PP students make up 62.3% of the cohort for the current academic year so PP students should not make up more than 62.3% of all suspensions across the academic year.
- The number of students removed from lessons reduces year on year.
- The proportions of lesson removals by student group should not exceed the proportions when compared to whole school cohort representation. For example, PP students make up 62.3% of the cohort for the current academic year so PP students should not make up more than 62.3% of all suspensions across the academic year.
- Behaviour systems across the academy are implemented consistently, resulting in disruption free learning, so students are able to learn and teachers are able to teach.
- Teachers are supported through one-to-one, small group sessions and whole school CPD on non-invasive, 100% strategies to manage behaviour and avoid removal from lessons.

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: £81,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Deliberate practice and curriculum development through curriculum implementation sessions	The EEF pupil premium guide recommends that teaching should be the top priority, including professional development, training and support for early career teachers through the ECF. Every two weeks CPD will focus on improving the quality of our pedagogical knowledge and skills. Improving teach raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.	1,2,3
High-Quality Teaching & TA Support Implement and sustain a whole school professional development model that focusses on developing excellent teaching and delivery through the 'Lowry Lesson' model. Develop middle-leadership within curriculum areas, to rigorously monitor and improve the quality of both the curriculum & teaching. Bespoke training and mentoring provided for teachers at all points in their career, particularly for those undergoing ITT and ECT programmes.	The EEF research has found that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com)	1,2,3
Recruitment in key areas Additional staffing in place for identified faculties to enable rapid improvement in outcomes for core subject areas.	Smaller class sizes allow teachers to have higher quality interactions with their students, ensuring that pupils are receiving targeted numeracy and literacy support. The EEF has found that reduced class sizes have an average impact on progress of +2 months	1, 2, 4, 5

Additional staffing deployed to deliver the literacy programme to widen access to the full curriculum for identified students. Recruitment of a dedicated PSHE teacher, to ensure students are taught all of the aspects of the PSHE curriculum to a high standard, in order to support their emotional and physical well-being. Increasing staffing and resourcing of the pastoral care & attendance team, to improve attendance to school of PP students, including an in-house Educational Welfare Officer, Non-Teaching Heads of Years, an Attendance Manager & a school-counsellor.	Reducing class size	EEF (educationendowmentfoundation.org.uk) 'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK (www.gov.uk)	
Extended school day Raised attainment and progress at KS4 through compulsory attendance at period 6 for all Y11 pupils – sessions delivered as additional lessons following Lowry Lesson expectations.	EEF research suggests that disadvantaged students might benefit from additional school time and targeted interventions. Extending school time	EEF (educationendowmentfoundation.org.uk)	
Assessment Purchase of standardised diagnostic assessments (MidYIS/ NGRT) Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	1
Whole-School Literacy Improvement - All pupils in years 7 to 10 experiencing daily, high quality reading. - Improving reading opportunities across the curriculum - Investment in CPD for explicit teaching of vocabulary - Improving writing across the curriculum CPD and roll-out - Literacy coordinator salary to implement this across the school For those pupils with lower reading ages identified via diagnostic testing – an intervention wave model approach will be in	o Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. o Reading programmes address the inequality in exposure to high quality reading materials and the impact of the 30 million word gap' and cultural literacy. It also improves consistency in tutor time provision and the transition into lessons *Sutton trust, 2011* EEF evidence informed practice recommendations	1

place to provide the bespoke intervention they need, including form-time withdrawal for small group reading with a TA, after-school reading enrichment, Lexonic (small group intervention delivered by HLTA to address specific gaps in phonics & regulalr fluency practice & testing) & Lexia (online, intuitive programme to address students specific reading weaknesses). Improving literacy in all pupils in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	▪ Reading helps pupils gain knowledge which leads to better writing, whilst writing can deepen pupils' understanding of ideas. ▪ Schools should expect and proactively plan to support pupils with the weakest levels of literacy, particularly in year 7. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	

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

Budgeted cost: £208, 338.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-Group Tuition Implement small group tuition using School Led Tutoring fund and Covid Recovery fund 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3
Period 0 and Period 6 Interventions Extending the school day through independent breakfast sessions and period 6 lessons.	EEF findings show that Programmes that extend school time have a positive impact on average. Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the	1,2

	curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Extending school time | EEF (educationendowmentfoundation.org.uk)	
SEND: Implement the 5 key recommendations from EEF to support the learning of SEND pupils: 1. Create a positive and supportive environment for all pupils without exception 2. Build an ongoing, holistic understanding of your pupils and their needs 3. Ensure all pupils have access to high quality teaching 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions 5. Work effectively with teaching assistants	Pupils with SEND are more than twice as likely to be eligible for free school meals. EEF research shows that by ensuring the deployment of teaching assistants is effective, and before implementing interventions gain a good understanding of what they are struggling with and why, and then respond with evidence-based teaching and interventions	1,2,3,4
Literacy Interventions Adopting a targeted literacy strategy via a 'wave' model including: - Lexonic Leap – small group (1:4) reading and phonics support as a reading intervention for disadvantaged pupils who need a bespoke approach using early reading strategies, to support them in developing phonological awareness in order to developing decoding strategies, improving reading fluency. Targeted at the weakest readers (<85 SAS) - Lexonic Advance: small group (1:4) reading support, helping students to develop their vocabulary, prefix and suffix knowledge, decoding ability and reading comprehension ability.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF 'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK (www.gov.uk) https://lexonik.co.uk/independent-impact-evaluation-studies	1, 5

Targeted at the readers that are below average (85-90 SAS) - Lexia – an online, intuitive programme, that addresses students specific reading needs. - After school reading enrichment, twice per week, delivered by a team of TA's. - Form-time reading withdrawal, to be read to in small groups with a TA. - Developing a literacy team, to address the significant proportions of students with below average reading ability on entry, including: - A literacy interventions coordinator role (HLTA) to implement and monitor the impact of literacy interventions. - A full time literacy HLTA to deliver small-group intervention. - A Literacy coordinator TLR holder position.		

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

Budgeted cost: £496, 134.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving Attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be funded to improve attendance. Widening the attendance team, including recruiting an in-school Education Welfare Officer, an attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. School attendance guidance May 2022 (publishing.service.gov.uk) The Durrington Research School cites the robust tracking of attendance data as 'crucial' to addressing attendance issues. This allows patterns of absence to be scrutinised and appropriate interventions to be implemented in a timely manner. An evidence informed approach to…	Durrington Research School	2,3,4

manager, & two attendance officers.		
Developing Co-Curricular Develop co-curricular and enrichment activities through the Aspire program. Developing the leadership of co-curricular through the TLR holder position for Aspire coordinator. Subsidizing the cost of extra-curricular trips for PP students.	The EEF, say enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.	3
Further Developing Behaviour, Student Well-Being & Culture Embedding the 6 recommendations from the EEF [Improving Behaviour in schools guidance paper](#) With a particular focus on recommendations 4, 5 and 6. Use simple approaches as part of your regular routine Use targeted approaches to meet the needs of individuals in your school Consistency is key.	EEF research finds that misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.	3
Breakfast Club - Offering free breakfast to all students, to improve physical, and therefore mental well-being, equipping them for a day of learning. - We pay 25% of the total cost to The National Breakfast Scheme	[Brilliant breakfasts | Great Ormond Street Hospital (gosh.nhs.uk)](#)	
Contingency fund for acute issues.	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.	All

Total budgeted cost: £785,565

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.

Teaching (for example, CPD, recruitment & retention):

Red = next steps

Our Pupil Premium strategy is evidently having a positive impact, as all measures for behaviour, attendance, and student progress & attainment demonstrate that the gap is closing. Although there is further work to do, this evidences that the strategies we have employed are working.

Activity	Outcome				
Aim	**2019**	**2022**	**2023**	**Outcome**	
Improve pupil Progress (P8)	-1.4	-1.37	-0.65	Achieved	
Improve pupil Attainment (A8)	28.8	35.4	40.4	Achieved	
Improve Basic measure English and Maths at 4+	31%	46%	53%	Achieved	
Improve Basic measure English and Maths at 5+	14%	27%	36%	Achieved	
Increase Ebacc entry	20%	14%	26%	Achieved	

| **Curriculum Implementation & High-Quality Teaching & Learning**

- Subject curriculum support the development of knowledge, understanding and skills over time.

- CPD programme, including pedagogical developments whole-school and development of teacher subject knowledge.

- Time allocated in the timetable for collaborative planning, using formative assessment information to ensure the curriculum is responsive in addressing what students have not learnt.

- Planning at all levels recognises individual pupil need. | Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils when compared to non-PP students is closing.

Although the gap looks to have increased between 2019 and 2022, there has been a slight narrowing of the gap between 2022 and 2023 on 5+ measure, and a significant narrowing of the gap on the 4+ measure. This evidences that our PP spend is having a positive impact, as the impact of covid school closures decreases.

Overall, attainment and progress measures are improving since the last exam series with normal progress targets (pre-covid) in 2019, and even since 2022 where the grade boundaries were lowered, which reflects the positive impact of our Pupil Premium spending to support all students in catching up post Covid.

There is further work to do on narrowing the progress & attainment gap of PP students – next steps in our PP plan will involve a significant investment in literacy support (PP students are disproportionately represented in the students that are below 90 |

- In class T&L strategies (e.g. targeted circulation, targeted, Right is Right questioning) support and challenge PP pupils. - Formative and summative assessment are used to monitor PP performance and inform subsequent actions in the classroom.	*SAS on NGRT). We will also significantly increase our Y11 intervention offer, targeting PP students that are underperforming for extra tuition before and after-school, and at weekends. We aim to reduce the gap next year to 15%.* **Whole Cohort: End of Year 11 Progress & Attainment Measures**

Whole Cohort: End of Year 11 Progress & Attainment Measures

Basics Maths & Eng	GCSE results 2019	GCSE results 2022	GCSE Results 2023
7+	-	3%	7%
5+	14%	27%	36%
4+	31%	46%	53%
P8	-1.4	-1.37	-0.65

Pupil Premium End of Year 11 Progress & Attainment Measures Whole Cohort:

Basics Maths & Eng	GCSE results 2019	GCSE results 2022	GCSE Results 2023
5+	6%	14%	29%
4+	15%	28%	45%
P8	-1.51	-1.88	-0.96

Non – Pupil Premium End of Year 11 Progress & Attainment Measures:

Basics Maths & Eng	GCSE results 2019	GCSE results 2022	GCSE Results 2023
5+	7%	33%	52%
4+	15%	70%	67%
P8	-1.41	-0.75	-

PP Gap – End of Year 11 Progress & Attainment Measures

Basics Maths & Eng	GCSE results 2019	GCSE results 2022	GCSE Results 2023
5+	-1%	-29%	-23%
4+	0	-42%	-22%
P8	-0.1	-1.14	-

Reading – Whole-School Offer - Developing a culture of reading across the school	**Whole – Cohort Analysis** The data suggests that due to high quality teaching & learning, ex-plicit instruction of vocabulary, reading across the curriculum, and our whole-school reading programme, most students are making good progress in their reading ability.

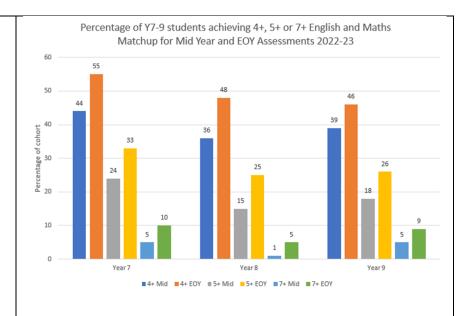|	
- Developing disciplinary literacy across all subjects -	This evidences that the significant input and CPD we are putting into place for improving disciplinary literacy are having a positive impact on all students. Although there is a gap between PP and Non-PP, the gap is narrowing. **Mean SAS and Average Reading Age** Between NGRT Form A and NGRT Form C the average SAS increased from 97.46 to 102.11. A similar level of increase can be viewed across all year groups. In Y7-9 Pupil Premium Students underperformed in comparison to their peers. This trend was reversed in Y10 form C only. The greatest gains in SAS came from Y8 who gained an average of 6 percentage points SAS. _[SAS and Average Reading Age tables]_ Average reading ages across the school increased between NGRT Form A and NGRT Form B by an average of 11 months. Greater gains can be viewed from students in Year 9 and 10. Pupil Premium students made lesser gains than their peers. Continue to use PP spend to target all students that are behind for literacy intervention, including PP students, so that PP students achieve an average SAS score of 100 in each year group.

	Form A	Form C
Y7 All (183)	97.5	100.9
Y7 (Non-PP)	102.5	104.1
Y7 (PP)	95.13	98.2
Y8 All (176)	94.7	100.1
Y8 (Non-PP)	98.4	104.6
Y8 (PP)	92.2	97.4
Y9 All (157)	99	103.2
Y9 (Non-PP)	101.3	106.9
Y9 (PP)	97	99.9
Y10 All (172)	100.3	103.1
Y10 (Non-PP)	99.2	106.3
Y10 (PP)	100.2	100.7
Average	97.46	102.11

	Average Reading Age	
	Form A	Form C
Y7 All (183)	11.04	12.36
Y7 (Non-PP)	10.65	13.04
Y7 (PP)	12.04	11.98
Y8 All (176)	12.06	12.90
Y8 (Non-PP)	11.64	13.59
Y8 (PP)	10.5	12.34
Y9 All (157)	12.18	14.03
Y9 (Non-PP)	11.98	14.68
Y9 (PP)	12.4	13.48
Y10 All (172)	13.54	14.66
Y10 (Non-PP)	13.78	15.15
Y10 (PP)	13.43	14.28

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

Targeted Maths, English and Science tuition to support progress for Y11 pupils. Small group tuition for identified cohorts of pupils that have been impacted for students not achieving 4+ modelled grade in English and Maths.	On average, students that received tutoring performed at least one grade higher in core subjects when compared with students that did not in Y11. We also offered targeted tutoring to all other year groups. The below demonstrates the progress that all students have made from internal assessments. In all year groups, those achieving a modelled grade 4 and 5 has increased between beginning and end of year assessments. This evidences the impact of targeted tuition.

Percentage of Y7-9 students achieving 4+, 5+ or 7+ English and Maths Matchup for Mid Year and EOY Assessments 2022-23

Next steps: we will target our tutoring spend on PP students – however, PP students make up the majority of our cohort, so this has happened naturally this year.

Literacy Intervention	**Reading Interventions Cohort Improvement**
- Run effective, targeted literacy intervention programmes for students to catch up for all students with an SAS below 80. - Teaching the mechanics of reading to support struggling readers	**Y7** The mean SAS score improved from 73.0 – 77.6.(+4.6 SAS) The progress of this group was much more rapid in comparison to the whole cohort for Year 7 (+3.04 SAS) 48% of students who did this intervention are no longer within the "significantly below" SAS category. **Y8** The mean SAS score improved from 71.47 – 77.98 (+6.51 SAS) The progress of this group was much more rapid in comparison to the whole cohort for Year 8 (+5.4 SAS) 68% of students who did this intervention are no longer within the "significantly below" SAS category. Next steps: going forwards, we will have a closer analysis of the gap between PP and Non-PP progress in reading. Our intervention offer now includes all year groups, for all students that are below 100 SAS score.

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

Improving attendance of all students, including the disadvantaged.	Attendance has improved year on year since 2021/22. The attendance of disadvantaged stu-

	dents improved by 0.81% in the 2022/23 academic year compared to the previous year. Attendance continues to be a priority for this academic year.
Improving the emotional well-being and mental health of disadvantaged students.	Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan, employing a full time school counsellor, and significantly investing in a large pastoral support team.

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
NGRT Reading Assessments	GL Assessment
Bedrock Learning – Vocabulary Program	Bedrock Learning
Sparx Maths	Sparx Maths
Sparx Reader	Sparx Reader
Seneca Learning – Revision Program	Seneca Learning
Lexia – Literacy Programme	Lexia
4 Matrix	4 Matrix
Lexonic Literacy Intervention	Lexonic
Provision Map	Class Charts
Tapestry	Tapestry

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?	High quality teaching and improved literacy as stated above & pastoral care.
What was the impact of that spending on service pupil premium eligible pupils?	Outcomes for pupil premium students improved. Student welfare improved.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.

- utilising support from our local Salford cluster, local behaviour improvement partnership (BIP), plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

- offering a wide range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.