# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the years 2021 to 2022 and 2022 to 2023) 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 cycle’s spending of pupil premium had within our school.

## School overview

|  |  |  |  |
| --- | --- | --- | --- |
| The Edge Academy | **2021-2022** | **2022-2023** | **2023-2024** |
| Number of pupils in school at time of writing this report | 57 | 63 | 67 |
| Proportion (%) of pupil premium eligible pupils | 75% | 84% | 86% |
| Number of pupil premium students single registered | 5 | 4 | 2 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 | | |
| Date this statement was published | October 2021 | | |
| Date on which it was reviewed | October 2023 | | |
| Date of next review | October 2024 | | |
| Statement authorised by | Gerard Dufficy | | |
| Pupil premium lead | Charlotte Poynton | | |
| Governor / Trustee lead | Gerard Dufficy | | |

**Funding overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **Detail** | **2021-2022** | **2022-2023** | **2023-2024** |
| Pupil premium funding allocation academic year | £955 X 5  £4775 | £985 X 4  = £3940 | £1035x 2  = £2070 |
| Recovery premium funding allocation this academic year | £6000 | £6000 | £6000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 | £0 | £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 | £10775 | £9940 | £8070 |

## Statement of intent

|  |
| --- |
| As a school with a high proportion of pupil premium students we ensure we implement the building blocks for success outlined in ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice Research brief November 2015’ (DFE 2015). This document notes that schools’ intake and circumstance are influential but they do not totally determine pupils’ outcomes. It therefore implies that schools have meaningful scope to make a difference. Data analysis shows schools with a higher proportion of disadvantaged pupils like The Edge Academy are associated with higher performance among disadvantaged pupils. However, secondary schools with disadvantaged pupils who had achieved higher results at Key Stage 2 performed better at Key Stage 4 and The Edge Academy has a disproportionate number of pupils who are low or middle attainers at KS2. Attendance at the Edge Academy is improving but remains below national average. Analysis has shown that schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.   With this analysis in mind we have chosen four challenges to achievement to target over the next three years to further reduce the attainment and progress gap between pupil premium students and their peers. |

## Challenges

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

|  |  |
| --- | --- |
| **Challenge number** | **Detail of challenge** |
| 1 | Poor literacy and reading fluency hamper access to every part of the curriculum, impact negatively on pupil self-esteem and limit a student’s life experiences |
| 2 | Poor listening, presenting, resilience and expectations hamper access to every part of the curriculum, impact negatively on pupil self-esteem and limit a student’s life experiences. |
| 3 | A lack of cultural capital hampers access to every part of the curriculum, impacts negatively on pupil self-esteem and limits a student’s life experience. Increased experiences will lead to greater engagement with the curriculum and more positive relationships in school. |
| 4 | Poor attendance leads to lower attainment, less progress and poor self-esteem. Poor attendance also puts students more at risk of safeguarding concerns. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| **Intended outcome** | **Success criteria** |
| To improve literacy and fluency in reading | Levels of progress in **literacy** and **fluency** in reading for students eligible for Pupil Premium is in line with progress for Non Pupil Premium students. |
| To improve students Essential Skills: Focus on listening, presenting, staying positive and aiming high | Essential Skills assessments show progress in listening, presenting, staying positive and aiming high for students eligible for Pupil Premium is in line with progress for Non Pupil Premium students. |
| To increase opportunities for experiential learning to increase pupils’ cultural capital | Pupil Premium student participation in wider learning experiences increased to at least one experience per half term. |
| To improve Pupil Premium attendance in line with Non Pupil Premium attendance | Pupil Premium attendance to be in line with Non Pupil Premium. |

## 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)

|  |  |  |
| --- | --- | --- |
| **2021-2022** | **2022-2023** | **2023-2024** |
| £2000 | £2000 | £2000 |

### Budgeted cost:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Revisiting CPD on **Metacognition and Self-Regulation** | EEF Toolkit noted high impact, low cost based on extensive evidence. | 1 & 2 |
| High quality **literacy CPD** to ensure all staff explicitly teach Oral Language Intervention eg targeted reading aloud and book discussion; explicitly extending pupils’ spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. | EEF Toolkit noted high Impact, low cost based on extensive evidence | 1 & 2 |
| **Reading comprehension strategies** eg 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 | EEF Toolkit noted high Impact, low cost based on extensive evidence | 1 & 2 |
| Regular **curriculum enrichment opportunities** planned and reviewed in line with ‘Safe, Ready, Respectful’ curriculum intent. Student council input to enrichment planning. | Positive evaluation from students and staff built in to review process to inform future planning. Log of experiential learning created with outline and evaluation built in to monitor progress and immediate impact. | 2 & 3 |

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

|  |  |  |
| --- | --- | --- |
| **2021-2022** | **2022-2023** | **2023-2024** |
| £4775 | £3940 | £2070 |

### Budgeted cost:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Targeted **literacy intervention** including inference and comprehension skills. | EEF Toolkit noted high impact, moderate cost based on moderate evidence. | 1 & 2 |
| Explicit, systematic teaching of **phonics** where required | EEF Toolkit noted high impact, low cost based on extensive evidence. | 1 |
| Targeted **psychotherapy and counselling** for students experiencing 4 or more Adverse Childhood experiences | <http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces> cited in EEF ‘Improving Behaviour in Schools’ | 2 |
| **Speech and language screening** and targeted interventions | EEF Toolkit noted high Impact, low cost based on extensive evidence | 2 |

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

|  |  |  |
| --- | --- | --- |
| **2021-2022** | **2022-2023** | **2023-2024** |
| £4000 | £4000 | £4000 |

### Budgeted cost:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Whole school **cultural capital** events | Increased attendance and reduction in exclusions for same point in previous terms. | 3 |
| Taxis provided to **encourage attendance** for pupils facing Fast Track | Individual improvement in attendance | 4 |
| Whole school celebration events for good **punctuality and attendance** | Existing strategies added 21% to average home school attendance. | 3 |
| CPD on **ACEs and Trauma Informed teaching** | <http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces> cited in EEF ‘Improving Behaviour in Schools’ | 2 & 4 |

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **% achieving**  **5 A\*- G (9-1)** | **2019** | **2020** | **2021** | **2022** | **2023** |
| **Estimated Progress 8** | -2.14 | -0.78 | - 0.10 | -0.99 | -1.24 |
| **All Y11 students** | 5% | 69% | 100% | 100% | 96% |
| **Male students** | 0% | 57% | 100% | 100% | 94% |
| **Female students** | 14% | 78% | 100% | 100% | 100% |
| **SEND students, all SEND K** | 5% | 64% | 100% | 100% | 92% |
| **Higher Attainer** | 100% | 100% | 100% | 100% | N/A |
| **Middle Attainer** | 0% | 75% | 100% | 100% | 100% |
| **Lower Attainer** | 0% | 33% | 100% | 100% | 92% |
| **Pupil Premium** | 9% | 55% | 100% | 100% | 94% |
| **Non-Pupil Premium** | 0% | 80% | 100% | 100% | 100% |

This details the impact that our pupil premium activity had on pupils in the academic year 2021-2022 and 2022-2023.

|  |
| --- |
| **Teaching:**   * Percentage of staff teaching consistently good or better lessons has risen over the last four years from 66% in 2019 to 78% in 2020, 88% in 2021 and finally 100% in 2022. * 100% of new students have actively engaged in the library and have read books in reading sessions once a week. This is an improvement of 11% since April 2020. * 78% of students state the literacy feedback they are given in exercise books supports their learning. (April 2021) * 77% of students surveyed feel challenged by the level of work set by teaching staff in all subjects. (April 2021) * 70% of students surveyed know how to improve their work and move on to the next level. (April 2021) * 78% of students surveyed state the literacy feedback given in exercise books supports their learning (Increase of 10% from previous survey).(April 2021) * 76% of students surveyed state they are always explicitly aware of what is expected of them and their teacher models their learning. (April 2021) * 100% of students surveyed state they are given opportunities to develop their reading skills (Increase of 39% from previous survey).(April 2021)   **Targeted Academic Support:**   * 100% of students with reading ages of ten or below have been given bespoke intervention. This makes up 34% of the whole school’s cohort. Bespoke packages include handwriting practice, Lexia Power Up; Fresh Start; functional skills activities and reading comprehension tasks. (17 students in total: 9 KS4 and 8 KS3) * Students engaged in literacy interventions have made an average of 4 months additional progress compared to those not receiving intervention.   **Wider Strategies:**   * Students’ attendance had improved from 76% in 2019 to 80% prior to lockdown in 2020. * The attendance average added value compared to home school was +21% at the end of 2020/2021 and is currently at +26% in 2022. * “Leaders provide pupils with learning experiences that extend beyond the classroom.   The life-skills curriculum teaches pupils how to keep themselves safe outside school.  The school awards programme gives pupils opportunities to learn brick laying skills,  Russian and food hygiene safety. This helps to raise pupils’ ambitions for the future  and encourages them to stay in education after Year 11.” OFSTED, June 2021   * “All staff are committed to the ‘Edge Pledge’. It successfully helps pupils to make   positive choices to keep themselves safe, encourages pupils to aspire to succeed and  develops pupils’ respect for one another and others. Pupils benefit from positive  learning experiences, which help them to re-engage back into education.” OFSTED, June 2021 |

## Externally provided programmes

|  |  |
| --- | --- |
| **Programme** | **Provider** |
| Psychotherapy and Counselling | Lisa Robinson, Potential Realised |
| Speech and language Intervention | Hays Education |
| Essential Skills | Skills Builder Plus |