

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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	Droylsden Academy
Number of students in school	950
Proportion (%) of pupil premium eligible students	43%
Academic years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	G Arnold & E Mayell, Co-Headteachers
Pupil premium lead	Angela Wood - Deputy Headteacher
Governor lead	Tom Galvin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£390000
Recovery premium funding allocation this academic year	£98000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£488000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This will be through meeting the Intent of our Curriculum through excellent implementation and monitoring of impact. We also intend to ensure that all students, regardless of disadvantage, have the capacity to take part in wider school activities and experiences to develop their character and capital culture.

The focus of our pupil premium strategy is to support disadvantaged students to achieve this goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will also focus on the number of pupil premium students studying EBACC subjects and achieving the EBACC in their end of Year 11 outcomes.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for students whose education has been worst affected, including non-disadvantaged students. We will also consider the mental health and well-being of all our students following the impact of two national lockdowns.

Our approach will be responsive to common challenges and individual needs. Identification of issues will be through robust diagnostic academic assessment and regular monitoring and tracking of attendance, engagement and wellbeing. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve;
- ensure all students, regardless of disadvantage, have access to all wider school activities and opportunities to develop their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that our pupil premium students have lower literacy levels than non-pupil premium students. There is a difference of around 2 scale points between pupil premium and non-pupil premium students. Baseline assessments show that our students are weakest in whole text cohesion, inference and vocabulary accessibility. This will impact their progress in all subjects.
2	The mathematics attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with ratio, shape and algebra. The gap between pupil premium and non-pupil premium in maths is 3 scale points. The literacy challenge above is also impacting on student's ability to answer problem solving tasks.
3	<p>Our attendance data over the last few years indicates that attendance among disadvantaged students has been between 3 - 4% lower than for non-disadvantaged students.</p> <p>Using 2020/21 data 25% of disadvantaged students have been 'persistently absent' compared to 18% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
4	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations. For example, in Maths for Year 7, the topic of ratio was not taught at all in some primaries so an emphasis could be placed on fractions.</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
Improved attainment among disadvantaged	By the end of our current Academy Improvement Plan in 2023-24, 35% or more of disadvantaged students enter the

students across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>English Baccalaureate (EBacc). In 2020/21 year this figure was 12% in 21/22 it was 24%.</p> <p>2022/23 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 43; • an EBacc average point score of 4.
Improved reading comprehension among disadvantaged students across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Mathematics teachers will notice an improvement in student's ability to understand 'worded' problems.</p>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students being no more than 5.7%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to 1.3%. <p>The percentage of all students who are persistently absent being below 13% and the figure among disadvantaged students being no more than 5% lower than their peers.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations.</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among 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)

Budgeted cost: **£219,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Ensuring all teachers are delivering high quality lessons regardless of the prior ability of each child. Curriculum Leaders will follow a rigorous Curriculum Quality Cycle to ensure all students, especially disadvantaged students, receive a high-quality curriculum. This will form part of Curriculum Leader's appraisal targets and job descriptions. Support from second in department and Key Stage Coordinators will ensure the CQC is delivered comprehensively.	Regular analysis and monitoring and checking of the lessons delivered by their teams will ensure that all students, and especially disadvantaged students will receive high quality teaching and learning. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,
Enhancement of our mathematics teaching and curriculum planning in line with DfE KS3 and EEF guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the teaching of mathematics, drawing on evidence-based approaches:	2

<p>An additional Mathematics teacher will be retained to enhance the existing team</p> <p>Employ and retain a teacher with KS2 experience in literacy and numeracy</p>	<p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach mathematics well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Improving Literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>This will be part of the TRET 'Power of Language strategy'.</p> <p>Rollout the Lexonic phonics programme to struggling readers and train staff in its implementation</p>	<p>Acquiring disciplinary Literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in mathematics and English: word-gap.pdf (oup.com.cn)</p>	2
<p>Ensuring teachers have superior subject knowledge through high quality internal and external CPD. This will ensure excellent first teaching to ensure high outcomes for students.</p>	<p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1,2

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

Budgeted cost: **£43,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with tutors to provide a blend of tuition, mentoring and school-led	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low prior attaining	1, 2, 3

tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high prior attainers.	<p>students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>This will also be supported and enhanced by the school-led tutor grant the school receives.</p>	
Ensuring disadvantaged students have access to wider opportunities in the curriculum when lack of finance may be a barrier. For example, contributions to Music tuition, Food & Nutrition ingredients, equipment to take part in Sport and House competitions and funding for curriculum-based trips and activities. This will ensure that the cultural capital divide is addressed for our students.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Education Endowment Fund lists arts participation and physical activity as ways to have impact with disadvantaged students.</p>	3,4

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

Budgeted cost: **£224,480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	3

<p>Fund for private counselling for PP students due to long waiting times for some services.</p> <p>Funding will also be used to employ qualified staff to work in our On-Board Centre which will ensure students suffering with poor mental health have a point of contact and a way forward to re-integrate back into full time mainstream education.</p> <p>This funding will also ensure strong pastoral support from Heads of Year and non-teaching Year Managers.</p> <p>An additional pastoral member of staff will be employed to provide an internal Alternative Provision</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>All</p>
<p>Robust data and attendance analysis from a dedicated Raising Attainment data team to ensure early identification of issues with PP students and individuals can occur. They will also carry out regular monitoring and tracking and alert the necessary SLT and CL to support that needs to happen.</p>	<p>https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/Using Data to Raise Achievement-Good Practice in Schools 2013.pdf</p>	<p>All</p>
<p>A small fund to support some disadvantaged students with uniform, PE Kit and transport. This is allocated as and when required.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>Uniform in itself does not raise academic performance but being able to attend lessons in full uniform and/or PE kit ensures that attendance to lessons is high. Cost comparisons have been made with other</p>	<p>All</p>

	schools and we are competitive. There are very few branded items to purchase. If a family is struggling with transport costs we will support for a period of time so a student does not miss the high-quality teaching and learning we provide.	
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Total budgeted cost: £488,000

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 students in the 2022 to 2023 academic year.

Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.

By the end of our current Academy Improvement Plan in 2023-24, 35% or more of disadvantaged students enter the English Baccalaureate (EBacc). In 2020/21 year this figure was 12% in 21/22 it was 24%. The class of 2023 had an EBacc entry of 41% with a PP EBacc entry of 34%. This was 1% below our aim. The Class of 2024 have a reduced number of students taking the full EBacc suite (31%) of which 25% of PP students have selected to take the full EBacc. This is due to the legacy change in the options process. The EBacc cohort was reduced due to an increase demand in GCSE religious studies which has a cohort of 82 students of which half of these are PP. The options process for the class of 2025 guided more students, without forcing their choice, to choose the EBacc suite of GCSE's. 43% of students overall chose the EBacc suite with 43% of PP students also choosing the EBacc.

2023/24 KS4 outcomes demonstrate that disadvantaged students achieve:

- an average Attainment 8 score of 43; 2023 outcomes are 43.7 for PP students
- an EBacc average point score of 4. 2023 outcomes are 3.9 for PP students.
- Other notable data for the class of 2023 show that are gaps are returning to pre pandemic levels.

Cohort 2023

Progress 8

	Class of 2023	Class of 2022	Class of 2019
Pupil Premium P8	0.06	-0.43	0.04
Non PP P8	0.53	0.72	0.57
Gap	-0.47	-1.15	-0.53

The progress gap of PP against Non-PP students has decreased to around half a grade. The Academy PP students performed much better on average than national PP students (+0.06 v's -0.41). This year the Academy had less students that sat very few or no exams which has improved our Pupil Premium outcomes.

English, Maths and Science:

	Class of 2023	Class of 2022	Class of 2019
English PP P8	-0.09	-0.38	0.18
English Non PP P8	0.43	0.84	0.88
Gap	-0.52	-1.22	-0.70

	Class of 2023	Class of 2022	Class of 2019
Maths PP P8	-0.02	-0.50	-0.04
Maths Non PP P8	0.43	0.31	0.36
Gap	-0.45	-0.81	-0.40

Science (Value Added)	Class of 2023	Class of 2022	Class of 2019
Best 2 Science PP VA	0.70	0.24	-0.10
Best 2 Science Non PP VA	0.93	0.79	0.32
Gap	-0.23	-0.55	-0.42

The gaps in English, Maths and Science have decreased from 2022. Science have been placed in the 95th percentile nationally which compares the same cohorts and shows the good work the Science team are doing and contributing towards the EBacc measure.

BASICS – English and Maths:

	Class of 2023	Class of 2022	Class of 2019
BASICS PP 4+	58%	52%	51%
BASICS 4+ Non PP P8	74%	83%	89%
Gap	-16%	-31%	-38%

	Class of 2023	Class of 2022	Class of 2019
BASICS PP 5+	42%	32%	27%
BASICS 5+ Non PP P8	59%	61%	54%
Gap	-17%	-29%	-27%

This data shows the increase in attainment at Grade 5 and Grade 4 for PP students at a time when the percentage of students achieving these grades has fallen nationally. The gap has decreased for PP and Non PP students at both grade points.

<p>Improved reading comprehension among disadvantaged students across KS3.</p>	<p>The trust Power of Language strategy continues to be rolled out and developed across the school. All curriculum areas are in the process of amending schemes of work and lesson plans to identify where the etymology and morphology of words can be used to enhance the literacy experience for students. This will also help students decode words across subjects and start to see links in language. In particular this will support PP students who have limited vocabulary and struggle to understand new words.</p> <p>Students have completed NGRT tests to identify which students will follow the lexonik programme to improve reading.</p> <p>The appointment in September 2022 of the KS2 specialist to work in English and Maths has had impact. The quality of the sessions delivered is much improved and students report an increase in their understanding. The majority of students in these catch up sessions are PP and are benefiting from the improvement in lesson delivery. The KS2 specialist is also amending schemes of work in Maths in Year 7 and Y8 to allow all students, including PP students with low SATS scores, to be able to access schemes of work and allow other teachers to deliver to these students effectively.</p> <p>The curriculum model for this year has been amended to allow the KS2 specialist to deliver an adapted scheme of work in English and Maths to students arriving at DA with very low SATs scores. This class will be mainly PP students and the impact will be greater as the specialist will see these students every day rather than once or twice a week.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • The absence rate for 2022/23 for PP students was 10.4% and 6.3% for non-pp students. Therefore, the gap remains above target at -4.1% but this has reduced from -6% the year before. <p>Persistent absence stands at 24% for 2022/23 with PP PA being 29%.</p> <p>Attendance remains our biggest challenge in improving outcomes and life-chances for PP students. The vast majority of PP students who are in the building regularly make good progress.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations. Students voice and staff voice is currently being collated on the impact of counselling sessions but this is difficult to measure.</p> <p>Parents evening attendance for face-to-face events remains around 60-65% for PP parents compared to 75-80% for non-PP students but this is an increase from the 50% attendance we were experiencing for virtual events.</p> <p>The tracking of enrichment activities is done by the House leaders and students who have not engaged have been targeted and asked which type of activities they would like to see offered.</p> <p>All PP students benefit from funding contribution for equipment for Dof E and the combined cadet force.</p>

Further information

Additional activity and spending

Our pupil premium strategy will be supplemented by additional funding and activities not listed in this statement. The school-led tutoring fund will support disadvantaged and non-disadvantaged students through targeted support from our own teachers and tutors.