

# Pupil premium strategy statement – Pioneer Secondary Academy

## School overview

Detail	Data
Number of pupils in school	525
Proportion (%) of pupil premium eligible pupils	13.7
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	1 September 2022
Date on which it will be reviewed	10 July 2023
Statement authorised by	H Sahota
Pupil premium lead	M Stone
Governor / Trustee lead	A Rana

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

## Statement of intent

- Our intention is that all students, irrespective of their socio-economic background, follow an ambitious and engaging curriculum that embeds knowledge, develops skills and enriches their lives and learning. Through high expectations we aim to create successful, responsible and well-informed young adults; despite the significant challenges, the School's intent is that all are able and willing to make a positive contribution to society.

- Our disadvantaged students perform above the National average. In 2022, whilst progress was not as strong, it still compared favourably with the National average. The focus of our Pupil Premium Strategy remains high attainment, thereby, improving access to further education and employment, in-line with their non-disadvantaged peers. Implicit in the desired outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Inclusive high-quality teaching and learning is at the heart of our approach. Prioritising delivery by subject specialists ensures our staff have in-depth and rich understanding of their specialisms, allowing them to promote a love of their subject through adaptive pedagogical techniques and well-sequenced curriculums.
- Our Continuing Professional Development Programme will focus on knowing your students and understanding how you can get the best out of each and every student. This will involve sessions on Inclusion, teaching and learning and safeguarding to name but a few.
- The National Tutoring Programmes, including the use of School-Led Tuition, Tuition Partners and Academic Mentors, are targeted at students who have fallen behind their peers. Our approach will be responsive to common challenges, individual needs and rooted in robust assessment.
- We are committed to supporting personal development and nurturing the interests and talents of all our students. Evidence suggests that participation in extra-curricular opportunities improves attendance, behaviour and peer relationships for all students, including lower income families. Our enhanced enrichment provision will be a key strategy in improving the well-being and cultural capital of our disadvantaged cohort, allowing them to excel. This however, continues to be a struggle until our new facilities come online in May 24'.

## Challenges

No single difficulty or barrier hinders the success of our disadvantaged students. Every child comes to the School with a unique set of experiences, aspirations and prior achievement. However, some of the common barriers are:

Challenge number	Detail of challenge
1	<b>Social and Emotional issues</b> Referrals to our Well-being and discussions with students, families and teachers have identified social and emotional issues for many students, further exacerbated by the pandemic. We have experienced an increased need for support for anxiety, self-harm and low self-esteem.
2	<b>Levels of Literacy</b> Assessments indicate that disadvantaged students generally have lower levels for reading and writing. The Mean score for CAT4 non verbal and scores from the NGRT reading test show a gap between PP/FSM and non-ppp/FSM
3	<b>COVID-19</b> The disruption caused by COVID-19 has had a disproportionately larger impact on the education of our disadvantaged students. Assessment of student engagement, the identification of academic gaps and discussions with students and families have evidenced school closures impacting more significantly on disadvantaged students – this mirrors National trends.

	<p>Our engagement data from the first Lockdown, suggested that FSM students were 17% more likely to be disengaged from their learning. This was particularly prevalent with FSM, lower ability, Males.</p> <p><u>EEF Analysis of impact of Covid-19 on attainment gap</u></p>
4	<p><b>Lack of aspiration and cultural capital</b></p> <p>Interviews during the last KSA Ofsted visit suggested that most students didn't really know what they wanted to do in life and didn't know much about the world outside the Sikh religion. Disadvantaged students require greater guidance to identify pathways in education and employment. Furthermore, they require an increased level of support to reach their goals in comparison to their non-disadvantaged peers and are at an increased risk of becoming NEET.</p> <p>A lack of aspiration can be demonstrated by a lower attendance from FSM students at academic intervention sessions. For example, of the Year 11 intervention 'Low Attenders', who have not attended at all are FSM students.</p> <p>Historically, disadvantaged students have not taken as much advantage of our extracurricular enrichment opportunities as they can't get home from school.</p>
5	<p><b>Attendance</b></p> <p>Our FSM6 attendance of 91.81%, is significantly higher than the National average of 84.9%. However, attendance for the disadvantaged is below that of their non-disadvantaged peers in some year groups.</p>

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and the success criteria they will be measured against.

Intended outcome	Success criteria
Improved well-being for all students, particularly those that are disadvantaged <i>s as needed</i>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• data from student voice and student and parent surveys</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged students</li> <li>• A significant increase in participation in social skill-development groups, particularly among disadvantaged.</li> </ul>
Improved reading levels among disadvantaged students in KS3	Reading assessments to demonstrate a measurable improvement in comprehension skills among disadvantaged students and a smaller disparity between scores of disadvantaged and their non disadvantaged peers.
Improved attainment and progression among disadvantaged students at the end of KS4	By the end of our current plan, in 2024/25, the P8 gap will be <0.2;
Improved attendance for all students, particularly the disadvantaged students	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• Maintaining the overall absence rate for disadvantaged students, being no more than 5%, and the attendance gap between disadvantaged students and</li> </ul>

	<p>their non-disadvantaged peers being maintained at 1%</p> <ul style="list-style-type: none"> <li>The overall persistent absence rate for all students being no more than 6% of the cohort.</li> </ul>
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of Literacy Lead and employment of a Deputy SENCO	<p>The identified academic gaps in reading, writing and loss of learning, due to the pandemic, reflect the well-documented trends seen in National research. The School recognises the established links between improved literacy and successful life chances, particularly for disadvantaged students.</p> <p><a href="#"><u>EEF Improving Literacy in Secondary Schools report</u></a>  <a href="#"><u>EEF Reading strategies evidence</u></a></p>	2 3
Continuing Professional Development	<p>This year's CPD programme is focused on knowing your students and understanding how you can get the best out of each and every student. This will involve sessions on Inclusion, teaching and learning and safeguarding to name but a few..</p> <p>Staff have completed a suite of SSS Training modules and will receive a bespoke programme of support to address areas of development such as effective differentiation and techniques to improve the teaching and learning practices</p> <p>In addition, staff are being upskilled on effective Careers Education through sessions and via unifrog  <a href="#"><u>EEF Importance of Careers Education for Disadvantaged</u></a></p>	1 2 3 4 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme: Academic Mentoring, Tuition Partners and School-Led Tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged. <u>EEF Small Group Tuition evidence</u> <u>EEF Individualised Instructions evidence</u> <u>EEF Extended School evidence</u>	1 2 3
Interventions to support underachieving and disadvantaged students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged. <u>EEF Small Group Tuition evidence</u> <u>EEF Individualised Instructions evidence</u> <u>EEF Extended School evidence</u>	1 2 3
Reading intervention programme for underachieving students	Reading comprehension strategies can have a positive impact on students' ability to understand a text and enrich their vocabulary. <u>EEF Reading strategies evidence</u> <u>EEF Oracy strategies evidence</u>	Reading intervention programme for underachieving students

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
ROA Officer	Improved attendance has a direct correlation with improved attainment. <u>DfE School Attendance guidance</u>	
Enrichment activities including Music clubs, peripatetic lessons, sporting clubs, coding clubs, Art clubs, science clubs, book clubs, academic societies, competitions and many more	Disadvantaged students will experience increased cultural capital and improved attendance, behaviour and peer relationships through participation in extracurricular and enrichment opportunities. <u>DfE Extended Activity Provision in Schools report</u> <u>EEF Physical Activity evidence</u> <u>EEF Social and Emotional Learning evidence</u>	
Social and Emotional interventions and support clubs	Our School counsellor, Head of Student Services and trained Mental Health Leads provide students with bespoke support to	

	address anxiety, depression, bereavement and aid students in forming positive relationships with staff and students. <u>EEF Social and Emotional Learning evidence</u>	
Hardship fund	Our most vulnerable students receive support in purchasing uniform, academic and enrichment trips and resources.	

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Due to this being a new trust we don't we unfortunately didn't have access to what their Pupil Premium Strategy entailed.**

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

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