

# Pupil premium strategy statement – Consett Academy

## New College Academies Trust

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	1,540
Proportion (%) of pupil premium eligible pupils	33.8% (488 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, 2022/23, 2023/24
Date this statement was published	6 <sup>th</sup> November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	ESC
Pupil premium lead	David Hall
Governor / Trustee lead	Joan Low

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 599,208
Recovery premium funding allocation this academic year	£ 100,000
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>	£ 0
<b>Total budget for this academic year</b>	<b>£ 699,208</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium funding is allocated to improve the education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Consett Academy, we recognise the importance of not just understanding the importance of focusing on Pupil Premium but in being experts in our students and their context. This principle allows us to offer the best support for disadvantaged students' individual needs, their barriers and how to provide the personalised interventions to overcome these. We want success for all of our students: those identified for the Pupil Premium grant as well as those students disadvantaged because of personal circumstances. We strive to ensure that our pupils' needs, not labels or pupils, drive our Pupil Premium strategy.

We also recognise that the impact of Covid-19 and the current cost of living crisis is changing the context of the local community. A further principle of our strategy is that while knowing that the risks of under-achievement is impacted by socio-economic disadvantage we must recognise that *"one of the biggest levers to tackling doorstep disadvantage...is to understand the specific needs of [the] community first."* S. Harris 2021.

### **Pupil Premium Funding at Consett Academy**

Our aim is to ensure that high standards and expectations are at the heart of everything we do. We are true to our values of "Students First". We believe that education is about:

- teaching children the values, knowledge and skills they require to be life-long learners so that they can contribute positively to their community.
- providing students with powerful knowledge so they can question the increasingly complex world around them and be empowered to make decisions that will make them successful.
- providing our students with a passion for knowledge and learning so that they are engaged and curious about the world around them. Staff at Consett Academy deliver teaching that allows all students to be challenged so that they make progress and can demonstrate excellence.

We believe that every student can be the best that they can be and that all students can achieve excellence. We know that consistency of approach is vital for our strategy to be successful for our pupil premium students – but in particular for those that are disadvantaged.

We have an explicit aim of narrowing the attainment gap between the highest and lowest achievers. We have an explicit aim of narrowing the attainment gap between pupils who are or have been on free school meals; pupils who are looked after or of the children of parents in the armed forces and children who are not. This includes investment in both academic and pastoral initiatives to provide enrichment or enhanced support for individual pupils. Attainment of Disadvantaged Pupil Premium children is monitored through subject area assessments, assessment meetings and in SLT Link meetings with subject leaders.

### **Ultimate objectives for our disadvantaged pupils**

When deciding upon our PP strategy, we recognise the importance of the context of Consett Academy with 33.8% of students identified as PP disadvantaged students.

We use research conducted by the Education Endowment Foundation (EEF), Evidence Based Education, and school-based research from the Research Schools Network, including Shotton Hall Research School and work from Marc Rowland, including: *The Pupil Premium* and *Addressing Education Disadvantage in schools and colleges* (in collaboration with Unity Research School). Relevant research and observations are used to inform and support our decisions in the usefulness and implementation of our different strategies.

At Consett Academy, the attainment of our Pupil Premium students is below expectations and our priority is to ensure that the attainment gap for all students, but especially Year 11 PP students is closed this academic year.

For our students in receipt of the Pupil Premium funding, some of the main barriers are:

- Low attendance
- Weaker literacy and reading skills
- Limited access to resources (books, IT equipment – including internet access and computers)
- Lack of wider enrichment opportunities

For some pupil premium students none of these factors are a barrier: for others they may face a number of these and other barriers. As a result, we recognise that our challenges are varied and there is no “one size fits all” approach.

Our aim is for all Pupil Premium students to have a full and successful experience in our academic and wider school community. To achieve this, we aim to:

- To ensure that PP students on average make **increasingly good progress** year on year (i.e. achieve on average a positive Progress 8 Score each academic year)
- To increasingly address and **remove the barriers** faced by our PP students e.g. reading, poor attendance, lack of social capital, etc.
- To ensure that all PP students **participate** the academic and wider curriculum to the same extent as their peers

- For PP post 16 destination data to reflect an increasing number of students accessing appropriate **level 3 courses and pathways**

### **How does our Pupil Premium Strategy plan work towards achieving these objectives?**

To achieve our objectives, we ensure that a personalised approach, based on individual student need is at the core of all of our decisions. We place the greatest focus on promoting high quality teaching, supported by academic intervention and wider non-teaching strategies. Therefore, underpinning this objective is a focus on high quality teaching CPD aided by recruiting and retaining the best, highly effective staff to work with the students. (Leaders, teachers and support staff)

We know from recent reading test data, that weak literacy (and in particular reading) is a common barrier for our students and as a result our Reading Strategy is at the core of interventions to support the closing of the attainment gap.

As a result of the Covid-19 pandemic, we also know that we need to provide a range of opportunities to broaden Pupil Premium students' experiences outside of the curriculum and enrich their cultural capital. This includes prioritising Pupil Premium students for CEIAG support, trips, rewards and other opportunities to ensure students have the chance to be the best that they can be.

Finally, we know from research, academic literature and our own experiences that there is a need to ensure high quality pastoral, behaviour and attendance intervention meets the needs of our PP and LAC students. This includes supporting students' social, emotional and mental health needs (SEMH).

### **Principles:**

- A **personalised approach** that meets the needs of any student identified as disadvantaged so that the Pupil Premium funding is allocated on a needs analysis that identifies priority students: groups or individuals.
- Through **parental engagement** and strengthening community links we understand the specific needs of our students' context and ensure activities best support these needs.
- To ensure that **teaching and learning** opportunities meet the needs of all disadvantaged students so that they can secure the best possible outcomes for attainment and their future.
- That all staff in the Academy recognise the importance of supporting and responding to the individual needs of students in receipt of the Pupil Premium grant. This includes **analysis of data** to ensure that at all levels staff are fully aware of the academic strengths and weaknesses of disadvantaged students.
- Promote our **Students First** values and used to inform our decision-making.

- Provide high quality **pastoral, attendance and CEIAG support** to meet the wider needs of all students, with a specific focus on disadvantaged students.
- Ensure a robust monitoring system, **focused on outcomes** and the impact of interventions so we can maximise the impact of PP funding.
- That PP funding is used to benefit **as many students as possible**, including non-PP students.
- That PP funding promotes an ethos of **attainment for all and focuses on OUTCOMES for individuals rather than just providing strategies**
- **That clear responsive leadership sets high aspirations for all students.**

## Challenges

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

Challenge number	Detail of challenge
1	Consistently high <b>quality first teaching</b> for all students, but prioritising PP students
2	PP students nationally have lower <b>levels of achievement</b> than their peers and this gap continues to grow during KS3 & 4
3	PP students' <b>attendance</b> is lower than their peers
4	PP students' <b>reading</b> ages are lower on average than their peers on entry to the school
5	PP students' home learning environment, social capital and <b>parental engagement</b> (e.g. attendance at parents' evenings) is on average lower than their peers.
6	The impacts of <b>Covid19</b> and lockdown have had a disproportionate effect on PP students compared to their peers (including behaviour, inclusion, SEMH and catch-up)
7	Cohesive whole Academy and <b>leadership</b> approach surrounding narrowing the gap

## 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
Improved student outcomes for PP students	<p>Students make good progress, with a specific focus on Y11 and Maths, and in line with prior attainment</p> <p>Progress data for PP students is closing the gap when compared to non-PP students, in line with prior attainment</p> <p>Progress data for GCSE students shows a narrowing of the attainment gap between PP and non-PP students, in line with prior attainment</p>
Improve quality of teaching and learning with quality first teaching in all classrooms	<p>Learning walks, work scrutiny and subject deep dives identify that all students experience lessons that enable at least good progress to be made.</p> <p>PP end of KS4 P8 scores are increasingly positive and narrowing the gap with non-PP students across the curriculum, in line with prior attainment</p>
Increased focus and awareness of PP students by all teachers, form tutors, Heads of Department and Year teams within school. Regular dialogue with students and parents to support progress and improved outcomes	<p>Regular contact made by Year teams and Heads of Departments to support progress for identified students</p> <p>Clear lines of communication within school regarding PP students to share information with teachers</p> <p>PP a standard item in subject, pastoral, and Leadership meetings</p> <p>High engagement of PP parents at school events and parent evenings</p> <p>Completion of Pupil Premium passports for all KS4.</p>
Improved attendance for PP students	Attendance for PP in line with peers by 2024 and to be in line with national average
Increase PP parents' engagement with school	Attendance at parents evening for PP is in line with their peers by 2024
Improved reading ages for PP students through use of KS3 Accelerated Learner programme and the Academy Reading Strategy	<p>Reading ages of PP Disadvantaged students in KS3 to be in line with non-PP students by June 2024</p> <p>Frequency of quizzes to be in line with non-PP students by June 2024</p>

	<p>Reading ages of PP Disadvantaged students in KS4 to be in line with non-PP students by June 2024</p> <p>Reading proficiency and confidence to be in line with non-PP students by June 2024</p>
<p>Increased involvement of PP students for rewards, trips, extra-curricular and cultural capital opportunities</p>	<p>An effective system of tracking of participation is put in place for Beyond 25 participation</p> <p>Levels of engagement for PP students is in line with Non-PP students by 2024</p> <p>PP students to have trips and opportunities funded to make them accessible.</p>
<p>Improved behaviour and engagement for PP students</p>	<p>Student Consequence data gap reduced between PP and non-PP pupils by 2024</p> <p>Praise data between PP is in line with non-PP pupils by 2024</p> <p>For the % of PP students who receive suspensions from school to fall year on year, with the aim of being equivalent to their peers by 2024</p>
<p>Provide high quality CEIAG provision to all PP students:</p> <ul style="list-style-type: none"> <li>• Improve access to further education paths in to post 16 education</li> <li>• Ensure all PP students provided with at least two meaningful encounters with a career's adviser</li> <li>• Improve attendance of PP students to careers related trips and experiences.</li> </ul>	<p>Attendance of PP parents and students at College and Sixth Form open events in line with Non-PP by 2024.</p> <p>Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students.</p> <p>All Year 7 -11 students to have 1 career related trip / experience per school year by 2024</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: £ 226,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader to oversee the PP Disadvantaged student strategy – with focus on high quality first teaching	Successful schools have clear responsive leadership. DFE “Supporting the Attainment of disadvantaged pupils: articulating success and good practice”. EEF Implementation Guide states “school leaders play a central role in improving education practices through high quality implementation by “defining both vision for, and standards of, desirable implementation”.	1, 2, 7
Lead Practitioner for Maths – with a focus on challenge for all and closing the attainment gap for PP students	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF Toolkit (2021) “significant improvement in learning through interleaving and questioning and assessment for learning and feedback”.	1, 2, 7
Teaching and Learning focus – on evidence-based strategies to support consistent approach across the Academy	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF Toolkit (2021) “significant improvement in learning through interleaving and questioning and assessment for learning and feedback”. EBE’s <i>Great Teaching</i> Toolkit Evidence Review (2020)	1, 2
High quality CPD on evidence-based approaches – focus on teaching and learning	EEF’s report into Effective Professional Development. Focus on: Recommendation 2: that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice Recommendation 3: implement PD with care, taking into consideration the context and needs of the school)	1, 2, 7
Literacy Lead to support whole school approach to raising literacy levels for all students with specific focus on PP disadvantaged students	EEF Toolkit “Raising levels of literacy for pupils has a significant impact on pupil progress”.	2, 4, 7
SEND quality first teaching approaches such as scaffolding and explicit instruction are quality assured by SENCo	EEF Guidance report <i>Special Educational Needs in Mainstream Schools</i> (2020) 5 evidence-based recommendations to support pupils with SEND	1, 2, 6, 7
QA led by teaching and learning Team, SLT and	DFE guidance on Teachers Standards “Systems of appraisal and monitoring of	1, 2, 7



Subject Leaders to provide developmental feedback, identify training needs and to share best practice.	teaching are necessary and can help to determine starting points for professional development”.	
Training for staff on understanding KS2 data and expectations of students from KS2. Develop teachers’ understanding of students’ prior knowledge, skills, and understanding, including age-related expectations in Year 6, so that they can build on them more fully.	EEF’s report into Effective Professional Development.	1, 2, 7

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

Budgeted cost: £ 160,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 121 tuition using school tutors to intervene with students in core subjects.	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months benefit for pupil progress.	1, 2, 6
Small group tuition using National Tutor Programme to support students in all subject areas through in-school intervention	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months benefit for pupil progress.	1, 2, 6
After school “Get Exam Ready” and after school (Homework and Study Support for KS3 students) intervention and weekend / holiday study support for targeted students.	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months benefit for pupil progress.	1, 2, 6
KS3 Accelerated Reader programme for KS3 students	EEF Toolkit – “Reading comprehension has a significant impact on pupil progress”. Research into Literacy by the Education Endowment Foundation, 2019 links how urgent reading is to students accessing the broader curriculum; <i>‘Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational</i>	2, 4, 6

	<i>prospects for this group are grave. If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and Maths at GCSE, and fewer than 2% to achieve the English Baccalaureate.'</i>	
Reading intervention programme for students below their chronological reading age	EEF Toolkit (2021) – “Reading comprehension has a significant impact on pupil progress”. <i>Now the whole school is reading: supporting struggling readers in secondary schools. Ofsted research project Oct. 2022</i>	
SEND interventions and deployment of SEND TAs support the needs of PP+SEND students	EEF Guidance report <i>Special Educational Needs in Mainstream Schools</i> (2020) 5 evidence-based recommendations to support pupils with SEND EEF Toolkit (2021) reports that teaching assistant intervention has +4 months benefit.	1, 2, 4, 6
Dedicated Careers Lead to develop a strategy to support students with “next steps” and reduce NEETs through a programme of increased 1:1 career adviser Interviews	CEC Report to the Education Select Committee (2020) highlights the importance of careers guidance. Careers interventions have a positive on student achievement.	5, 6, 7
Ensure all PP students provided with at least two meaningful encounters with a career’s adviser Improve attendance of PP students to careers related trips and experiences.	CEC Report to the Education Select Committee (2020) highlights the importance of careers guidance. Careers interventions have a positive on student achievement.	5, 6, 7
KS5 Academic peer mentors	EEF Toolkit (2021) reports that peer tutoring has a high impact for low cost (up to +5 months benefit)	2, 4, 6
KS3 PP students enrolled onto Scholars Programme/Brilliant Club	EEF Toolkit (2021) reports that mastery learning has a high impact of up to +5 months Scholars Programme graduates are almost <b>twice as likely to progress</b> to highly-selective universities (UCAS evaluation 2019)	2, 6

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

Budgeted cost: £207,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care including mentoring and support of vulnerable students by year teams	EEF Toolkit (2021) reports that pastoral support to communicate with parent / carers regarding students' welfare and dedicated mentoring programmes has a positive effect on pupil well-being and pupil progress.	5, 6
Provide high quality SEMH support through on-site counsellor and KS5 peer mentors	EEF Toolkit (2021) reports that +4 months benefit from students receiving SEMH support	5, 6
Creation of Pupil Premium Passport/Profile (personalised PP student information based on career aspirations, barriers to learning and how they learn best) Shared through weekly spotlight on students	EBE's evidence review states that <i>"Teachers should show respect and sensitivity towards the individual needs, emotions, culture and beliefs of their students"</i> (June 20202)	1, 6
High quality interventions for behaviour and wellbeing, securing outcomes for disengaged students	PP students make up a higher number of students receiving negative consequences and FTEs. Research from the NFER shows that successful schools have effective behaviour strategies; 6 recommendations in EEF's guidance report <i>Improving Behaviour in Schools</i>	2, 4, 5, 6, 7
Targeted attendance activities, including: <ul style="list-style-type: none"> <li>• Monitor all PP students' attendance and build relationships with families</li> <li>• CPD focus on attendance</li> <li>• Work with PP parents and students to identify specific barriers to attendance</li> <li>• Target support based on specific barriers</li> </ul>	DFE 2016 Research – The higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. "Overall absence had a statistically negative link to attainment.  Research presented by organisations such as the Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP students and therefore an impact on pupil progress and attainment.	2, 3, 7
Increase parents evening engagement by prioritising early online booking for PP parents Where PP parents have not attended, encourage alternative contact via pastoral staff	EEF Toolkit (2021) reports that effective parental engagement can have a significant impact on pupil progress.	5, 6
Ensure that students can access a wide range of after school taught (academic	EEF Toolkit reports +2 months benefit from both arts and sports participation.	6

support) and extra-curricular activities (arts, and sports)		
Increase number of careers events attend by Year 7 - 11 students to 1 per year by 2024	EEF Toolkit – Increased parent engagement supports student progress and outcomes	6
PP disadvantaged bid fund – to prevent individual PP students from being unable to access enrichment opportunities, have resources and equipment required for learning and cultural growth	EEF Toolkit – Arts and Sports participation supports progress and outcomes	6
Creation of robust tracking systems. Including the Senior Leader to oversee the PP Disadvantaged student strategy, Heads of Department and Heads of Year for each subject and year group to closely monitor academic progress and for each year group to monitor attendance, behaviour and student well-being.	The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams to improve leadership capacity and deliver school improvement	7

**Total budgeted cost: £ 593,731**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Outcomes for disadvantaged pupils in August 2023 were again lower than the students who are not Pupil Premium eligible. This therefore means there is a high focus on closing the attainment gap for this Year.

Over the course of the 2022/23 academic year the academy continued to make swift and considerable progress. There continued to be a high focus on the new Teaching and Learning Policy. As well as this, there was an unrelenting push on standards in lessons where passive learning was targeted and sanctioned. This year’s strategy will continue pushing the importance of PP students in the classroom, but also ensure that the PP students are receiving the structure and support to aid their learning at home, as well as revision in the run up to the exams. It is our belief that continuing to strengthen our focus on the importance of PP support in the classroom but also via home learning for Year 11 students that we will continue to see a continuing narrowing of the gap.

Our *Get Exam Ready* sessions showed good impact. With additional tuition through home online tuition we will be closer to offering PP and non-PP students will be offered the same support overall.

The Trust wide Reading Strategy will become a key focus this year supporting students that have a below chronological reading age to close these gaps and better access their learning.

We will utilise our strong sixth form department so KS5 students will work as academic mentors to those in Years 7-10.

Last year, we continued to make improvements to our SEND provision. The monitoring of quality first teaching of SEND students will continue to support those students classed as double disadvantaged with PP status and SEND needs.

LAC and PLAC students continued to be supported by the Pupil Premium plus funding.

### 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)

<p><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></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>



## 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.*