

Crawshaw Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crawshaw Academy
Number of pupils in school	1107
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Robin Ghosal
Pupil premium lead	Andrew Searle
Governor / Trustee lead	Anne Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273000
Recovery premium funding allocation this academic year	£39005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£312005

Part A: Pupil premium strategy plan

Statement of intent

Red Kite Learning Trust Mission, Values and Goals underpin and drive the following priorities:

- Building a 'Culture of Success'
- Developing the 'Recovery' curriculum
- Leadership Development
- IT innovation
- Improvement of Student Support structures to secure appropriate, successful and cost-effective provision

AIM

To continue to improve the outcomes of our disadvantaged learners by a persistent and relentless focus on meeting their academic needs, improving their social/cultural capital and supporting them academically, financially and emotionally so that they may reach their full potential and allow them to access their aspirational 'next steps'.

All staff at the academy have the shared belief that every child, regardless of background, has the right to a high-quality education that enables them to reach their full potential.

All staff have the responsibility for ensuring that disadvantaged learners have the access to the highest quality of teaching and learning and rich curriculum that enables every learner, regardless of social economic background to achieve success.

Rationale

This policy is based around three important and interrelated pillars that aim to provide our disadvantaged students with high quality teaching and the support and self-belief that they can succeed. These pillars are:

- Pillar 1: PURPOSE - Ethos and Values
- Pillar 2: AMBITION - Targeted support and improving social capital
- Pillar 3: EXCELLENCE - High Quality Learning and Teaching



Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance – our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4-6 percentage points lower than for non-disadvantaged pupils.</p> <p>40-45% of disadvantaged pupils have been ‘persistently absent’ compared to 33-37% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
2	<p>Engagement in Learning – SEMH needs and the associated disengagement in learning of a small cohort of students (mostly eligible for PP) is having a detrimental effect on their academic progress.</p> <p>There is a higher proportion of disadvantaged pupils attending Alternative Provision which decreases their curriculum offer and thus decreases their aspiration.</p> <p>24-27% of disadvantaged pupils have required behavioural interventions compared with 20-22% of non-disadvantaged pupils.</p>
3	<p>Pastoral – Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/ future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, there was a three-fold increase in teacher referrals for support. Many disadvantaged pupils currently require additional support with social and emotional needs and small group interventions.</p>
4	<p>Aspiration – many of the parents of our disadvantaged pupils do not have positive experiences of school and did not have the opportunity to attend Post-16 or university. Disadvantaged pupils can have lower confidence and self-esteem than their peers which can negatively influence future aspiration planning.</p> <p>Last year, 35% of disadvantaged pupils have gone on to level 3 qualifications compared with 41% of non-disadvantaged pupils. All NEET students were disadvantaged.</p>
5	<p>Attainment – There is a significant gap between the attainment of disadvantaged pupils and non-disadvantaged pupils. During the last 3 years, between 10-20% of disadvantaged pupils have achieved grade 4+ in both mathematics and English compared with 56-75% of non-disadvantaged pupils.</p>
6	<p>Literacy – a high proportion of disadvantaged pupils arrive on entry with low levels of English skills. Many disadvantaged pupils do not receive the same social and cultural experiences as their more advantaged peers. This impacts on limited vocabulary and the ability to apply learning to real life contexts. There is a need to ‘know more and remember more’ in summative assessment which places high importance on knowledge retrieval. Disadvantaged students have been identified as requiring additional support on knowledge retention strategies. Lower recall has been identified through work scrutinies, exam results and teacher feedback.</p> <p>On entry to Y7, between 50-60% of our disadvantaged pupils arrive below age-related expectations compared to 30-40% of their peers. This gap remains steady during pupils’ time at Crawshaw.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/ 25 demonstrated by: The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their peers being reduced to zero. The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
To reduce the number of behavioural interventions required amongst all pupils, including those who are disadvantaged.	By the end of our current plan in 2024/ 25, the number of behavioural interventions has decreased among all pupils. The gap between disadvantaged pupils and non-disadvantaged pupils has decreased to 0%. Currently it is 5-6%.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/ 25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, including those who are disadvantaged.
To improve the aspiration of all students, including those who are disadvantaged.	Disadvantaged students have access to careers appointments, educational visits and talks across all subjects. Current provision is marked against the Gatsby benchmarks and a comprehensive careers and destinations programme is taught. Impact on motivation and therefore achievement.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 25% or more of disadvantaged pupils enter the EBacc. In the last 3 years this figure was 10-15%. 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an average Attainment 8 score of 4. Currently it is 3.47. The gap between disadvantaged and non-disadvantaged pupils attaining a grade 4+ in both mathematics and English decreases over this time period. Currently the attainment gap is 46 percentage points.
Improved reading comprehension and literacy skills among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.

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: £84000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantage pupils are provided with Quality First Teaching	<p>Teachers use evidence-based strategies from the EEF Pupil Premium toolkit (feedback/ questioning/ meta-cognitive practice)</p> <p>Formative assessment and Interleaving are embedded consistently across all curricula areas supporting improved rates of knowledge retention for disadvantaged learners</p>	5
<p>Literacy is highlighted and explicitly promoted throughout the Academy. There is a focus on Tier 2 and 3 vocabulary and oracy in all classes and live modelling is regularly used in lessons.</p> <p>Bedrock Vocabulary is used for all disadvantaged pupils to build their vocabulary.</p> <p>Director of Communication focusses strategies on improving the literacy skills of disadvantaged pupils.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in mathematics and English.</p> <p>Evidence: https://www.oup.com.cn/test/word-gap.pdf</p>	6
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	3, 5, 6

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

Budgeted cost: £54000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reading programme as an intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Link: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	6
Providing a blend of tuition, intervention, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion who receive tutoring will be disadvantaged pupils, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Link: Mentoring EEF (educationendowmentfoundation.org.uk) And in small groups: Link: Small group tuition EEF (educationendowmentfoundation.org.uk)	5, 6
To ensure all disadvantaged pupils have access to IT to access software used for homework and revision.	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 3, 4, 5, 6
To ensure all disadvantaged pupils have access to enrichment opportunities	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation/technical-appendix	1, 2, 3

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

Budgeted cost: £135000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers advice and activities to support students in considering their future education/ career and to raise their aspirations	Disadvantaged pupils have access to a range of careers advice and support from Y7. Disadvantaged pupils are more likely to be uncertain about the qualifications they need to access their career ambitions. Evidence: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf	2, 3, 4
Extra-curricular activities increase and allow more opportunities for disadvantaged pupils to access activities outside of the classroom	Evidence: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2, 3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Staff will get training to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1
To improve the behaviour of our disadvantaged pupils to see a reduction in the number of sanctions and exclusions.	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2, 3, 4
Use of Alternative Provision	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £273000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our evaluation of our pupil premium strategy and recovery plan for 2020/21 indicated that we were successful in providing access to technology to students, in developing knowledge and recall of specialist vocabulary, and in using more informal assessment so that lessons were pitched appropriately for students in light of lockdown disruption.

Our evaluation indicated some success with the literacy and numeracy tutoring intervention – barriers were due to technical and organisational reasons presented by lockdown. We have therefore revised our approach to tutoring this year so that there is greater impact of targeted intervention on students.

There was a large focus on literacy over the year. The Director of Communication has raised the profile of this and it is now embedded in form time sessions (for example, the weekly You Decide discussion). Wider Reading has had a positive impact on all students across all subjects. There has been an improvement in literacy across the Academy and evidence of the Literacy Strategy (part of the Learning and Teaching Policy) in books and in observed lessons. Quality of written work has improved.

Assemblies have the Crawshaw acronym theme running across all year groups over the year and are based on raising expectations – this was disrupted due to Covid restrictions, however. Praise assemblies featured regularly throughout the year, celebrating student success. Lesson observations and learning walks indicate that expectations of students are high, and that positive reinforcement and aspirational language is being used.

Student voice was very positive both about the support during lockdown (including regular contact home) and in terms of their return to school and learning since. Our data shows that gaps narrowed for some of our more vulnerable students as a result of working closely with students and families to secure regular attendance in school during lockdown.

We were able to provide disadvantaged students with the ICT needed to complete school work during the period of lockdown. This meant that these students did not fall further behind their peers. Attendance at 'live lessons' during the lockdown period was lower for disadvantaged pupils than their peers, however, and Year Managers helped to support students through this period.

Teachers plan their lessons with progress in mind. They use using the Academy framework planning sequences that give a purposeful and informative start to lessons and also allow time for students to apply new knowledge and skills. Memory for learning strategies are utilised by teachers to help students to improve students' retention and retrieval of knowledge. Meaningful homework is set that consolidates knowledge and improves retention. Class data sheets are now an embedded part of all teachers toolkit for

each of their classes. These highlight disadvantaged students (along with other groups) and have strategies for improving learning and attainment.

Although the lack of published examination data for 2020/21 makes it difficult to compare to national benchmarks, the TAG gap between disadvantaged and non-disadvantaged pupils was higher in 2020/21 than the last published results in 2018/19. This was due to the way the TAG grades were generated – we did not consider any group of students in awarding grades.

Our internal data shows all year groups are ‘behind’ where we would expect them to be. This is to be expected given the disruption caused by lockdown. As is the case nationally our projected progress 8 gap for disadvantaged pupils has widened during the period of COVID disruption. We aim to address this with our current Pupil Premium Strategy and our recovery curriculum.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
CATS PIE (English) PIM (Maths), and PIS (Science) base line tests	GL Assessment
Hegarty Maths	
Bedrock reading app	
Seneca Learning	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.