

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Countesthorpe Academy
Number of students in school	1271 1085 Key Stages 3 & 4 186 Key Stage 5
Proportion (%) of pupil premium eligible students	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Catherine Aitcheson Headteacher
Pupil premium lead	Damian Thurston Deputy Headteacher
Governor / Trustee lead	Alison Bluff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £214,875
Recovery premium funding allocation this academic year	£32 625
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	£ 247 500

Part A: Pupil premium strategy plan

Statement of intent

At Countesthorpe Academy, we rigorously ensure that the Pupil Premium is used to 'transform lives' and allows every student, irrespective of background to achieve by using evidence informed initiatives.

The intention is to increase the attainment and progress made by our students eligible for the Pupil Premium, and therefore overtime continue to rapidly narrow in college gaps that exists between this group of students and their peers. In addition, we aim to continue to close the gap between the achievement of our disadvantaged students and the national achievement standards of all students. The activities outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is key to our approach. Research-led evidence from organisations such as the Education Endowment Foundation shows that this approach is proven to have the greatest impact on closing the disadvantage attainment gap. Simultaneously, this approach will benefit non-disadvantaged students in the Academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

This strategy is integral to our wider Academy plan for education recovery through our approach to the National Tutoring Programme, after-school support sessions and well-being support programme for those students whose education has been worst affected; this includes disadvantaged students.

Our approach will be:

- Use the latest evidence based research outlined above on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students. This means that we will
 - Ensure that we set students work that is challenging
 - 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
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Due to the global pandemic caused by the COVID 19 virus, Countesthorpe Academy has seen periods of either whole school closure and delivery of remote lessons, partial opening or whole school opening with individual students self isolating. This is against a back-drop of wider financial pressures affecting a large number of students and their families. Therefore the Academy will endeavour to encourage parents to apply proactively if their circumstances change.
- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances.
- Recognise the fact that FSM students are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.

Challenges

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

Challenge number	Detail of challenge
1	To improve outcomes for all disadvantaged students at Key Stage 4, <ul style="list-style-type: none"> - attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks and comprehension.
2	Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 5 years, between 45-63% of our disadvantaged students arrive below age-related expectations compared to 27- 40% of their peers. This gap has shown improvements over time from interventions but remains one of our biggest challenges
3	To improve the attendance of all disadvantaged students <ul style="list-style-type: none"> - Attendance at the Academy is improving over time however this improvement is as rapid with disadvantaged students. The past four years trend shows that the average attendance of our Year disadvantaged students is 90% but this figures falls to an average of 78% by the end of Year 11
4	To reduce the number of behaviour incidents (including number of suspensions and numbers on Alternative Provision) of disadvantaged students so that the number of incidents/numbers on Alternative Provision represents the number of disadvantaged students in the Academy (approximately 20%).
5	The quality of teaching across the academy, whilst rapidly improving is not consistently good. This means that all students do not make rapid progress in their learning in all areas. Evidence from the EEF clearly shows that quality first teaching is vitally important if disadvantaged students are to make the same progress as their non-disadvantaged peers.
6	Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment. During the pandemic, teacher referrals for support markedly increased. X students (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) currently receiving small group interventions.

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
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4</p>	<p>By the end of our current plan (2025) the Attainment 8 gap between non-disadvantaged and disadvantaged students will have closed by at least 50%,</p> <p>Over the past three years the gap has averaged 13 points. By 2025 the gap will be no larger than 6.5 points.</p> <p>Currently the follow percentages of disadvantaged students are below their target grade:</p> <p>English: 51%</p> <p>Maths: 67%</p> <p>Science: 57%</p> <p>By 2025 these percentages will be no larger than:</p> <p>English: 25%</p> <p>Maths: 34%</p> <p>Science: 29%</p>
<p>Improved reading comprehension among disadvantaged students across KS3.</p>	<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.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 8%. <p>The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% points lower than their peers.</p>
<p>Improve behaviour across the Academy and reduced the number of serious incidents that involve our disadvantaged students</p>	<p>Currently disadvantaged student represent 54% of our students on alternative provision</p> <p>Over the last two academic years disadvantaged students have represented 80% of one suspensions and 90% of two or more suspensions</p> <p>By 2025 these figures will have reduced to represent the percentage of students across the Academy who are disadvantaged.</p>

<p>Teaching across the Academy will be consistently good and often outstanding</p>	<p>A clear programme of CPD and support will be in place to help all staff improve their pedagogy. Evidence from QA, MAT Peer Reviews, parent, staff and student voice all indicate that teaching is at least good across the academy</p>
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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: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance the quality of our CPD for all staff. Staff will have the opportunity to identify their own training needs to become even better practitioners including:</p> <p>Further raining for staff on the use of SISRA Analytics to identify underperformance and provide appropriate, rapid intervention</p> <p>Use of TAs and LSAs</p> <p>Further specific training on the use of feedback to students</p>	<p>Quality first teaching is the cornerstone to student success. Training is therefore required to support this.</p> <p>Training for the effective use of TAs and LSAs show that this has a positive outcome for those students with specific learning needs but also the class as a whole/</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback is identified as being one of the most effective means of enabling students to progress. Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Invest in and roll out STARR Reader across KS3.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>2, 4, 5</p>

Train staff, students and parents in the use of STARR reader		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £92 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils 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 attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
Provision of after school facilities to enable students to access either learning support, ICT or just a quiet place to complete homework or revise.	Whilst there is no direct EEF evidence to support this activity, our research has shown that homework club improves student and parental engagement with the Academy. Our analysis of results also shows that the students who attend this provision make better progress than their peers.	1, 2, 6

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

Budgeted cost: £140 000

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>	<p>3</p>
<p>Develop further our raising the BAR initiative.</p> <p>Staff will receive regular training opportunities focussing on behaviour and the need for a consistent approach.</p>	<p>Behaviour in general around the Academy has improved dramatically, however there is still a need to improve the behaviour for learning if we are to make the progress we would like.</p> <p>Raising the BAR strategy has proven to be a successful strategy across the Academy last academic year and will continue to be rolled out.</p>	<p>1, 3, 4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Internal assessments during 2020-21 show that the performance of disadvantaged students was lower than in previous years

Average Attainment 8 (all students): 45.9
Average Attainment 8 (Non-disadvantaged): 49.32
Average Attainment 8 (Disadvantaged): 32.7

Grades 9-5 in English and Maths
All Students: 47.4%
Non-disadvantaged: 54.6%
Disadvantaged: 19.6%

Grades 9-4 in English and Maths
All Students: 66.2%
Non-disadvantaged: 72.7%
Disadvantaged: 41.1%

Despite being on track to meet the improvements outlined during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of live lessons delivered via Microsoft Teams to all students. We ensured that all disadvantaged students had access to either a laptop or other such device and in certain cases also provided the family with access to the Internet.

Although overall attendance in 2020/21 was lower than in the preceding 4 years at 91%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 7% higher than their peers although this was lower than previous years. These gaps remain too large which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our additional well-being tutor, mental health support from Blaby District Council and the South Leicestershire Behaviour Improvement Partnership, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.