Pupil premium strategy statement 2023-2024 Ashington Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	880
Proportion (%) of pupil premium eligible pupils	35.45%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021/2022 – 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Yvonne Weston
Pupil premium lead	Colin McLaughlin
Governor / Trustee lead	Ernie Milne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,564
Recovery premium funding allocation this academic year	£79,297
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£384,861

Part A: Pupil premium strategy plan

Statement of intent

Ashington Academy strives to support disadvantaged pupils in all areas of their education from entry. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment. Our strategy centres on the offer of a challenging, knowledge–rich curriculum, supported by evidence-informed, high-quality teaching, with the provision of targeted academic support and wider strategies (including a wealth of enrichment experiences to widen horizons and pastoral support), where needed. Therefore, it is vital that we support our pupils' physical and mental health and wellbeing to enable them to fully engage in learning.

Some disadvantaged pupils face many complex barriers during their education, making effective learning very difficult. Other pupils have very specific, individual needs, whilst others encounter few barriers. Below are some of the main difficulties faced, although it must also be emphasised that the difficulties encountered are not unique to those who are disadvantaged. We aim to meet and support pupils at their point of need, wherever possible and feasible.

Common barriers to learning for disadvantaged pupils include less support at home, especially during the pandemic; weak language and communication (including oracy) skills, underpinned by, in some cases, a limited vocabulary; fewer opportunities to read books; fewer resources to help with learning (eg text books / internet access); reading ages below their chronological age; lack of confidence and resilience; more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils have struggled with their physical and mental wellbeing, and this has been exacerbated because of the pandemic. For some pupils, there may be complex family situations that prevent them from flourishing, whereas some have limited opportunities to experience cultural trips and visits. Finally, some pupils have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no "one size fits all".

Pupil Premium and Recovery Premium Funding contribute to the work of the school in meeting the needs of disadvantaged pupils by:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that all pupils benefit from high quality teaching in the classroom.
- Ensure all pupils have a place to study in school where they can access adult support, class texts and the internet.
- Offering tuition in small groups or 1 to 1, where there is identified need.
- Developing the resilience of pupils, building their self-esteem, and enabling them to develop the skills that will enable them to learn effectively in the classroom environment.
- Providing therapeutic intervention, where needed, using personal intervention programmes and counselling, where appropriate.
- Working closely with pupils who need additional support to manage their behaviour.
- Working with pupils and their families to identify the causes of attendance concern and support good attendance.
- Ensuring pupils have every opportunity to access enrichment programmes.
- Ensuring pupils receive high quality careers information, advice, and guidance so that they have high aspirations for themselves and for their future.
- Ensuring pupils personal development is well supported and that they are ready for post 16 education/training/employment.

Challenges

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

Challenge number	Detail of challenge
1	*A higher proportion of disadvantaged pupils are reading below their chronological age, meaning they struggle to access subjects across the curriculum and their confidence is affected. This is further compounded by weaker oracy skills and verbal reasoning skills.*
2	*A higher proportion of disadvantaged pupils possess significant gaps in numeracy knowledge, particularly on entry, where some disadvantaged Year 7 students have weaker quantitative reasoning skills on entry than their peers.*
3	*Some disadvantaged pupils have greater knowledge 'gaps' in different subjects across the curriculum (exacerbated by the pandemic). As a result, some students need individual tuition and/or tuition in small groups to enable them to achieve.*
4	*Some disadvantaged pupils have poor attendance compared to their peers (exacerbated by the pandemic). Reasons for this are complex, ranging from significant challenges in their life to social, emotional and mental health needs.*
5	*Parental engagement with school is lower amongst some parents of disadvantaged pupils and, with those hardest to reach, education is sometimes not valued, and aspirations can be low.*
6	*Some disadvantaged pupils face financial barriers in relation to uniform, equipment (including IT equipment and access) and wider educational experiences which prevents them from accessing the core and wider curriculum: a wealth of enrichment is needed to widen their horizons and unlock potential.*
7	*A small proportion of disadvantaged students find it difficult adjusting to the expectations in a large school environment and can struggle to manage their behaviour (exacerbated by the pandemic).*
8	*All pupils need the highest quality teaching in every classroom.*

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 reading ability	At least 90% of disadvantaged pupils reading in line with their chronological age by the end of Year 7.
Improved progress	Disadvantaged pupils achieve positive Progress 8 at GCSE.
Improved attainment	Disadvantaged pupils achieve at or above the national average for Attainment 8 and Grade 5+ in English & Maths.
Improved EBacc entry	The number of disadvantaged students achieving EBacc increases.
Improved attendance	Attendance for disadvantaged pupils to be in line with national average.
Reduction in fixed term exclusions	The proportion of internal and external exclusions for disadvantaged pupils reduces incrementally.

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: £ *116,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff to secure quality-first teaching across the curriculum in relation to: • *Curriculum (T&L Priority 3)* • *Disciplinary literacy and numeracy across the curriculum (T&L Priority 2)* • *High-quality curriculum implementation (T&L Priority 1)*	*EEF: T&L Toolkit* • *Feedback +6 months progress* • *Metacognitive approaches +7 months progress* • *Reading comprehension strategies +6months progress* • *Oral language interventions +6 months*	*1, 2, 3, 8*
Deepen teachers' understanding of pedagogy across each curriculum area by engagement with subject specialists in their field.	*EEF: Effective Professional Development* *EEF: Teaching and Learning Toolkit* *Ofsted: Subject Curriculum research reviews*	*1, 2, 3, 8*
Staffing costs to provide coaching support and lead professional development.	*EEF: Effective Professional Development*	*1, 2, 3, 8*
Recruitment & retention of specialist staff in English and maths to support improved progress and attainment. • *Recruitment costs* • *Staffing costs* • *ECF programme*	*EEF guide to the Pupil Premium 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving… should be the priority of the Pupil Premium spending'.*	*1, 2*
Professional development and retention of middle leaders, to ensure the curriculum continues to be effectively implemented in all areas. • *NPQ programmes to support existing and future middle leaders* • *In-school middle leader development programme* • *Trust development programme*	*EEF guide to the Pupil Premium 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving… should be the priority of the Pupil Premium spending'.*	*1, 2, 8*

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

Budgeted cost: £ *144,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Maths and part-time English teachers to deliver intervention and targeted support to address gaps in literacy and numeracy. • *1:1 and small group tuition for identified pupils in KS3 and KS4.*	*EEF T&L Toolkit -* • *One-to-one tuition +4 months progress.* • *Small group tuition +4 months progress.*	*1,2*
Targeted reading intervention programme, supported by NGRT results • *Small group phonics & reading comprehension intervention delivered by trained Lead Learning Mentors (aligned with school curriculum topics).* • *Personalised small group (5) intervention programme delivered by an English teacher and in line with NGRT results (aligned with school curriculum topics.* • *KS3 peer reading programme with Sixth Form volunteers/coaches (developing wider cultural capital and reading for pleasure).*	*EEF T&L Toolkit –* • *Peer tutoring +5 months progress.* • *Small group tuition +4months progress.* • *Reading comprehension strategies +6months progress.* *EEF Secondary Literacy Guidance Report –* • *'High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support – in the form of high-quality structured interventions… increasing intensity with need' P30.*	*1*
• *1:1 School-Led tutoring programme to address gaps in learning in EBacc subjects: bespoke curricular intervention (pupils taught in small groups where there are common areas).* • *1:1 tuition in English, maths and EBacc subjects to address gaps at KS4.*	*EEF T&L Toolkit –* • *One-to-one tuition +5 months progress.*	*1, 2, 3*
Lead Learning Mentors support most vulnerable learners and those identified as SEND.	*EEF Guide to Pupil Premium –* • *Mentoring +2 months progress.* • *1-2-1 tuition +5 months progress.*	*1, 2, 3, 8*

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

Budgeted cost: £ *125,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance intervention programme. Attendance team to work with families to reduce the absence of pupils who struggle to attend regularly: • *Assistant Headteacher Pastoral (no teaching commitment)* • *Year Managers* • *Attendance Officer* • *Inclusion Manager* • *Attendance monitoring group – rewards programme*	*EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers*	*4, 5*
Pastoral team to support pupils who struggle to manage their behaviour including provision of personal intervention programmes: • *Assistant Headteacher Pastoral (no teaching commitment)* • *Year Managers* • *Services from LA Behaviour Support Team* • *Counsellor: individual and small group sessions* • *Bridge and C5 facilitators*	*EEF T&L Toolkit* • *Behaviour interventions +4 months progress* • *Social & emotional learning +4months progress*	*7, 5*
Provide pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement). SLT and tutor wellbeing checks for all students.	*EEF T&L Toolkit* • *Social & emotional learning +4months progress*	*4, 5, 7*
Encourage pupils to take part in extra-curricular activities (onsite) to widen their experiences and broaden their horizons. *Facilitate pupils in taking part in range of enrichment experiences (off site) in-order to widen their horizons and unlock future opportunities.*	*EEF: Guide to Pupil Premium*	*6*

Strategies to increase parental engagement • *Text to parent' service* • *Social media campaigns* • *Informal parent drop-ins, reading group, coffee mornings* • *Half-termly bulletin*	*EEF T&L Toolkit – parental engagement strategies +4 months progress*	*5*
Grants to support access to uniform, equipment, and a space to study (Homework Club)	*EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers*	*6*

Total budgeted cost: £385,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress and outcomes:

Our data in the 2022-23 academic year demonstrates an increase in both attainment and progress across all measures. Pupil Premium students achieved significantly better in comparison to the last academic year. This continues to demonstrate a positive trend in Pupil Premium attainment and progress since 2019.

Measure	2022	2023
P8 (PP)	-0.27	+0.67
English	-0.43	+0.56
Maths	+0.03	+0.47
EBacc	-0.39	+0.49
Other	-0.23	+1.07
Attainment 8	41.66	46.36

The data shows that there was a significant increase in attainment across our Pupil Premium cohort. There were improvements in progress across English, Maths, EBacc and other subjects.

Comparing our results to national figures helps to gauge the performance of our disadvantaged pupils against their peers in other schools. Our Attainment 8 and Progress 8 scores compare favourably against both regional and national data, demonstrating that disadvantaged pupils at Ashington Academy achieve higher grades and make significantly better progress than their peers in other schools.

All pupils have progressed to post-16 education, employment, and training.

Attendance:
Attendance for Pupil Premium students 2022-23 was 91.14%. This is above the national average for Pupil Premium which stood at 90.78%. This was also an increase on the previous year when attendance for Pupil Premium students in 2021-22 was 89.37%. In 2023, the academy was recognised for its impact in improving attendance for students in the Ashington area. As a direct result of this continued improvement, the Academy has been awarded National Attendance Hub status by the DFE, which will result in Ashington Academy supporting 70 schools nationally to improve attendance.

Behaviour:
In summary, there has been an increase in overall exclusions for disadvantaged pupils (fixed and internal) in 2022-2023 compared with the previous year. This is both a regional and national trend with suspension rates much higher than pre-pandemic levels across the country. Pupil Premium funding has been utilised to open a new Inclusion Centre within school to support students with behaviour concerns. With the support of external agencies, the school has developed a range of resources to support students in remedial work and reflection.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
ECF Programme	Teach First (NELT and Northern Lights)