

Pupil Premium Strategy Statement

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 | Guilsborough Academy |
| Number of pupils in school | 1332 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Simon Frazer Principal |
| Pupil Premium Lead | Gabriella Keenes Vice Principal |
| Governor / Trustee lead | Graham Leah Trustee |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £165,600 |
| Recovery premium funding allocation this academic year | £45,264 |
| 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 | £210,864 |

Part A: Pupil Premium Strategy Plan

Statement of intent

At Guilsborough Academy, we have high expectations of all our students. To maximise achievement and address individual need, we utilise research-based evidence (such as the Education Endowment Foundation (EEF) and the Sutton Trust Toolkit) and local analysis to allocate our funding.

Our Pupil Premium strategy focuses on the following four priority areas for 2023-2024:

1. For all Academy staff to have the highest expectations of all students, which allows students eligible for the Pupil Premium to benefit from **quality-first teaching**
2. Provide targeted small-group and one-to-one academic **interventions** as an immediate impact on student attainment
3. Promote **reading** comprehension skills and deliver a **language-rich curriculum**
4. Reduce the impact of **non-academic barriers** on students' educational progress

Utilising EEF guidance, this will be done via three tiers of support:

1. **Teaching and whole-school strategies**
Quality-first teaching for all and staff professional development
2. **Targeted support**
High-quality one-to-one and small-group interventions
3. **Wider strategies**
Supporting students' social, emotional and behavioural needs through pastoral systems for individuals and their families

Quality-first teaching is the cornerstone of our practice and is proven to have the greatest impact on diminishing the attainment gap between Disadvantaged Students and their peers. Guilsborough Academy strives to continually sustain and improve the progress of our Disadvantaged Students through diagnostic assessment of need and impact.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | The national impact of the 2020 and 2021 school closures have reversed the progress made in the last 10 years to diminish the attainment gap between Disadvantaged Students and their peers. At Guilsborough Academy, the 2022-2023 P8 score for Disadvantaged Students was -0.5 and we continually strive to improve this. |
| 2 | Strategic data analysis by the Middle Leadership Team (MLT) to improve the progress and attainment of Disadvantaged Students through targeted and tiered intervention. |
| 3 | Securing consistent quality-first teaching and assessment strategies across the curriculum that responds to the needs of all pupils. |
| 4 | On average, the literacy skills of our Disadvantaged Students are lower than their peers, which impedes progress in all subjects. Our reading age assessments identifies that Disadvantaged Students have lower reading ages than their peers in all year groups. This is particularly evident in Key Stage 3. |
| 5 | <p>The attendance rate for our Disadvantaged Students is below that of their peers:</p> <ul style="list-style-type: none"> - 2018-2019 -2.51% - 2020-2021 -5.37% (reflects government's self-isolation advice) - 2021-2022 -6% - 2022-2023 -8% <p>The overall 2022-2023 attendance rate for our Disadvantaged Students was 82%.</p> |
| 6 | Promote parental engagement and opportunities for parents/carers to be informed of their child's academic and personal successes, as well as areas for development and strategies to utilise at home. On average, the attendance of parents/carers of Disadvantage Students to parents' evenings is lower than their peers. |
| 7 | Supporting the social, emotional and behavioural needs of individual Disadvantage Students to foster resilient and effective learners. |
| 8 | Deliver opportunities to develop cultural capital and foster high aspirations. |

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 |
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| <p>Students follow an ambitious curriculum that is designed to give all learners the knowledge and cultural capital that they need to succeed in life</p> <p>Curriculum journeys are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future employment and training</p> <p>Progress and attainment 'gaps' between Disadvantaged Students and their peers narrow in all year groups and across all subjects</p> | <ul style="list-style-type: none"> • The P8 score (as measured by DfE) of Disadvantaged Students is at least 0 with a diminished gap compared to their peers, regardless of students' individual targets • Staff CPD via the Academy's 2023-2024 teaching and learning foci embeds quality-first teaching for all students, utilising effective questioning and feedback strategies • The Pupil Premium Champion raises awareness and timely updates of the academic and personal progress of our Disadvantaged Students through the Team Around the Year structure. Subsequently, this information and data informs and evaluates classroom practice and pastoral interventions • Departments design and implement tiered interventions to support the progress of Disadvantaged Students across the curriculum, focussing on the foundational knowledge and skills that are imperative to sequenced learning |
| <p>Improved literacy skills and reading comprehension of Disadvantaged Students across all year groups</p> | <ul style="list-style-type: none"> • The English progress gap between Disadvantaged Students and their peers narrows across all year groups • The 'gap' between the reading ages of Disadvantaged Students and their peers diminishes by at least 1 year • Disadvantaged Students with a reading age >1 year behind their chronological age receive tiered small-group interventions (for example, Reading Buddies, Fresh Start, Lexia, NTP) • The Key Stages 3-4 Guided Reading programme explicitly teaches tiers 2 and 3 vocabulary, etymology and comprehension strategies • Increased Reading for Pleasure opportunities via year group fiction, Sora, competitions, newsletter and LRC resources e.g. reading books and magazine subscriptions |
| <p>Reduce the attainment gap between Disadvantaged Students and their peers</p> | <ul style="list-style-type: none"> • MLT, HoYs and the Pupil Premium Champion routinely and effectively analyse data to consistently monitor the progress of |

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| <p>Reduce in progress gap between Disadvantaged Students and their peers prior to beginning GCSEs, as well as their outcomes</p> | <p>Disadvantaged Students and allocate interventions where necessary following progress reports</p> <ul style="list-style-type: none"> • Academic support (1:1 and/or small-group tuition) is targeted at Disadvantaged Students and those with SEND as a priority, where MLT are integral to its ongoing design and evaluation (including the use of external providers where necessary) • Provide revision guides, programmes, resources and core texts for KS4 Disadvantaged Students to support independent learning • IT devices can be loaned if students are unable to access homework or online programmes for revision/independent study/tuition |
| <p>Deliver cultural capital experiences to ready students for the wider world</p> <p>Foster high aspirations</p> | <ul style="list-style-type: none"> • Cultural capital and aspirational opportunities are mapped and delivered throughout the year, which are pertinent to age-related expectations • Financial support for educational visits to promote the participation of Disadvantaged Students • Provision of peripatetic music lessons • Additional careers guidance opportunities for Disadvantaged Students (2 careers interviews in KS4), which are mapped and recorded • No NEET students |
| <p>Foster relations with and engagement of parents/carers with Disadvantaged Students</p> <p>The attendance of Disadvantaged Students and their families is proportionally represented at parents' evenings</p> | <ul style="list-style-type: none"> • Personalised and targeted contact between HoYs and the Pupil Premium Champion with parents/carers of Disadvantaged Students prior to parents' evenings, with appointments booked on their behalf where necessary • Alternative communication undertaken in response to non-attendance at parents' evening |
| <p>Improved attendance of Disadvantaged Students</p> | <ul style="list-style-type: none"> • The attendance of Disadvantaged Students is $\geq 96\%$ • The attendance of Disadvantaged Students is monitored daily and weekly, where parents/carers are informed of our subsequent concerns and actions including referrals to the School Attendance Support Service (SASS) and home visits • The attendance team/HoY/Pupil Premium Champion liaise with families to identify and address attendance barriers where necessary |

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| <p>Promote resilience and positive behaviour for learning</p> <p>Support the needs of students with SEMH</p> | <ul style="list-style-type: none"> Disadvantage Students account for a proportional representation (14%) of positive points and awards received Reduced the number of behavioural incidents recorded internally for our Disadvantaged Students and where they are recorded, they are proportionally represented accounting for <14% of entries The suspension and permanent exclusion rate for our Disadvantaged Students is ≤ the national rate of 16% and 0.2% respectively Disadvantaged Students including those with SEMH needs participate in interventions (Command Joe's and Zones of Regulation) to promote a Growth Mindset |
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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: £103,964.47

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Staffing (Pupil Premium Champion, HLTA, Tuition Co-ordinator and Reading School Lead)</p> <p>£101,869.47</p> | <p>Parental engagement is consistently associated with pupils' school success and can deliver approximately 4 months' additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and are worth considering as alternatives to direct behaviour interventions. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 4, 5, 6, 7, 8</p> |

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| <p>Staff CPD regarding quality-first teaching strategies, utilising effective questioning and feedback strategies</p> <p>£1,000</p> | <p>The attainment and progress gap between Disadvantaged Students and their peers across all subjects within the Academy.</p> <p>Professional development should focus on improving and evaluating pupil outcomes; be underpinned by robust evidence and expertise and should include collaboration. Above all else, CPD must be prioritised by school leadership. Department for Education (publishing.service.gov.uk)</p> <p>Good teaching is the most important lever schools have to improve outcomes for Disadvantaged Pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 4</p> |
| <p>Literacy Assessment Online</p> <p>£1,095</p> | <p>The Academy's 2022-2023 reading age assessments show that on average, Disadvantage Students are reading 1 year behind their peers.</p> <p>Assessments can help teachers to determine effective pupil-support. Every pupil will have been affected differently by COVID-19. Covid-19 support guide for schools.pdf (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 4</p> |

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

Budgeted cost: £18,366.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>1:1 and 3:1 tuition 'Half-term schools'</p> <p>£7,000</p> | <p>Internal data analysis demonstrates that students who received tuition in previous academic years made half a grade more progress than those who did not.</p> <p>2020 and 2021 school closures have reversed the progress made in the last decade to narrow the progress gap. EEF publishes new analysis on impact of Covid-19 on attainment... EEF (educationendowmentfoundation.org.uk)</p> <p>Extensive and high-quality evidence demonstrates the potential of 1:1 tuition to support students in making an additional 5 months' progress. One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small-group tuition can support students in making an additional 4 months' progress Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3, 4 |
| <p>Targeted literacy and comprehension programmes</p> <ul style="list-style-type: none"> • Accelerated Reader • Fresh Start • Lexia • Lexia Gold • Guided Reading • Book Buzz • Sora <p>£11,366.20</p> | <p>Small-group intervention to support reading skills can add 2+ months' progress. Catch Up Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Students completing the Accelerated Reader programme made 3 months' additional progress in reading compared to those who did not. For students eligible for FSM, the figure was 5 months' additional progress. Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p> <p>Fresh Start can provide an additional 3 months' progress. Fresh Start EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3, 4, 8 |

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| | <p>Teaching reading comprehension strategies can deliver an additional 6 months' progress, Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Disadvantage Students are the ones who suffer the most from a lack of reading in school. Alex Quigley, Closing the Vocabulary Gap (2018)</p> <p>Vocabulary is intrinsically related to comprehension across the age span. There is profound differences in vocabulary knowledge among learners from different ability or socioeconomic groups. Beck, McKeown, Kucan, The Three Tiers of Vocabulary (2013)</p> <p>Prioritise teaching tiers 2 and 3 vocabulary and the etymology of words to narrow the progress gap. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>1 in 8 Disadvantaged Students in the UK do not own a single book compared to 1 in 11 non-PP students. 1 in 8 disadvantaged children in the UK don't own a single book National Literacy Trust</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Secure attendance ≥95% for Disadvantaged Students through the use of the | | 1, 5, 6, 7 |

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| Attendance Officer, Family Liaison Officer and SASS working with individual families and completing home visits to eradicate barriers £3,500 | | |
| Commando Joe's mentoring programme £24,000 | <p>Some children do not make expected progress because they do not exhibit positive learning behaviour. This can be due to emotional need that affects their ability to self-regulate. Social and emotional learning can deliver 4 months impact on academic progress.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Successful schools have effective behaviour strategies with strong social and emotional strategies to help pupils in need of additional support.</p> <p>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</p> | 1, 5, 7, 8 |
| Deliver cultural capital experiences and enrichment opportunities to ready students for the wider world <ul style="list-style-type: none"> • Brilliant Club • Enrichment visits • Duke of Edinburgh £7,000 | <p>Careers programmes should actively seek to challenge stereotypical thinking and raise aspirations. A school's career programme should embed equality and diversity considerations throughout. Focused work raising aspirations has significantly reduced the number of NEETs.</p> <p>Addressing the needs of each pupil Gatsby (goodcareerguidance.org.uk)</p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 5, 7, 8 |

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| <p>Equip students with the resources they require to learn independently and celebrate success</p> <ul style="list-style-type: none"> • Curriculum and revision resources • Stationary packs • Uniform • Rewards trips <p>£2,500</p> | <p>2020 and 2021 school closures have reversed the progress made in the last decade to narrow the progress gap.</p> <p>EEF publishes new analysis on impact of Covid-19 on attainment... EEF (educationendowmentfoundation.org.uk)</p> <p>Purposeful and additional revision or homework activities can provide an additional 5 months' progress. Activities that utilise digital technology typically provides an additional 6 months' progress.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p> <p>School uniform QRF</p> <p>National historical attendance gap between Disadvantaged Students and their peers.</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools</p> <p>Schools should support students' wellbeing by reminding them of their past success.</p> <p>Supporting mental health in secondary schools Secondary school mental health and wellbeing Anna Freud Centre</p> | <p>1, 7, 8</p> |
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Total budgeted cost: £159,330.67

- Unlike previous academic years, the Academy has not detailed its entire spending of the Pupil and Recovery Premiums to enable flexibility to address rising individual and Academy needs.

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 2022 to 2023 academic year.

Outcomes and Targeted Academic Support

Whilst the 2023 Progress 8 score for our Disadvantaged Students did not continue the Academy's previous trend to improve outcomes, 36% of Guilsborough Academy pupils who received tuition (small-group school-led or 1:1 virtual via Tuition Partners) were Disadvantaged Students, demonstrating our unwavering commitment to increasing their representation within our school community (14%). Despite favourable student voice (76% of students felt that additional tuition improved their progress and 80% of students received feedback on how to make progress in every tuition session), this was not consistently reflected within the GCSE outcomes. Within our tuition programme, outcomes were most successfully delivered by our internal school-led tuition due to staff expertise and teaching strategies familiar to our students. Subsequently, we plan to continue our school-led tuition programme in 2023-2024 with 'half-term schools' and therefore reduce the provision of external tuition.

Following an external audit of our provision for Disadvantaged Students (September 2022), a teaching and learning priority for the Academy was to implement proactive tier 1 provisions for Disadvantaged Students across the curriculum and within each Key Stage. Specifically, the delivery of quality-first teaching that embeds the knowledge and skills essential to sequenced progress and this will continue to be an Academy priority for 2023-2024.

For 2023-2024, we have appointed a Pupil Premium Champion to utilise summative and qualitative data to identify areas of need for individual Disadvantaged Students and implement appropriate interventions across all 3 tiers, as advocated by the Education Endowment Foundation. The increased capacity will also secure greater accountability of those delivering interventions. Additionally, we have appointed a Family Liaison Officer to add capacity to our attendance system and enable 1:1 support for students who has Persistent Absentees, in addition to their parents/cares.

Guilsborough Academy experienced a number of successes with interventions delivered in 2022-2024:

- Reading Buddies – 65% of students increased their reading age, with 40% of students increasing by >1 year and 16% of students increasing by >2 years
- Elevate – 94% of students felt their study sessions were 'time well spent'

Wider Barriers

- The Scholars Programme – Guilsborough Academy students exceeded The Scholars Programme's national overall and Pupil Premium average pass mark, with 100% of students achieving a 1st or 2:1 compared to 61% nationally.
- Commando Joe's – 91% of students who participated in Commando Joe's small-group interventions focussing on resilience and behaviour regulation increased their Stirling Wellbeing mark within the first programme. Moreover, to provide individual support for students accruing repeated behaviour offences including suspensions, 1:1 programmes were implemented and 88% of students increased their Stirling Wellbeing mark.

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 |
|---------------------------|----------------------------|
| The Brilliant Club | The Scholar's Programme |
| Literacy and phonics | Fresh Start |
| Reading age assessments | Literacy Assessment Online |
| Secondary e-books | Sora |
| Literacy | Lexia |
| Metacognition development | Elevate |

Further information (optional)

Planning, implementation and evaluation of the Pupil Premium Strategy

Utilising the EEF's Foundations for Good Implementation ([Putting Evidence to Work - A School's Guide to Implementation](https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation) | EEF ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk)), we follow its 4 steps:

- 1) Explore – define the barrier to learning
- 2) Plan – devise the strategy
- 3) Deliver – support its implementation through stakeholders
- 4) Sustain – maintain and nurture its impact

In order to identify areas of need within cohorts and individual Disadvantaged Students, we consult a range of data to ascertain a holistic overview. For example, progress data analysis, book scrutinies and the voice of students, parents/carers and staff (teaching and support). Furthermore, we collaborate with the SWAN network to support other schools and improve our own practise by utilising their effective strategies. Moreover, we consult the EEF's Families of Schools database to track the progress of our Pupil Premium Students against similar intakes, as well as local and national cohorts and network where necessary.