

Pupil Premium Strategy Statement

2022-24

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Sedgehill Academy |
| Number of pupils in school | 799 |
| Proportion (%) of pupil premium eligible pupils | 290(36.3%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024 2024/2024 2025/2026 |
| Date this statement was published | 20/09/2023 |
| Date on which it will be reviewed | 8/12/2024 |
| Statement authorised by | Clare Cassidy |
| Pupil premium lead | Aston Barrett |
| Governor / Trustee lead | Linda Austin |

Funding overview

| Detail | Amount |
|---|------------------|
| Pupil premium funding allocation this academic year | £ 291,870 |
| Recovery premium funding allocation this academic year | £ 90,594 |
| 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 | £ 382.464 |

Part A: Pupil premium strategy plan

Statement of intent

Our academy mission is to “commit to offering an outstanding education in a warm and supportive environment, uniting high academic achievement with strong development of character”; this has even more meaning when considering our disadvantaged young people, where it is vital that they make the most of every opportunity available to them whilst at school. Our Core Values of Hard Work, Integrity, Kindness and Excellence are designed to ensure our disadvantaged students achieve their potential academically, whilst also developing the life skills they need to be successful once they leave school. Ultimately, we want to provide all students with the knowledge, skills and understanding to enable them to have the gift of choice at each stage of young adulthood and beyond.

Sedgehill Academy recognises that all students, regardless of their background, should have equal access to a curriculum that enables them to reach their potential. Pupil premium funding enables some of our most vulnerable students to receive additional support, thus ensuring that their progress is maximised and the gap between these students and their peers is closed.

A key challenge for the academy, like many others, is that we have vulnerable students in need of support who are not eligible for pupil premium funding. However, we acknowledge that the Pupil Premium funding should not be conceptualised as a ‘catch-up’ initiative for underperforming students. Our priority is to ensure that all disadvantaged students, including those who are performing well, are supported and challenged by adopting a personalised approach to maximise their progress and attainment.

We believe that regular tracking of where the money is spent, and its impact, is crucial to utilise the funding effectively. Furthermore, it enables teaching and learning initiatives and intervention strategies to be adapted if they are not having the intended impact following robust evaluation.

Our Pupil Premium strategy is rooted in research. We believe that high quality teaching and learning, with a relentless focus on the progress of disadvantaged students, is the key to success. Whilst additional interventions which support our most vulnerable young people are also welcomed and utilised effectively, the collective effort of all colleagues within the academy to prioritise the disadvantaged cohort is seen to be most effective in achieving our goals.

The key elements of our strategy are:

- That in all areas of academy life, disadvantaged students are prioritised.
- That additional support and challenge are given to all disadvantaged students.
- That disadvantaged students are subject to the same exceptionally high standards as those of the rest of the cohort.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Reading, Writing and Comprehension Assessments of Key Stage 3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. |
| 2 | Behaviour and Conduct A small proportion of disadvantaged Key Stage 3 students demonstrate that they are unable to self-regulate their behaviour and consequently could potentially have a detrimental effect on their academic progress. |
| 3 | Low aspiration for progression to A Level study and subsequently University Our most disadvantaged students often come from families with no history of university attendance or experience of high education. They often need tailored support through Key Stage 3 and 4 to ensure that they are confident to be successful in their next stage of education, employment or training. |
| 4 | Attendance and Punctuality Many of our most disadvantaged students have either lower levels of attendance or have been persistent absentees at primary school. |
| 5 | Limited enriching experiences outside of the academic curriculum Social assets such as education, intellect, style of speech and dress are enhanced through raising students' cultural capital. This is essential for students to flourish and it is a process that can span years. |

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 |
|--|--|
| Disadvantaged students make exceptional academic progress and above or well above national performance for non-disadvantaged students. | <ul style="list-style-type: none"> - A significant proportion of disadvantaged students achieve significantly above their disadvantaged peers nationally in English and Mathematics. - A high proportion of disadvantaged students are entered for all components of the EBacc. - EBacc figures for disadvantaged students achieving grades 4+ and 5+ in all components of the EBacc is far higher than national averages and compare favourably to non-disadvantaged students nationally. - Disadvantaged students make clear and sustained progress over time gaining the knowledge and skill they need to succeed in their next stage of their education, employment or training and this can be seen through internal and external assessments each year. |

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| <p>Improved behaviour data for disadvantaged students</p> | <ul style="list-style-type: none"> - Lesson observations show students who are engaged and actively learning. - Quality Assurance and student questionnaires show positive attitudes towards learning. - Reduced number of behaviour incidents. - PSHE/RSHE lessons are taught to an excellent standard across all year groups. - SMSC/MBV delivered through Tutor Time, lessons and assemblies is delivered well and is impactful. - Appropriate referrals made to outside agencies where necessary and support from specialists is sought. - Percentage of disadvantaged students at behaviour panels decreases over time more rapidly than for non-disadvantaged peers. |
| <p>Improved rates of disadvantaged students being EET for two terms Post-16</p> | <ul style="list-style-type: none"> - Percentage of disadvantaged students accessing and sustaining Post-16 courses is in line with non-disadvantaged students. - Increased engagement with the Duke of Edinburgh Programme to support aspirations with disadvantaged students. |
| <p>Knowledge gaps are effectively closed</p> | <ul style="list-style-type: none"> - Quality Assurance demonstrates that disadvantaged students are relentlessly prioritised in lessons through questioning, planning and feedback. - Marking and feedback shows additional challenge for disadvantaged students to ensure that every opportunity is taken to support this key group in making additional progress. - Planning is robust and personalised and ensures that iterative content is planned in to work to support gap filling and iterative assessment. |
| <p>Improve attendance for disadvantaged students</p> | <ul style="list-style-type: none"> - Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures. - The attendance and pastoral team support individual students with poor attendance and punctuality so that their attendance improves. - Attendance for specific groups is tracked centrally and appropriate actions are taken. - Increased parental engagement through attendance meetings. |

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

Budgeted cost: £163747.90

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Reading: Development of reading and analysis skills across KS3 and KS4 through the continued implementation of the Ruth Miskin Reading programme, in addition to English lessons, and delivery of the Sedgehill Academy extra-curricular activity. Our Reading and Oracy Strategy ensures all students are supported to make progress in reading across the curriculum.</p> | <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1, 4</p> |

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| <p>PSHE and RSHE: Further development of PSHE/ RSHE curriculum, including appointing a safeguarding trained PSHE/ RSHE Coordinator and developing weekly PSHE/ RSHE lesson at KS3 and in Year 10.</p> | <p>Children with higher levels of emotional wellbeing have higher levels of academic success in school. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFERR253.pdf</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning?utm_source=/educationevidence/teaching-learningtoolkit/social-and-emotionallearning&utm_medium=search&utm_ca</p> | <p>1, 2, 3, 5</p> |
| <p>Iterative Testing and Question Level Analysis: Rigorous tracking using Strategic Seating and Interaction Plans ensure gaps in knowledge and skills are filled rapidly.</p> | <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning</p> | <p>1, 4</p> |
| <p>Continuous Professional Development and training: Regular Subject Meetings focus on the quality of teaching and learning within departments. Learning Walks and regular observations ensure that departmental areas for development are identified and addressed. Exam board training is completed in each department with online webinars or face to face CPD. Our appraisal</p> | <p>We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. This academic year the focus of CPD is TLAC techniques the progress of disadvantaged and vulnerable young people. Our work and methodologies are supported by the EEF and the Sutton Trust.</p> | <p>1,2</p> |

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| <p>structure holds staff to account on the quality of their teaching over time. ECTs meet 1:1 with a dedicated mentor every week to prioritise and quality assure all elements of teaching and marking. Staff who wish to develop further as a professional receive funding to access NPQs. External online training is completed by all staff on key areas of safeguarding through EduCare. Most staff are involved in an Instructional Coaching Programme.</p> | | |
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Targeted academic support

Budgeted cost: £91805.51

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Intervention: Small group intervention runs during the school day and after school throughout the academic year for disadvantaged students, prioritising English and mathematics. Additional intervention and revision sessions are in place at weekends and during school holidays as appropriate; disadvantaged students are prioritised with invitations to these sessions.</p> | <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. Extending school time EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 4</p> |

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| <p>Reading support: Our Reading and Oracy strategy supports student progress within literacy across all areas of the curriculum. The National Group Reading Test (NGRT) and York Assessment of Reading Comprehension (YARC) are used to effectively assess students' in Year 7, 8 and 9's reading ages and analyse their ability to decode and comprehend texts. Students in Year 7 and 8 who are identified as having highest level of support needed are allocated to regular intervention through the Fresh Start programme – Ruth Miskin and the Direct Instruction.</p> | <p>Effective diagnosis of reading difficulties is important in identifying possible solutions. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. Supporting struggling readers is likely to require a coordinated effort across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies</p> | <p>1</p> |
| <p>Additional maths and English support: Tutoring is built into the timetable for English and mathematics at KS4 and numeracy and literacy catch up is sequenced for targeted students at KS3.</p> | <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Feedback EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> | <p>1,</p> |

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|---|---|------------|
| <p>Additional resources: Hard copies of key texts, textbooks and revision guides and workbooks are purchased for students at GCSE level. Digital licenses are also secured where possible. Online platforms such as Quizlet, Sparx Reader/ LanguageNut and Microsoft Teams ensure that students benefit from tailored and interactive resources which can be accessed from home. Chromebooks and data cards are given to students. Students have access to the Library and IT Rooms after school to ensure that they can complete homework and extend their learning.</p> | <p>We know from our experience that our most disadvantaged pupils are the least likely to have additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning and make excellent progress.</p> | <p>1,2</p> |
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Wider strategies

Budgeted cost: £138488.60

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Breakfast club</p> | <p>Each academic year we have approximately 45-50 students attending regularly. This ensures students are in school, with access to breakfast and ICT facilities to complete work with support.</p> | <p>1,2,3,4,5</p> |
| <p>Attendance: Attendance team staffing is enhanced to allow for additional time and a greater focus on disadvantaged students.</p> | <p>Government research indicates that good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop friendships, social skills, team values; life skills, cultural awareness, and career pathways</p> | <p>3,4,5,6</p> |

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|---|---|--------------|
| <p>Careers and destinations: CIEAG support developed across KS3 and KS4 through use of the specialist member of staff 2 days a week.</p> | <p>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p> <p>SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</p> | <p>3,5,6</p> |
|---|---|--------------|

Total budgeted cost: £382,464

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2022-23

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

Year 11 results 2023:

Progress 8 and Attainment 8

37.2% of the Academy Year 11 2023 cohort were in receipt of the Pupil Premium, in comparison to 26% nationally.

Data for the 2023 cohort indicates that disadvantaged students at Sedgehill Academy secured a Progress 8 score of nearly +0.01; the national Progress 8 figure for disadvantaged students was -0.55 in 2023, and for non-disadvantaged students was +0.31.

| Cohort | No. | A8 | Eng P8 | Mat P8 | EBacc P8 | Open P8 | P8 |
|--------|-----|-------|--------|--------|----------|---------|-------|
| Non | 69 | 49.93 | 0.887 | 0.854 | +0.22 | +0.25 | +0.31 |
| PP | 41 | 40.2 | 0.497 | 0.622 | +0.05 | -0.28 | -0.01 |
| All | 110 | 46.3 | 0.739 | 0.766 | +0.19 | +0.05 | +0.19 |

The Attainment 8 score for disadvantaged students at Sedgehill Academy was 40.2 (an average of a grade 4.9 across all subjects); this is in comparison to a national Attainment 8 score of 37.5 for disadvantaged students, and a national Attainments 8 score of 52.6 for non-disadvantaged students.

The Attainment 8 gap between disadvantaged students and their non-disadvantaged peers is 9.73 points at Sedgehill Academy; this is in comparison to a national gap of 15.1 points.

English and mathematics

| Cohort | No. | Eng 9-5 % | Eng 9-4 % | Mat 9-5 % | Mat 9-4 % | Basics 95 % | Basics 94 % |
|---------------|------------|------------------|------------------|------------------|------------------|--------------------|--------------------|
| Non | 69 | 62.32 | 85.51 | 59.42 | 86.96 | 45% | 72% |
| PP | 41 | 51.22 | 65.85 | 51.22 | 60.98 | 37% | 51% |
| All | 110 | 58.18 | 78.18 | 56.36 | 77.27 | 49 | 71 |

The percentage of disadvantaged students achieving a strong pass (grade 5 or better in both English and mathematics) was 46% at Sedgehill Academy; this is in comparison to 29.5% of disadvantaged students achieving this measure nationally and 56.8% of nondisadvantaged students nationally.

The gap between disadvantaged students and their peers achieving grade 5 and above in English and maths was 5 percentage points at Sedgehill Academy; this is in comparison to a gap of 27 percentage points nationally.

Destinations 2023

All disadvantaged students in the Year 11 2023 cohort have secured a positive Post-16 destination for 2023-24; this includes 32.25% of the cohort going on to study in our sixth form.

2022-23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| Aim | Outcome |
|---|---|
| High levels of progress in Reading, Writing and Mathematics for students in receipt of the Pupil Premium over the course of Year 7 and Year 8. | Ruth Miskin reading lessons have been used effectively to promote students' love of reading, whilst also developing their cultural capital. TLR holders within English and mathematics take responsibility for the tracking and monitoring of KS3 data against targets. |
| Outstanding teaching and learning raises aspirations and cultivates a love of learning. | Disadvantaged students are prioritised through lessons and marking and feedback to drive progress. Quality Assurance feedback demonstrates that the majority of teaching professionals are operating at a 'Good' standard or |
| | better, through Teaching and Learning and Marking and Feedback checks. |
| The behaviour of PP and Non-PP students is exceptional and shows that students can self-regulate their behaviour. | The behaviour 'tiered system' has been used effectively to target and track support for students. Regular 1-1 intervention was made possible by the enhanced staffing in the pastoral teams. |
| To raise the aspirations and educational ambitions of all students with a relentless focus on those students in receipt of pupil premium funding. | Disadvantaged students were prioritised for 1-1 support from the Careers Advisor (all students in Year 11 receive a 1-1 appointment, other year groups access this support as required). A PSHE/RSHE Coordinator was appointed in Term 3 to further enhance this provision and develop the personal development curriculum. |
| PP students attend school daily and are not persistently absent. | The Attendance Team and Inclusion Team work together to ensure support is in place for any vulnerable students so that barriers to attending school are removed. |