

## Pupil premium strategy statement – Somercotes Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Somercotes Academy
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	38.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	May 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Mr A Collins, Interim Principal
Pupil premium lead	Mr J. White, Assistant Principal
Governor / Trustee lead	Mr P Bond

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165365
Recovery premium funding allocation this academic year	£44160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209525

## Part A: Pupil premium strategy plan

### Statement of intent

Somercotes Academy is a smaller than average mainstream secondary academy that recruits students from both a rural and coastal catchment. As such, there is a higher-than-average population of children eligible for Pupil Premium. It is the intention of Somercotes Academy to 'narrow the gap' in attainment for students from disadvantaged backgrounds and ensure high attainment for all students. Through delivery of a high-quality education, we intend to accelerate the progress of all students, regardless of background.

It is our intention that all students have access to a high-quality education. We intend to accelerate the progress of all students, regardless of their backgrounds or the challenges that they face, in order to "narrow the gap" for disadvantaged students and to ensure high attainment across the curriculum for all students.

The focus of this strategy is to support disadvantaged students and the challenges which these students face will be considered, however, the activities outlined in this statement of intent are intended to support all students whether they are disadvantaged or not.

In line with EEF guidance, Somercotes Academy will implement a three-tiered approach to the Pupil Premium, focusing on improving teaching, targeted support and wider strategies.

High quality teaching across the curriculum is fundamental to our approach. The Academy supports the EEF view that "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending."

A key part of our approach is targeted support which includes increasing access to intervention, including additional tutoring. With this in mind, we are mindful of the continued impact that the COVID pandemic has had on students' historic progress and the resulting gaps in knowledge. This statement should be used in conjunction with the Academy Catch-Up Statement.

The final strand of our approach is to raise aspirations and to increase opportunities for all students. This will be addressed through increased pastoral support for vulnerable students, support from external agencies, and access to additional curriculum-based provision, particularly in the Arts and in Sport.

Our Pupil Premium Strategy is founded on the following principles and practices:

- A tiered approach to Pupil Premium spending.
- Identifying a small number of key priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- Selecting approaches on the basis of external evidence including research as well as our own knowledge of our students and context.
- Embedding our Pupil Premium Strategy within our broader strategic implementation cycle. This document should be read alongside the Catch-Up Strategy and the Academy Development Plan.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Lower levels of literacy of Pupil Premium students on entry may prevent them from making good progress.</p> <p>Assessments on entry to Year 7 for 2022 indicate that 38% of our disadvantaged pupils have a reading age below their chronological age and that is rated at below 100 on a standardised scale.</p> <p>Year 7 have significantly narrowed the gap in primary school compared to the two intake years previous to them, however the pattern of attainment throughout the Academy is one of lower attainment for disadvantaged students. Year 11 outcomes show that there is still an attainment gap between the disadvantaged cohort and their non-disadvantaged peers when they leave the Academy though it is narrowed during the time students are at the Academy.</p> <p>GCSE outcomes for English with a Standard Pass or above in Summer 2022 were 66.7% for Disadvantaged students compared with 74.6% for Non-Disadvantaged students – an 11.2% difference. In comparison, the difference was 12% in Summer 2021.</p>
2	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>KS2 SATS data for Year 7 of 2022 indicates that 33% of disadvantaged students entered the Academy with a Maths score below the national average. Non-disadvantaged students by the same measure were 36%. This is a primary reason why the statement of intent states that the aim of ‘narrowing the gap’ applies to all students, as well as those who are disadvantaged.</p> <p>Year 11 GCSE outcomes in Maths in Summer 2022 shows that 74.6% of non-disadvantaged students achieved a Standard Pass or above, compared to 50% of disadvantaged students.</p>
3	<p>Observations over time suggest that many students at Somercotes Academy have low aspirations, however this is more prevalent in the disadvantaged students. They often also lack positive role models and have limited family support. Due to the economics of the local area, being predominantly farming and tourism related, the economic and social impacts of Brexit and the pandemic have exacerbated these issues to a greater extent than for other students. This is backed up by national research.</p>

4	<p>Attendance rates have nationally suffered following the COVID pandemic, and are nationally sitting significantly below the 95% target for all students. National attendance levels are below 91%, while Somercotes Academy is 89%.</p> <p>Attendance for disadvantaged students in the Academy are 85.7%, compared to 91.1% for non-disadvantaged students. This attendance has become a significant barrier to narrowing the attainment gap for students.</p> <p>Authorised absences for disadvantaged students are 10.3%, and 4% unauthorised. Non-disadvantaged students are 7.2% and 1.7% respectively.</p> <p>Evidence nationally strongly indicates a direct correlation between attendance and student attainment.</p>
5	<p>Prior to the pandemic, the Academy was already responding to an increase in the number of students presenting as having complex SEMH needs, particularly in the disadvantaged group.</p> <p>Our observations and assessments suggest that this has a significant impact on these students' ability to access their education. In line with several national studies, we have found that the pandemic has adversely impacted upon student mental health. Since March 2021, the numbers of students referred for counselling has increased by 200% (a level which has maintained now for two academic years, with waiting lists still persisting), and the Academy has doubled the number of individual counselling sessions offered on a weekly basis, as well as training internal staff to deliver "Mental Health First Aid" and small group sessions. We have found that these challenges particularly affect disadvantaged students, including their attainment.</p>
6	<p>The pandemic has also interrupted initial teacher training (ITT) programmes and professional development for early career teachers (ECTs). Our observations and discussions with staff and students suggest that these newer members of staff (including ECTs) are less confident at fully embedding strategies for PP students in their classrooms. This is particularly the case where disadvantaged students lack self-esteem and resilience as learners and need explicit support to use metacognitive / self-regulation strategies. There are currently ECTs and ECT+1's in English, Maths, Science, MFL and PE in the Academy so the impact is across the curriculum.</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
1. To further close the gap between disadvantaged and non-disadvantaged students in all subject areas (where there is no gap, maintain this position), particularly in English and Maths.	By the end of our current plan in 2024/25, KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"><li>• average Attainment scores in both English and Maths that are in line with their non-disadvantaged peers.</li><li>• Progress 8 scores for Pupil Premium students in line with national figures for this group.</li></ul>

<p>2. Literacy levels of disadvantaged students will have increased from entry so that they can successfully access the secondary curriculum allowing students will make their expected levels of progress. Increased numbers of students in receipt of the disadvantaged will also read for pleasure.</p>	<p>Reading ages of most Pupil Premium students working below age expectations in Year 7 will have increased to above 10 years by the end of the first year of secondary education so they can access the Secondary curriculum. This will be observed by teachers across the curriculum and evidenced by internal data assessing reading ages at the end of the academic year.</p> <p>Where this is not the case, specific difficulties will be considered and appropriate assessment and support will be in place. This will be the expectation for each year of the plan and the progress of each cohort will be tracked throughout the duration of the plan to ensure that improvements are sustained.</p>
<p>3. Raise the aspirations of disadvantaged students so they can achieve their full potential and select, apply for, engage in and complete suitable post-16 courses.</p>	<p>Sustained increased aspiration for the disadvantaged group by 2024/25 demonstrated by student and parent discussions and surveys and teacher observations.</p> <p>Teacher observations and records indicate a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Increase in engagement with Post-16 transition activities at KS4 and a reduction in the Academy's NEET figures.</p>
<p>4. Raise disadvantaged student attendance to at least the national average for all students. Sustain this improvement over the duration of the plan for all students, particularly those in receipt of the Pupil Premium.</p>	<p>Whole Academy attendance to be at 95% by 2024/25.</p> <p>The annual attendance percentage of disadvantaged students will be at least in line with the national figure, if not higher.</p>
<p>5. To increase early identification of students with SEMH needs and to increase access to internal and external support as appropriate in order to achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Internal data shows an increase of students accessing targeted support as appropriate to the level of need. Student and parent discussions and teacher observations demonstrate sustained high levels of wellbeing from 2024/25, and a reduction in referrals for external agency support.</p>

6. Increased confidence amongst early career teachers in supporting disadvantaged students across the curriculum especially with promoting and sustaining the use of metacognitive and self-regulatory skills.

Regular drop-in observations should indicate that all teachers, particularly ECTs, are increasingly confident in using a range of strategies to support disadvantaged students in the classroom e.g. meta-cognition, scaffolding etc. Student and teacher feedback, observations and work scrutinies suggest that disadvantaged pupils are more able to monitor and regulate their own learning. This should be measurable in the reduction of the attainment gap for disadvantaged students.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Take a data-rich approach to teaching all students, including the use of internal data, standardised GL assessments and purchasing SISRA and FFT as tools to inform future planning.</p>	<p>Research suggests that frequent low stakes assessment gives give a better holistic view of the students' progress which, therefore, improves student outcomes. EEF research states that 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>1, 2, 3</p>
<p>Promoting literacy across the curriculum, particularly the reading of extended texts across the curriculum and of reading for pleasure in tutor time. This will require the purchasing of additional resources including a variety of texts, subject specific materials and a reading scheme.</p>	<p>Whole school approaches, which address multiple elements of school provision, can produce substantial improvements in academic outcomes (e.g. Sharples et al., 2011). We will follow the approach to disciplinary literacy and the seven recommendations made by the EEF in line with the view that: "literacy is key to academic success across the curriculum" and an awareness that "Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave". (EEF Improving Literacy in Secondary Schools).</p>	<p>2</p>



<p>Develop the teaching of Mathematics and numeracy in the Academy through review and enhancing of the Maths curriculum and</p>	<p>EEF's KS2 and KS3 Maths Guidance (2017) indicates that: "The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in</p>	<p>1</p>
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<p>classroom practice. We will work with the wider trust, our feeder primary schools and the local Maths hub to identify areas requiring focus and to access quality resources and CPD. Purchasing of quality-approved mathematics teaching resources.</p>	<p>which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.” The Academy will follow the eight recommendations highlighted in this report.</p>	
<p>Offer enhanced support and professional development opportunities for ECTs and recently qualified teachers, particularly focusing upon strategies relating to metacognition and self-regulation.</p>	<p>EEF evidence identifies the need for new and recently qualified teachers to feel supported in order for them to make good progress towards their targets and to teach high quality lessons resulting in good student progress. Our research and discussion with student groups and parents indicates that lack of subject specific and general educational resources is a key barrier to learning for a number of students.</p>	6
<p>Implement a whole Academy approach to understanding, using and embedding strategies of Metacognition and Self-Regulation.</p>	<p>EEF research suggests that this programme, if implemented effectively, can accelerate student learning by 7 months.</p>	1,2, 6

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>To supplement the school-led tutoring grant in order to face- to-face opportunities for students to access additional tutoring sessions initially in maths and English and then to address identified gaps for students across the wider curriculum.</p>	<p>The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.</p>	<p>1, 2</p>

<p>Additional screening to be undertaken for all students who present as having difficulties in accessing the curriculum; ensuring suitable access arrangements are in place for examinations. Identified students with low literacy levels to have curriculum time for reading tutorials (taught in reduced group sizes). Reading and spelling levels to be assessed and interventions put in as appropriate. Small group support to be delivered by teaching assistants for identified students.</p>	<p>Small groups taught by specialists allow for targeted skill development and high-quality feedback. The Sutton Trust found that “Mastery learning” had a “moderate impact for a very low cost”. By focusing on mastery and quality feedback (“high impact for very low cost” students at Key Stage 3 are able to focus on making progress against their own starting points, building deeper learning and skill development in preparation for GCSE study. The Sutton Trust found that reducing class sizes through the additional of extra groups had “moderate impact”. It allows for more targeted teaching and more teacher contact. Taking this approach from Year 7 onwards is in line with Ofsted’s 2013 recommendation of taking “a long term view” rather than focusing only on Year 11 interventions. Each reading tutorial is staffed by a specialist teacher and 2 teaching assistant, allowing for bespoke targeted support. Sutton Trust “Recommendations for the Best Use of Teaching Assistants” suggests both that “it is important that TA’s supplement rather than replace the teacher” and that for maximum impact TAs should be “fully prepared for their role in the classroom”, this is done through clear schemes of work and defined roles. The EEF Toolkit finds that teaching “Reading Comprehension Strategies” has high impact for very low cost based on extensive evidence.</p> <p>Whilst the Sutton Trust found 1:1 and small group interventions had “moderate impact for high cost”, this is mitigated through using interventions with proven impact and research bases e.g. “Lexia”. Small groups provide an opportunity for key skills to be</p>	<p>1, 2</p>
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	have moderate impact for moderate cost.	
To use internal staff to offer additional face-to-face and remote opportunities for students in all years to access additional sessions in English, Maths, and the wider curriculum.	Staff members who are already working in the Academy have good relationships with students and are aware of their learning needs and gaps. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. All sessions are taught by specialist teachers.	1, 2
Pupil Premium students will have access to suitable personalised support so they can make expected levels of progress. 1:1 / small group academic mentoring to be given to all students in receipt of the Pupil Premium, particularly focusing on metacognition and self-regulation to reinforce work done in lessons.	Targeted mentoring has a positive impact historically in the Academy. Academic tutorial focuses on teaching learning skills. Sutton Trust research found “developing pupil Meta-cognition and self-regulation” resulted in “High impact for very low cost, based on extensive evidence”.	1, 2, 3, 6

<p>Revision sessions in holidays, weekends, evenings and lunchtimes</p>	<p>On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. Summer schools without a clear academic component are not usually associated with learning gains. A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance. Offering a range of</p>	<p>1</p>
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	different additional sessions maximises attendance opportunities. All sessions are run by specialist teachers.	
Breakfast revision sessions prior to examinations	A Cardiff University study reveals the link between eating breakfast and academic performance. Children who eat breakfast before school are two times more likely to score highly in tests and assessments than those who start learning on an empty stomach.	1

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Establish links with external organisations e.g. local universities to raise aspirations of students and establish positive role models. Continue to have access to internal services to offer support and guidance to young people e.g. careers advisor, school counsellor. Additional sessions during parents evening to increase parents' awareness of post-16 courses and increased access to employers and work- based learning opportunities (remote and face-to-face).	Raising aspirations, awareness, opportunities and support for young people will encourage them to aim for higher grades and achieve their full potential. Engaging with providers of further education and businesses improves the probability of students going on to further study and employment, therefore reducing NEET figures.	3, 5



<p>Attendance Team to meet regularly to monitor and track students with attendance concerns.</p> <p>Recruitment of Pastoral Assistant for September 2022 to improve monitoring and first response to attendance issues.</p> <p>Use EWO time and first day absence response provision as part of a robust approach to attendance.</p> <p>A t t e n d a n c e surgeries and early intervention from pastoral team.</p> <p>I n c e n t i v e s to improve attendance including collectible items.</p> <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance. Student attainment is linked to attendance. If a student is not attending they cannot be taught. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>
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<p>Increase the access of students in receipt of the Pupil Premium to wider/ extracurricular activities including educational trips and other enrichment opportunities. The Academy to ensure that there is free music tuition and instrument loan offered to Pupil Premium students. The Academy will use Pupil Premium funding to fully support these students in attending any educational visits.</p>	<p>Though the Sutton Trust rate “arts Participation” as low impact for low cost, increasing the range of experiences and therefore aspirations for pupils is a “long Term” (Ofsted 2013) strategy. Of “raising aspirations and broadening experiences” as detailed by case studies in the 2014 Ofsted report.</p>	<p>3</p>
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<p>To provide additional pastoral support and targeted SEMH support for student wellbeing and mental health support, including behaviour support.</p>	<p>There is evidence from the EIF report on Adolescent mental health to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties, finding good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression. The Neale-Wade Academy case study demonstrates that effective pastoral interventions raise attainment. The Sutton Trust found that dedicated “Social and Emotional Learning” had a moderate impact. Engaging with the needs of this cohort through appropriately selected interventions with proven impact builds resilience and self-esteem. Behaviour interventions are found in the EEF Toolkit to have moderate impact for moderate cost based on extensive evidence.</p>	<p>5</p>
<p>Implement a whole academy approach to understanding, using and embedding strategies of Meta-cognition and self-regulation.</p>	<p>EEF research suggests that this approach, if implemented well, can accelerate learning by 7 months over a secondary students’ time in education.</p>	<p>1,3,6</p>

## 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 2021 to 2022 academic year.

Attendance in the academic year 21/22 was 86.7%, 3% lower than the national average. Disadvantaged students' attendance was just 0.9% lower than national at 84% - according to FFT data.

Internal assessments during the 21/22 academic year indicate that the gap between disadvantaged and non-disadvantaged students had not increased, particularly at KS3, the anticipated progress for KS4 students over the next 2 academic years should demonstrate a reduction of the gap in attainment compared to previous years.

24/80 students in Year 11 were classed as being disadvantaged. There were a number of exceptional cases in this year group that applications for discounting of results were sought, a number of students missed at least one exam, and some missed multiple examinations throughout the summer series. Overall progress for the Academy was slightly negative in comparison to the previous year, but within the average band compared to national attainment. 100% of these disadvantaged students achieved at least 1 qualification. Disadvantaged students achieving a Standard Pass in Maths was 23.5% lower than the SISRA collaborative data average, however English Standard Pass was just 1% lower. Disadvantaged students sitting both the 2 sciences, and the 3 single sciences were both statistically higher than the national SISRA collaboration. Disadvantaged students entered for and achieving a Standard Pass in the Humanities element of EBacc was 11.2% higher than the national picture according to the SISRA collaboration, with 80% of disadvantaged students entered achieving this.

Intervention throughout the year was organised for all disadvantaged students in line with the Academy's statement on catch-up funding, as well as Year 11 students receiving regular targeted intervention.

Extra-curricular activities thrived in 21/22, with the introduction of two Showcase events for music and performing arts, participation in sporting clubs (including accessible sports) increased, as did performance at fixtures.

Whilst measures have been in place to realise the strategy from 21/22, not all elements came to fruition, particularly for a small number of key individuals in challenging circumstances through their final year of study. COVID has had a lasting impact on students in the Academy, and multiple lockdown periods for KS4 students has meant staff have observed their motivation decrease and stress levels increase in relation to assessments.

## 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
National Tuition Programme	Vision

## 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?	The proportion of students in receipt of the Service Premium in the Academy is less than 0.5%. These students are identified and assigned an academic mentor who regularly meets with them to support their wellbeing and academic progress. Participation of these students in extracurricular and enrichment activities is encouraged and monitored.
What was the impact of that spending on service pupil premium eligible pupils?	Students in this group have made positive progress on internal tracking data and have fully participated in the wider life of the Academy.

### Further information (optional)

The Academy plans to use catch-up tuition funding to target disadvantaged students in the first instance, as it has done for the previous academic year. A significant focus on the gap in mathematics is required and organising and monitoring the effectiveness of this has been placed under the purview of a new post of Assistant Curriculum Leader for Mathematics in the Academy.

The intent of the Academy's Pupil Premium Strategy and of the Academy's Catch Up Strategy's overlap in a number of areas and directly reflect the strategic aims set out in the Academy's development plan and, as such, activities utilising both funds will directly benefit students in receipt of the Pupil Premium.