

Pupil premium strategy statement – Pioneer Secondary Academy

School overview

Detail	Data
Number of pupils in school	559
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers	2
Date this statement was published originally	1 September 2022
Date this statement was published	1 November 2023
Date on which it will be reviewed	1 November 2024
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	£70840
Recovery premium funding allocation this academic year	£18492
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£89332

Statement of intent

<u>Intent Statement</u>
<p>A. Improve attainment of PP students.</p> <ul style="list-style-type: none">• Year 11 PP in 2024 to achieve 5+ in English and Maths - 50%• Year 11 PP in 2024 to achieve EBacc - 30%• PP in years 7-10 to achieve in line with their peers <p>B. Ensure that all PP students' reading ages are at or above their chronological age.</p> <ul style="list-style-type: none">• Invest in an intensive reading program for Year 7 to rapidly get them up to their chronological level• Ensure Year 8s who are still behind in their chronological reading ages are given additional tutoring to rapidly improve reading• Invest in reading resources so that every child always has a reading book• Invest in reading logs and monitoring of reading and reading ages

- Link rewards and prizes to reading through the introduction of Reading Champions
- Work with organisations that promote reading and will publish our children's work

C. Ensure attendance of PP pupils is in line with all pupils nationally

In line with the latest DfE guidance (ImpactED), focus on improving attendance by:

- Engendering a sense of school belonging: This is a key driver of attendance across all contexts. This is particularly important for females and is closely linked with feeling safe at school.
- Focus on the emerging challenge of a 'second transition' from Year 7 to Year 8 that deserves greater attention. This challenge of a 'second transition' from Year 7 to Year 8 is particularly pronounced for Pupil Premium pupils with SEND. Sense of belonging appears to be particularly associated with the likelihood of attendance for Year 8 pupils.
- Carry out systematic reviews of PP students' attendance. Attendance drivers are intersectional. The biggest drops in attendance are intersectional, with KS4 Pupil Premium females with SEND attending at an average of just 77%.
- Ensure our school systems do not strongly link attendance to sanctions and consequences. Understanding of the importance of school and relationships with peers and teachers is more strongly associated with attendance.

D. Provide effective emotional support to students.

- Ensure that the current systems of emotional support are targeted and impactful
- Ensure that the Sikh ethos and spiritual development contribute to students' well-being. Develop a coordinated, strategic overview of the provision to maximise impact

E. Provide a range of enrichment activities for students to widen their cultural experiences.

F. Ensure students' aspirations are raised and they progress onto Russell Group Universities or prestigious apprenticeships.

- We want to make sure our students have the highest aspirations. We will expose them to the best opportunities available and support them to achieve the outcomes.

Challenges

Key challenges for our disadvantaged students are:

Challenge	Detail of challenge
A.	Low prior attainment Based on data from the primary schools and CAT scores
B.	Low reading ages upon entry and high level of EAL
C.	Attendance Attendance for disadvantaged pupils is below that of their non-disadvantaged peers in some year groups
D.	Social and Emotional issues We have experienced an increased need for support for anxiety, depression, and low self-esteem
E.	Widening cultural experiences Our PP students are at risk of living quite insular lives and we must provide opportunities to widen their cultural and spiritual experiences.
F.	Lack of aspiration Disadvantaged students require greater guidance to identify pathways in education and employment. They tend not to have supportive, knowledgeable networks nor do they have access to these networks. Students and their families can be very aspirational but are likely to not recognise the impediments to achieving their

	aspirations. Historically, disadvantaged students have not taken as much advantage of our extracurricular enrichment opportunities as they can't get home from school.
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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
A. Improve attainment of PP students	<ul style="list-style-type: none"> Year 11 PP in 2024 to achieve 5+ in English and Maths - 50% Year 11 PP in 2024 to achieve EBacc - 30% PP in years 7-10 to achieve in line with their peers
B. Ensure that all PP students' reading ages are at or above their chronological age	<ul style="list-style-type: none"> PP students' reading ages are at or above their chronological age
C. Ensure attendance of PP pupils is in line with all pupils nationally	<ul style="list-style-type: none"> PP pupils' attendance is in line with all pupils nationally
D. Provide effective emotional support to students	<ul style="list-style-type: none"> Targetted systems of emotional support are targeted and adaptive to needs
E. Provide a range of enrichment activities for students to widen their cultural experiences	<ul style="list-style-type: none"> A comprehensive provision of enrichment is used to widen pupils cultural experiences
F. Ensure students' aspirations are raised and they progress onto Russell Group Universities or prestigious apprenticeships	<ul style="list-style-type: none"> An increase in the number of students applying and accepting places in Russel Group Universities or prestigious apprenticeships

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning responsibility for staff member to spearhead the Reading Strategy and literacy intervention	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.	A B F

	<u>EEF Improving Literacy in Secondary Schools report</u> <u>EEF Reading strategies evidence</u>	
Continuing Professional Development	<p>Adaptive teaching: equipping teachers with strategies for tailored instruction, supporting the unique needs of Pupil Premium pupils and narrowing the attainment gap</p> <p>This year's CPD programme is focused on evidenced based research in Teaching and Learning with 3 staff due to complete an NPQ in leading teaching.</p> <p>In addition, staff are being upskilled on effective Careers Education through sessions and via unifrog <u>EEF Importance of Careers Education for Disadvantaged</u></p>	A B F

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

Budgeted cost: £12,000

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

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

Budgeted cost: £66,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reflection Room staffing and resourcing	Improved attendance has a direct correlation with improved attainment. <u>DfE School Attendance guidance</u>	C
Enrichment activities including Music clubs, peripatetic lessons, sporting clubs, Art clubs, science clubs and book clubs	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>	E
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, domestic abuse and aid students in forming positive relationships with staff and students. <u>EEF Social and Emotional Learning evidence</u>	D
Hardship fund	Our most vulnerable students receive support in purchasing uniform, academic and enrichment trips and resources.	A B C D E F

Total budgeted cost: £ 89,332

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on students in the 2022-2023 academic year and the progress we have made towards our intended outcomes.

Improved reading levels among disadvantaged students in KS3

All students were CAT and NGRT assessed to support the placement in correct sets and to support teachers planning, to make sure the work is adapted correctly. The data is being used to improve reading levels among disadvantaged students in KS3. Ofsted 2022, stated that 'Literacy underpins the curriculum in all subjects'.

Improved attainment and progression among disadvantaged students at the end of KS4

Disadvantaged students achieved in line with their expected outcomes in 2023 GCSE Examinations.

Year	2021-22 KSA/PSA	2022-23 PSA	2021-22 National
P8 Gap	+0.29	0.06	0.7
9-4 EM Disadvantaged	80%	66.7%	55%
9-5 EM Disadvantaged	33.3%	46.67%	30%

The importance of high attendance is highlighted by the difference in the P8 scores of disadvantaged students, with varying attendance.

Improved attendance for all students, particularly the disadvantaged students

Our Attendance rates for all groups, including Disadvantaged have been significantly above the National average throughout 2022-23, as recognised by our receipt of the FFT National School Attendance Award, placing us in the top 25% of Schools. The School Persistent Absence rate was significantly below the National average.

Decreased exclusion rates for all students, particularly for disadvantaged students

Our exclusion rates remain very low compared to National averages in a pre-pandemic year. Our Suspension rates have remained below the national average for disadvantaged students. 4 of the 31 students that were suspended were disadvantaged. We had no permanent exclusions.

Improved well-being for all students, particularly those that are disadvantaged

The development of our Well-being provision, encompassing our Safeguarding Team, our School Counsellor and Students Services area has improved our provision for Disadvantaged students, providing bespoke support to address anxiety, depression and domestic abuse in the family home. The provision aims to aid students in forming positive relationships with staff and students. Over 150 students are supported through a variety of projects, interventions and clubs, with disadvantaged students attending them.

Our 2022-23 PP SDP targeted raising the cultural capital of our students by exposing them to guest speakers and school trips. The underperforming disadvantaged students were allocated a mentor and provided additional support. The brief was to make those students feel valued and seen, with the hope that attainment and engagement with enrichment would improve. Actions including increased parental contact, support with revision strategies, career focused meetings without Careers Advisor and celebration of their achievements.

As evidenced in schools across the country, the pandemic was most detrimental to our disadvantaged pupils. We believe the impact was mitigated by our focus on high quality teaching and learning, continued commitment to continuing professional development for our staff, our well-sequenced curriculum, our pastoral support systems and our use of Mentors. The Pupil Premium spend is reported to the Trustees in the Autumn Term.