

Ernulf Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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	Ernulf Academy
Number of pupils in school	749
Proportion (%) of pupil premium eligible pupils	33.24% (246 out of 749 pupils on 29/10/2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	30/12/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mark Neesam, Principal
Pupil premium lead	Cheney Payne, Assistant Principal
Governor / Trustee lead	Rob Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,850
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£206,850

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Ernulf 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 the 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. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 also.

In line with our Academy Improvement Plan, narrowing the gap between our PP and non-PP scholars has been identified as a key area for improvement. Our priorities in this area include narrowing the achievement gap and improving scholar attendance across all year groups with a specific focus on the PP cohort.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- **Ensure disadvantaged pupils are challenged in the work that they're set**
- **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.**

At Ernulf Academy we also aim to create enrichment opportunities specifically for our disadvantaged pupils to raise awareness and promote self-confidence. Our ethos is based on the celebration of success in both academic and all other areas to secure further improvement and create bright futures. We strive to remove the barriers to academic success for our disadvantaged pupils by providing targeted academic and pastoral support: the 2021/22 to 2023/24 strategy plan details our current focus on improving attendance rates and raising attainment in English and Maths.

Challenges

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

Challenge number	Detail of challenge
1	The Reading Ages of KS3 disadvantaged pupils are significantly lower than those of non-disadvantaged pupils. Literacy skills need to improve so pupils can access the curriculum. 31% of Y7 PP pupils have a reading age of at least 11 years compared to 69% non-PP (NGRT Reading Age Test A September 2023).
2	Disadvantaged pupils make significantly less progress than non-disadvantaged pupils from KS2 to 4 in English. 30.6% of disadvantaged pupils met/exceeded their target in English Language 2022 compared to 44.4% of non-disadvantaged and 64.1%/35.9% of disadvantaged pupils achieved Grade 4+/5+ in English Language compared to 83.3%/55.6% of non-disadvantaged.
3	Disadvantaged pupils make significantly less progress than non-disadvantaged pupils from KS2 to 4 in Maths. 55.6% of disadvantaged pupils met/exceeded their target in Maths 2022 compared to 59.7% of non-disadvantaged pupils and 71.8%/38.5% of disadvantaged pupils achieved Grade 4+/5+ in Maths 2022 compared to 86.1%/52.7% of non-disadvantaged.
4	Attendance of disadvantaged pupils continues to decline. The year to date attendance rate for 2023-2024 is 83.2% FSM Ever 6 pupils compared to 89.8% for the whole 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
Targeted KS3 pupils, including those disadvantaged and needing to catch	Targeted KS3 pupils make at least 6 months progress in their Reading Ages pre to post reading intervention and at least the same progress in-year as their non-disadvantaged peers in English.

<p>up, accelerate their progress in reading and English.</p> <p><i>3 year strategic priority.</i></p>	
<p>Disadvantaged pupils of all abilities accelerate their progress in reading and English.</p> <p><i>3 year strategic priority.</i></p>	<ul style="list-style-type: none"> • The Reading age and age of all KS3 pupils match. • Y7 to Y10 disadvantaged pupils make at least expected progress, in line with their non-disadvantaged peers, in English. • Y11 Disadvantaged pupils achieve Progress 8 of at least -0.3 (2022) and 0.0 (2023-2024) and Attainment 8 of at least 34.00 (2022) and 35.00 (2023).
<p>Disadvantaged pupils of all abilities accelerate their progress in Maths.</p> <p><i>3 year strategic priority.</i></p>	<ul style="list-style-type: none"> • Y7 to Y10 disadvantaged pupils make at least expected progress, in line with their non-disadvantaged peers, in Maths. • Y11 Disadvantaged pupils achieve Progress 8 of at least -0.3 (2022) and 0.0 (2023) and Attainment 8 of at least 34.00 (2022) and 35.00 (2023).
<p>Disadvantaged pupils improve their attendance rates.</p> <p><i>3 year strategic priority.</i></p>	<ul style="list-style-type: none"> • Overall attendance of Disadvantaged pupils improves to between 92.5 and 95% (2022-2023) and 2023-2024, in line with the national average.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86,300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of English teaching detailed below:</p> <p>Use of quality first teaching strategies in the classroom.</p> <p>Astrea National English Lead leading Trust Reading Strategy, including training of all group tutors.</p> <p>Appointed Teacher of Reading overseeing development.</p>	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality or teaching and learning of disadvantaged pupils improves outcomes. In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements. There is particularly good evidence around the potential impact of teacher professional development: https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge. A shared reading approach has been found to make a positive impact on reading: http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1292&context=reading_horizons</p>	1, 2
<p>Development of Maths teaching detailed below:</p> <p>Astrea National Maths Lead leading</p>	<p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements. There is particularly good evidence around the potential impact of teacher professional development:</p>	3

<p>curriculum development, direct instruction pedagogical approach and training;</p> <p>Use of Sparx Maths as basis of home learning programmes;</p> <p>Use of an appropriate maths intervention programme for Y7 and 8 lower sets to develop numeracy skills.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/.</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends that structured intervention support may be required for Year 7 pupils who are struggling to make progress</p> <p>https://educationendowmentfoundation.org.uk/tools/guidancereports/maths-ks-two-three/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/.</p> <p>Sparx Maths: Our Impact Sparx Maths</p>	
<p>Ensuring all pupils have access to a high quality well sequenced knowledge-rich curriculum</p>	<p>The EEF evidence brief https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833 indicates that high quality teaching is the most powerful way for pupils to improve pupil attainment.</p>	<p>1, 2, 3</p>
<p>Delivering an extensive Professional Development Programme to ensure all staff are experts in delivering Quality First Provision</p>	<p>The EEF evidence brief https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833 indicates that high quality professional development, alongside teacher mentoring and coaching programmes, is crucial for developing teacher practise.</p>	<p>1, 2, 3</p>
<p>Extensive programme of induction for trainees, NQTs and inexperienced staff. Supporting early career teachers through the ECF</p>	<p>The EEF evidence brief https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833 indicates that early careers teachers are most likely to benefit from a mentoring and training programme.</p>	<p>1, 2, 3</p>
<p>Music Peri Tuition</p>	<p>Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can</p>	

	<p>help disadvantaged children improve their reading skills</p> <p>http://www.bbc.co.uk/news/health-28703013</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programmes of KS3 literacy intervention as detailed below:</p> <p>SEND literacy interventions include:</p> <ul style="list-style-type: none"> - Spelling; - Phonics. <p>Delivery of “Fresh Start” Reading intervention.</p> <p>Home learning club offered every day after school with access to ICT suite and printers.</p>	<p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective:</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Research shows that phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of an additional four months’ progress.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ A shared reading approach has been found to make a positive impact on reading:</p> <p>http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1292&context=reading_horizons.</p>	1, 2
<p>Programmes of KS4 English and Maths</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small</p>	2,3

<p>intervention as detailed below:</p> <p>Y11 small group daily intervention sessions during morning tutor time and Astrea Reads led by HoDs English and Maths:</p> <p>Basics 4+/5+ data to inform identification of pupils with cohorts reviewed after Nov and Feb mock, via RAG meetings;</p> <p>Period 6 lessons fortnightly in all subjects for KS4.</p> <p>Astrea Reads Aloud daily sessions for all pupils</p>	<p>group and one-to-one interventions have the potential for the largest immediate impact on attainment: https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/. Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Research shows that providing tailored individual support across the curriculum with arrangements made for resources to be available is effective. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/. Research shows that 1:1 tuition is very effective at improving outcomes. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit. Evidenced that extending the school times makes a positive impact on academic outcomes.</p> <p>There are numerous studies published on the benefits of reading challenging novels/texts daily e.g. The University of Sussex have recently produced a paper on the very significant impact on reading ages of reading two challenging novels, back-to-back. The daily reading programme also allows for explicit teaching of Tier 2 and 3 vocabulary and helps to improve reading fluency. Alongside this, it is a</p>	
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	key part of the wider focus on developing our student's culture capital, with a carefully selected reading canon. A carefully selected canon, can also enhance PSHE and PD.	
Year 11 Raising Achievement Mentoring Programme	The EEF guide to effective mentoring, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring , highlights the positive impact one-on-one mentoring of targeted individuals can have particularly for pupils from disadvantaged backgrounds.	1, 2
Effective use of Higher Level Teaching Assistants.	The EEF report, Making Best Use of Teaching Assistants, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants highlights the additional value teaching assistants can bring, when deployed thoughtfully to support, not replace, the work of the class teacher in helping pupils to develop their independent learning skills and manage their own learning.	1, 2, 3, 4

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

Budgeted cost: £97,550.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Bespoke support provided related to improving attendance as detailed below:</p> <p>Pastoral Coordinators to support attendance strategies in each year group;</p> <p>PP funding allocation to continue for uniform and other items to support attendance/engagement with the curriculum;</p> <p>Transport, including taxis, to and from school.</p>	<p>Improving attendance for disadvantaged pupils is considered a key priority, reflected in the tiered funding allocation 2021/22. NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for “clear responsive leadership” where staff are held to account and strategies are identified to drive improved outcomes for pupils: https://www.nfer.ac.uk/publications/PU_PP02/. Good attendance is also listed in the top 10 approaches for disadvantaged pupils in: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-arespending-the-funding-successfully.</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf.</p>	4
<p>Clubs offer/extra-curricular activities to be reviewed to create opportunities for Disadvantaged pupils to participate as detailed below:</p> <p>Breakfast Club to ensure pupils begin the day with a hot breakfast (all PP pupils invited);</p> <p>“Mindfit” targeted Breakfast and Lunch Clubs to be expanded</p>	<p>Evidence from the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, particularly in Year 7, that this will also be beneficial at secondary: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav</p> <p>In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps. https://www.gov.uk/government/publications</p>	4

<p>across KS3 (PP pupils focus) to support identified pupils overcome their challenges through fitness, CBT and mentoring;</p> <p>Home Learning Club every day after school and one lunch time during the week to offer ICT access and support with home learning;</p> <p>Educational visits linked to the curriculum;</p> <p>Rewards trips</p> <p>Young Carers Club</p> <p>DofE.</p>	<p>ations/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Sport boosts confidence - the benefit of Sport on wider learning is outlined at: https://www.sportengland.org/research/benefits-of-sport/.</p> <p>Science tells us that exercise directly improves our mental and emotional health. Mindfit promotes using this to develop young peoples' ability to use growth mindset which will impact on all areas of their lives, ensuring better outcomes, academically and emotionally, both short and long term. https://www.mindfitforall.org</p> <p>Research shows that providing before and after school provision to enable supported self-study, including computer equipment, teaching support and meals on hand has proved to be one of the most effective mechanisms for helping disadvantaged pupils to achieve more. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Research from the EEF suggests that outdoor adventure learning and outdoor experiences consistently show positive benefits on academic learning. On average pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/.</p>	
<p>Parent Engagement</p>	<p>The EEF teaching and learning toolkit report on Parent Engagement found</p>	<p>1, 2, 3, 4</p>

Parent/Carer Consultation events	<p>that parental engagement has a positive impact on average of 4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parent%20engagement</p> <p>The report highlights the importance of tailoring messages to families to support positive discussions about learning, and offering flexible times and lengths of session in order to ensure this joint working is at its most effective. The report also notes the need to regularly review the effectiveness of engagement with parents.</p>	
SEND coffee mornings		
Targetted attendance information events		
Parent/Carer Surveys		
Use of social media to share information to harder to reach families		

Total budgeted cost:

Part B: Review of outcomes in 2021/22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. A tiered approach to spending, in line with the Education Endowment Foundation (EEF) [Guide to Pupil Premium](#) recommendations around proportionality of spend on Teaching Strategies, Targeted Academic Support and Wider Approaches, was taken.

Priority 1

Intended outcome	Targeted KS3 pupils, including those disadvantaged and needing to catch up, accelerate their progress in reading and English. <i>3-year strategic priority</i>
Success criteria	Targeted KS3 pupils make at least 6 months progress Reading Age pre to post reading intervention and at least the same progress in-year as their non-disadvantaged peers in English.

2021/2022	<p>In all KS3 year groups, more non-disadvantaged pupils than disadvantaged had a Reading Age equivalent to or higher than their age.</p> <p>Some acceleration of progress in English and reading by targeted KS3 pupils was seen in 2021/22. At least two thirds of pupils on each programme improved their Reading Age NGRT A to C by at least 9 months. Some discrepancies were seen in WRAT scores from WRAT4 (pre) to WRAT5 (post).</p>
2022/2023	<p>Due to staffing issues, Fresh Start reading intervention was unable to run this academic year. A teacher or reading has now been appointed for the academic year 2023-2024.</p> <p>In all KS3 year groups, more non-disadvantaged pupils than disadvantaged had a Reading Age equivalent to or higher than their age in September and the gap between the reading age of PP and n-PP students was considerable. This gap widened throughout the year in years 7 and 9, where it increased by 10%. Year 8 was notable however as the gap closed to just 0.3% between NGRT tests A and C</p>

KS3 Reading Age (NGRT C) June 2022:

Year	% Reading Age ≥	PP	n-PP
7	12	51.5	68.5
8	13	40.4	67.7
9	14	38.3	59.4

KS3 Reading Age (NGRT A) September 2022

Year	Reading Age ≥	PP	n-PP
7 (PP 48, N 92)	12	39.5%	58.6%
8 (PP 45, N 101)	13	31.1%	50.4%
9 (PP 46, N 88)	14	28.2%	62.5%

KS3 Reading Age (NGRT C) June 2023

Year	Reading Age ≥	PP	n-PP
7 (PP 48, N 92)	12	20.8%	57.6%
8 (PP 45, N 101)	13	33.3%	33.6%
9 (PP 46, N 88)	14	36.9%	65.9%

Priority 2

Intended outcome	Disadvantaged pupils of all abilities accelerate their progress in English. <i>3-year strategic priority</i>
Success criteria	Y7 to 10 disadvantaged pupils make at least expected progress, in line with their non-disadvantaged peers, in English. Y11 Disadvantaged pupils achieve Progress 8 of at least -0.3 (2022) and 0.0 (2023) and Attainment 8 of at least 34.00 (2022) and 35.00 (2023).
2021/2022	<p>Disadvantaged KS3 and Y10 pupils made less progress in English 2021/22 than their non-disadvantaged peers.</p> <p>Although both disadvantaged and non-disadvantaged pupils improved from mid-year to end-of-year, non-disadvantaged pupils in all KS3 year groups outperformed disadvantaged pupils in both English assessments. The gap widened slightly mid-year to end-of-year.</p> <p>In year 10, 3 PP pupils of 4: 1 of the 3 PP pupils were forecast (summer term 2021/22) to meet their English Language target.</p> <p>In year 11, the small group (mornings) intervention programme, in particular, supported 64% of the intervention cohort to achieve their English Language targets.</p> <p>Disadvantaged pupils achieved Progress 8 of -0.55, compared to -0.3 target and Attainment 8 32.60 compared to 34.00 target. Gaps -0.84 (P8) and -15.22 (Att8) 2022 compare to +0.18 (P8) and -1.36 (Att8) in 2019.</p> <p>Likewise, disadvantaged pupils achieved Basics 4+/5+ 46.2%/26.9%, compared to non-disadvantaged 76.4%/52.7%. Basics gaps 2022 -30.2% 4+ and -25.8% 5+ compare to -3.9% 4+ and -0.8% 5+ in 2019.</p> <p>63.6% of disadvantaged pupils achieved/exceeded their English Language target 2022 compared to 85.4% of non-disadvantaged pupils.</p> <p>Non-disadvantaged pupils outperformed disadvantaged pupils in English at grade 4+ and 5+. (Disadvantaged pupils achieved English 4+/5+ 65.4%/46.2%, compared to non-disadvantaged 85.5%/70.9%.)</p> <p>English gaps 2022 of -20.1% 4+ and -24.7% 5+ compare to -7.6% 4+ and -3.2% 5+ in 2019.</p>
2022/2023	In Key Stage 3, the gap between PP and non-PP students was wider at the mid-year assessments than in 2021/2022, and this widened substantially between the mid and end of year assessments. In years 8 and 9, both PP and non-PP students completed the year with a higher % in these tests than in the previous year, however the gap between PP and non-PP attendance increased further between the mid and end of year assessments than in 2021/2022.

	<p>In the year 10 exam and subsequent forecast data, Pupil Premium students remain substantially behind their non-disadvantaged counter-parts.</p> <p>The exam results 2022-2023 did not achieve the target, with Pupil Premium students achieving a Progress 8 of -0.76 in English.</p> <p>The forecast grades for this exam series remain lower than the target at -0.49 in English, which would be an improvement but still represents a gap in performance.</p> <p>The Trust Reading Strategy, across all year groups with tutors delivering, continues. Timely English GCSE interventions aim to accelerate the progress of identified KS4 cohorts.</p>
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KS3 English standardised assessments 2021/22:

Year	Mid-year mean %		End-of-year mean %	
	PP	n-PP	PP	n-PP
7	34.1	39.1	44.7	49.8
8	25.9	36.4	31.6	44.2
9	29.1	38.6	31.3	41.8

KS3 English standardised assessments 2022/23:

Year	Mid-Year Mean %		End of Year Mean%	
	PP	N PP	PP	N PP
7 (current Y8)	33.4%	43.2%	35.3%	48.8%
8 (current Y9)	36.1%	48.1%	38.8%	63.8%
9 (current Y10)	38.1%	48.5%	40.4%	53.2%

Y10 English predicted outcomes 2022/2023

1	March predicted outcomes		June predicted outcomes	
	PP	n-PP	PP	n-PP
Average Total Att8	6.43	8.30	7.41	9.42

Y11 English outcomes 2019-2022:

	2019		2021 TAGs		2022	
	PP	n-PP	PP	n-PP	PP	n-PP
Average Total P8	-0.57	-0.75	-0.73	0.12	-0.55*	0.29
Average Total Att8	35.69	37.05	34.49	46.84	32.60*	47.82
% 4+ Basics	44.4	48.3	36.8	68.8	46.2	76.4
% 5+ Basics	22.2	23.0	23.7	33.8	26.9	52.7
% 4+ English	55.6	63.2	42.1	79.2	65.4	85.5
% 5+ English	37.0	40.2	31.6	62.3	46.2	70.9

*PP Targets 2022: -0.3 (P8), 34.00 (Att8)

2022/23: Year 11 English mock exam outcomes compared to year 11 GCSE results

	November mock exams		June results	
	PP	n-PP	PP	n-PP
Average Total Att8	7.08	10.66	6.31	9.68

Priority 3

Intended outcome	Disadvantaged pupils of all abilities accelerate their progress in Maths. <i>3-year strategic priority</i>
Success criteria	Y7 to 10 disadvantaged pupils make at least expected progress, in line with their non-disadvantaged peers, in Maths. Y11 Disadvantaged pupils achieve Progress 8 of at least -0.3 (2022) and 0.0 (2023) and Attainment 8 of at least 34.00 (2022) and 35.00 (2023).
2021/2022	Both disadvantaged and non-disadvantaged pupils in Year 9 improved significantly from mid-year to end-of-year. Non-disadvantaged pupils in all KS3 year groups outperformed disadvantaged pupils in both Maths assessments. In Year 8 and 9, the gap narrowed mid-year to end-of-year: +4.3% (Year 8) and +5.2% (Year 9).

	<p>KS3 numeracy small-group intervention 2021/22: 2 PP pupils of 7: 1 of the 2 PP pupils improved their score mid-year to end-year assessment.</p> <p>Y10 Maths small-group intervention 2021/22: 5 PP pupils of 9: 3 of the 5 PP pupils were forecast (summer term 2021/22) to meet their Maths target. As for English, the small group (mornings) intervention programme appeared most successful and supported two thirds of the intervention cohort to achieve their Maths targets. Disadvantaged KS3 and Y10 pupils made less progress in Maths 2021/22 than their non-disadvantaged peers.</p>
<p>2022/2023</p>	<p>In Key Stage 3, the gap between PP and non-PP students increased by at least 10% in all year groups between the mid and end of year assessments.</p> <p>57.1% of disadvantaged pupils achieved/exceeded their Maths target 2022 compared to 79.6% of non-disadvantaged pupils. Non-disadvantaged pupils outperformed disadvantaged pupils in Maths at grade 4+ and 5+. (Disadvantaged pupils achieved Maths 4+/5+ 52.2%/30.4%, compared to non-disadvantaged 83.0%/60.4%.) Maths gaps 2022 of -30.8% 4+ and -30.0% 5+ compare to +0.7% 4+ and +2.3% 5+ in 2019.</p> <p>A Y11 Maths intervention programme, targeting Grade 3 to 4 and 4 to 5, to continue. Timely Maths GCSE interventions continue to accelerate the progress of KS4 cohorts.</p>

KS3 Maths standardised assessments 2021/22:

Year	Mid-year mean %		End-of-year mean %	
	PP	n-PP	PP	n-PP
7	48.1	56.9	49.1	53.6
8	34.1	52.4	39.3	52.4
9	33.9	46.1	45.0	60.2

KS3 Maths standardised assessments 2022/23:

Year	Mid-Year Mean %		End of Year Mean%	
	PP	N PP	PP	N PP
7 (current Y8)	57%	69.7%	41.1%	58%
8 (current Y9)	48.3%	50.2%	46.5%	57.2%
9 (current Y10)	34.3%	50.4%	32.2%	48.5%

Y11 Maths outcomes 2019-2022:

	2019		2021 TAGs		2022	
	PP	n-PP	PP	n-PP	PP	n-PP
% 4+ Maths	59.3	58.6	50.0	77.9	52.2	83.0
% 5+ Maths	33.3	31.0	28.9	37.7	30.4	60.4

See English outcomes for Average P8, Average Att8 and Basics 4+/5+ comparisons.

Y11 Maths outcomes 2022-2023

	November mock exams		June results	
	PP	n-PP	PP	n-PP
Average Total Att8	6.15	9.89	5.23	8.57

Priority 4

Intended outcome	Disadvantaged pupils improve their attendance rates. <i>3-year strategic priority</i>
Success criteria	Overall attendance of Disadvantaged pupils improves to between 92 and 95% (2022 and 2023).
2021/2022	In 2021-2022, Pupil Premium attendance was 7.6% lower than non-Pupil Premium. Factors potentially affecting attendance, such as pupil behaviour, wellbeing and mental health have been significantly impacted by Covid-related issues. Our focus on support for mental health/wellbeing and ways to engage identified disadvantaged pupils through wider approaches and targeted interventions continues.
2022/2023	In 2022-2023, the gap has widened. Pupil Premium attendance was 8.7% below the non-Pupil Premium cohort.

Attendance data 2020-2023:

Year	2020-2021		2021-2022		2022-2023		National Average	
	PP	All	PP	All	PP	All	PP	All
Attend ance %	85.8	91.8	80.5	88.1	79.2	87.9	88.6	92.5

Additional Measures to support wellbeing

2021-2022:

In 2021/22, in addition to school attendance procedures, funding was allocated on a bespoke basis to promote good attendance including for uniform, transport to and from school to meet medical and other needs, Food Technology ingredients and eLearning programmes.

11 disadvantaged pupils out of 25 across all year groups have attended or are currently attending sessions with the school counsellor 2021/22. 3 disadvantaged pupils out of 7 are currently awaiting counselling.

Our before-school, breakfast, lunch and after-school clubs offer was significantly increased in 2021/22 to engage more pupils and promote wellbeing and good attendance. Clubs (and Sports fixtures) regularly attended by at least five disadvantaged pupils included: Arts and Crafts, Badminton, Breakfast, Dodgeball, Drama, Football, Music Practice, Pride and Science. Other clubs attended by disadvantaged pupils included: Anti-bullying, Athletics, Botany, Cricket, Dungeons and Dragons, Film, Home Learning, Lego, Rounders, Sewing and UKMT Maths Challenge.

Other activities 2021/22 with targeted offer to disadvantaged pupils included:

KS3 "Mindfit" breakfast and lunchtime sessions to promote confidence, good attendance and behaviour (places reviewed according to need – offer expanded during 2021/22 to include 8 disadvantaged pupils of 15 regular attendees);

peripatetic Music tuition (12 places, including 8 GCSE, PP-funded);

- 9 PP pupils of 22 trained as school librarians;
- 2 PP pupils of 6 were winners or runners up in the Key Stage 3 World Poetry Day;
- PaintRush Art competition (Sue Ryder) won by Y10 disadvantaged pupil.

Some educational visits, in the context of Covid restrictions, were able to go ahead 2021/22:

Y11 Brecon Beacons rewards trip (9 PP of 37 pupils);

Oxford University Maths trip (4 PP of 32 pupils);

Y10 Engineering Bosch Rexroth trip (10 PP of 30 pupils);

Y9 Mental Health workshop (1 PP of 4 pupils);

Thorpe Park rewards trips, based on merits and postcards gained, took place in July (92 PP of 204 invited pupils in Year 7 to 10).

2022/23:

Support for attendance of disadvantaged pupils remains a key priority. We have increased our offer of rewards for good attendance and funding for wellbeing initiatives, including attendance awards.

We have reviewed and improved our clubs offer from 2021/22 to create further opportunities for disadvantaged pupils to participate and boost wellbeing, attendance and aspiration including:

Breakfast goods offer;

Duke of Edinburgh Award

Young Carers.

Curriculum-led trips offer expanded to include Duxford and the Battle Fields trip.

PP funding allocation to continue for uniform and other items to support attendance/engagement with the curriculum on a bespoke basis.

Externally provided programmes

Programme	Provider
"Mindfit" KS3 breakfast and lunch clubs	https://www.mindfitforall.org/ A not-for-profit organisation that supports children and young people to overcome their challenges through fitness, CBT and mentoring.

Pupil Premium spending review 2021/22

	Spending 2021/22 (£195,775 allocation)		
	Itemised		Total
Teaching	Assistant Principal (Lead PP/Maths mentoring) salary contribution	£12,388	£40,683.05
	Teacher of Reading salary contribution	£19,303.25	
	Home Learning Club Leader salary	£1,089	
	KS3 Literacy resources	£409.20	
	KS4 English, Maths revision guides/knowledge organisers	£2237.81	
	RE revision guides	£218.87	
	Food Technology ingredients	£987.53	
	Music GCSE instrumental tuition	£3,596	
	Equipment for pupil access to e-learning	£44.12	
Targeted support	English/Maths GCSE teacher intervention and MyTutor contribution	£37,440	£59,053.00

	English TA intervention salary contribution	£14,673	
	EAL TA intervention salary contribution	£6,940	
Wider strategies	Attendance staff salary contributions	£40,468	£88,127.91
	Pastoral Coordinators salary contributions	£23,179.50	
	Breakfast Club Leader salary/goods	£4,035.77	
	Young Carers Leader salary	£1,089	
	Mindfit Club sessions (external provider)	£3,720	
	Uniform	£11,237.60	
	Transport	£2,414.19	
	Pupil stationary	£36.67	
	Y11 year book/hoodies contribution	£429.40	
Bespoke gym membership	£45.83		

Recovery Premium spending review

Spending 2021/22	
Itemised	Total
MyTutor English/Maths contribution	£23,635.00
Teacher of Reading salary contribution	

Further information (optional)

Our Pupil Premium Strategy is supplemented by additional activity around teaching and learning, the curriculum and wider support not funded by Pupil Premium. For 2022/23 this will include:

- a comprehensive, interactive CPD offer incorporating TLAC and Walkthrus and focused on embedding the “non-negotiables for an Ernulf lesson”;
- the launch of Knowledge Organisers, initially for Year 7 and 8, to encourage all pupils to structure and consolidate their knowledge across the curriculum via monitored weekly home learning tasks linked to the Knowledge Organisers;
- the continued development of Curriculum Maps so all pupils can understand what they are learning, when and why and what is expected of them;
- the continued development of Maths instructional teaching, led by the Trust National Maths Lead, including the use of weekly feedback, practice and real quizzes – the EEF toolkit suggests high quality feedback is an effective way to improve attainment for all pupils, including those disadvantaged:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>;

- the use of cyclical Year 10 and 11 Progress Review “RAG” meetings to ascertain the progress made by every pupil in all subjects and identify intervention/other strategies to support further progress (English and Maths RAG meetings also at Key Stage 3);
- the use of weekly Pastoral Board meetings, where strategies to meet the needs of pupils, many of whom are disadvantaged, are decided to boost wellbeing, attendance, behaviour and aspiration.