

Pupil premium strategy statement – Paignton Academy 2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1601
Proportion (%) of pupil premium eligible pupils	34.92%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	This is the second year of a 3 Year plan which will be monitored termly. Sept 23- August 26
Date this statement was published	Dec 24
Date on which it will be reviewed	November 25
Statement authorised by	Derwyn Williams
Pupil premium lead	Tamsin Summers
Governor / Trustee lead	Matthew Croxford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 520,800
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	This funding has now ceased.
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <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>	£ 520,800

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, suggests that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will

- Have a designated Senior Leader who will lead on the Pupil Premium Strategy monitoring it termly with a yearly review of the 3-year plan
- Have a Pupil Premium coordinator whose role is to support students and create their One Page Profile
- Have a named RGB link for Disadvantaged Students (DS).
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Trust leaders.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: building strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- Each DS will have a One Page Profile which outlines their strengths and barriers to learning, to support staff in meeting their needs.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.

- We know that quality first teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich and cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered.
- We intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.
- We address financial and practical barriers to learning and enrichment

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>There is an attendance gap between our PP and non-PP pupils. Although the gap closed from 10.3% in 21/22 to 8.9% in 22/23, it slightly increased to 9.17% in 23/24. This is still a key area of focus as PP attendance in 23/24 was 82.96%, as 0.6% increase on the previous year. We are also looking very carefully at the attendance of our SEND students whose attendance was 83.76% in 23/24, an increase of 3.29% from 22/23. We understand the need to be forensic in establishing the root causes of this low attendance and the students it affects so that we can address the barriers and intervene early.</p>
2	<p>Progress and Attainment</p> <p>The gap in both attainment and progress remains between PP and non-PP students. In summer 2024 results PP P8 results were -1.31. This is still behind the non-PP cohort who achieved -0.39. In 2023 the gap was -0.72 and in 2024 it was -0.96. This is therefore an increase in the gap but the whole cohort results (based on unvalidated data) also saw a drop. The gaps are present as the students enter Paignton Academy with on average a scaled score difference of 2 between PP and non-PP</p>

	<p>students. It is important that we focus on early intervention starting from Year 7 to support their learning. In terms of NEET figures, these are not available yet but all PP students had a post-16 destination as of August 2024.</p>
3	<p>Access to educational materials and technology</p> <p>It remains a moral imperative to ensure students are empowered to access learning alongside their peers and are offered and encouraged to take part in practical lessons that require equipment and extra-curricular activities. We acknowledge that a sense of belonging is a crucial part of feeling success at school and our students value the opportunities such as cooking, Duke of Edinburgh, music lessons, trips and excursion and sports kit to name a few.</p>
4	<p>Behaviour incidences and exclusions</p> <p>The proportion of students who are PP within the school is 34.9%. The school behaviour data highlights that positive strides have been taken in the classroom – 43% of Reset Room visits are from PP pupils in comparison to 57% NPP pupils. This is due to teachers having better understanding and knowledge available to them via PP Co Ordinator and the PP learning profiles found on Class Charts. 71% of PP have not received a negative point on Class Charts so far this year.</p> <p>In terms of Fixed Term Suspensions, 59% suspensions are for students with PP. This data highlights the improvement of the learning experience of PP students within the classroom, but more focus is needed on the relationships with some at a higher end to avoid Fixed Term Suspension.</p>
5	<p>Resilience within lessons and success in their learning</p> <p>It remains the case that high-quality teaching and learning impacts more significantly on PP students. There is a key focus on ensuring the needs of all students are met within the classroom on daily basis to support inclusive practice. A key focus to support this is our success with developing a literacy programme which works in tutor programmes but also to secure well-embedded literacy support in all lessons as well.</p>
6	<p>Well-being and belonging</p> <p>As the attendance, exclusions and RR data highlights, we need to address the well-being, resilience, and sense of belonging for our students who experience disadvantage. We understand the challenge is to support families within our community and work to understand the barriers faced by our vulnerable students.</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>Understanding Barriers</p> <p>Know the needs of our PP students in detail and leverage existing systems and practices to intervene early. Understand the impact of multi-vulnerabilities for students across KS3 and 4 and look to reduce barriers which impact on progress and attainment, with early interventions.</p> <p>Ensure attendance improves for key groups – PP/SEND by understanding the barriers.</p> <p>Provide bespoke support within the classroom, learning support and Personalised Learning.</p>	<p>Reduce PP/Non-PP attainment gap</p> <p>Reduce PP/Non-PP progress gap</p> <p>Attendance gap closed</p> <p>Behaviour data highlights reduced FTE/ RR referrals for PP/SEND students – at least as representative of cohort.</p> <p>Student voice reports confidence in learning.</p> <p>Anti-deficit model applied to all PP CPD</p>
<p>Teaching</p> <p>Professional development leads to a strong understanding of great teaching. Raise expectations of students, particularly PP/SEND.</p> <p>Research says: teach everyone well, “every interaction matters”</p> <p>Support students to return to learning after experiencing attendance issues.</p>	<p>Reduce PP/Non-PP attainment gap</p> <p>Reduce PP/Non-PP progress gap</p> <p>Student voice reports confidence in learning</p> <p>Students’ individual needs are met in the classroom to secure progress</p> <p>Reduced numbers of students in KS4 who find exams and school challenging</p>
<p>Teaching</p> <p>Ensure leaders have shared understanding of what constitutes excellent classroom practice.</p> <p>Evidence informed practice based on high quality evidence of learning theories with an understanding of our context.</p>	<p>Curriculum Team Leaders have a shared understanding of how to deliver excellence within their subject area and classroom.</p> <p>Professional Development used to promote excellence in the classroom.</p> <p>QA is conducted to support and challenge so that teachers are always seeking to develop their practice.</p>
<p>Literacy: Reading</p> <p>Tutors and teachers use every opportunity to develop reading and literacy in students and support the delivery of excellent literacy skills across the curriculum.</p>	<p>Universal provision: All key stage three and year 10 students are tested through out literacy programme and reading ages are displayed on ClassCharts.</p>

	<p>All Students will engage in tutor time reading (via The Day) and Sparxs Reader during KS3</p> <p>Targeted interventions: Students who have been identified through our diagnostic testing will then engage in either the Lexia or other programmes to help support rapid progress in their reading levels and comprehension</p> <p>The aim is to create a reading culture which will allow all students to access and engage in the whole curriculum.</p>
<p>Pastoral Relationships/ Attendance Students who experience disadvantage have excellent attendance due to strong relationships within school and esp. the pastoral team as well as the use of effective attendance processes.</p>	<p>Attendance data meets National Average 88.3% for PP students.</p> <p>No gap for PP and non-PP attendance Reduce gap for PP/SEND attendance Reduced RR referrals for punctuality and truancy.</p> <p>Reduced FTS and RR for PP/SEND.</p>
<p>Relationships and opportunities Students who experience disadvantage and other vulnerabilities are supported to make better decisions and understand the importance of the opportunities school gives them</p>	<p>Proportional rate or lower of PP referrals to RR</p> <p>Strong relationships with teachers supported by HOHs and PMs and knowledge of the students in each year group.</p> <p>Students who experience disadvantage receive at least two career appointments during their time at PA</p> <p>PP students can access curriculum and extra-curricular opportunities</p> <p>Barriers to the curriculum are reduced wherever possible.</p> <p>Students can meet challenge with resilience and understand the process of learning requires feedback and knowledge of weaknesses and strengths.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 293,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Know the needs of our PP students in detail and leverage existing systems and practices to intervene early. Understand the correlation between PP and other vulnerabilities and act early to support success at Paignton Academy *	Marc Rowland Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Paperback – 15 Feb. 2021 Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step to develop an effective Pupil Premium strategy. EEF	1,2,4,5,6
Quality First Teaching with a focus on adaptive teaching in the classroom. *	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.	2,3,4,5
Incremental Coaching *	We use an incremental coaching programme (Steplabs) to help drive improvement in the quality of teaching. All our teaching staff are entitled to this provision. The Evidence and Rationale Behind Steplab Steplab	2,3,4,5
Technology 1-1 devices and hardware in classrooms *	<i>In an era of blended and hybrid learning, the digital divide has become an ever-growing barrier to education for many pupils,</i>	1,2,3

	<i>especially those who are disadvantaged. And there is a second front emerging in the fight to close the digital divide – that of digital competency and skills.</i>	
--	---	--

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

Budgeted cost: £ 114,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Support *	<p>Pupils identified by teachers as needing enhanced literacy support at KS3 and KS4 receive support via the Lexia and other intervention programmes.</p> <p>Tutor time reading- all students will engage in this.</p> <p>Home - The Day</p> <p>Why Lexia? - LexiaUK</p>	2,5
Personalised Learning provision	<p>Individual needs can be addressed and bespoke catch up packages put in place.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,6
Careers support for disadvantaged students	<p><i>'High-quality careers advice can make a real difference to young people's outcomes after school, particularly those from disadvantaged homes. It is more important today as fewer young people now work at weekends or part-time, missing out on essential life skills gained in the workplace.'</i></p> <p>EEF</p>	1,2,4,5,6

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

Budgeted cost: £ 269,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Funding *	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes EEF	1,3,6
Pastoral Support *	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance EEF	1,4,5,6
Breakfast Club *	Evaluation from the EEF found that in schools where there are free of charge, universally provided breakfast, before school, there was significant additional progress for students as well as improved attendance.	1,6

(*) Part of menu of approaches identified by the Department for Education.

Total budgeted cost: £ 520,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PA Outcomes for 2024

The gap in both attainment and progress remains between PP and non-PP students. In summer 2024 results PP P8 results were -1.31 . This is still behind the non-PP cohort who achieved -0.39 . In 2023 the gap was -0.72 and in 2024 it was -0.96 . This is therefore an increase in the gap but the whole cohort results (based on unvalidated data) also saw a drop. The gaps are present as the students enter Paignton Academy with on average a scaled score difference of 2 between PP and non-PP students. These outcomes are disappointing and therefore there will be a focus on preparing students for examinations using targeted intervention, increased exposure to exam materials and test conditions, early intervention during KS3 and ensuring gaps in learning caused by poor attendance are addressed by classroom teachers.

Attendance and Behaviour figures

Our PP versus non-PP gap for attendance reduced to 2.4% as significant work was implemented by our attendance team and 8 Pastoral Team Leaders (increase from 6 in previous year) – however attendance remains a key focus for us. The behaviour data highlights that 52% of FTSs were for PP students. In addition, the percentage of students who received a visit to our Reset room was disproportionately high for PP students compared to non-PP students. We need to understand better our students who receive a visit and the cause of this to better meet need for students who experience disadvantage. We have focussed more support in CPD for staff on SEND students and this year will be evolving our training offer. This offer will increase the focus on how we can support both SEND as well as PP and now need to pinpoint with forensic accuracy each student's barriers and needs and this now needs to become fully embedded.

This pupil premium strategy is on year 2 of a 3-year plan which we will monitor termly and evaluate each year using this data as a baseline to measure against.

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
-----------	----------

Classcharts	TES
Sparxs Maths	Sparxs
Steplabs	Powerful Action Steps
Lexia	Lexia UK