

Pupil premium strategy statement – Countesthorpe 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	1238 1008 Key Stages 3 & 4 230 Key Stage 5
Proportion (%) of pupil premium eligible pupils	210 = 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£ 202,065
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 56,028
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 258 093

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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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 in-school 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 a 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.
- Implement our 'Real Life Curriculum' principles of goal setting and reviewing across the Academy through CREW in years 7-11 and PREP in years 12 and 13

- Use Evaluate My School to identify areas of strength in our approach with disadvantaged students and areas for further development.
- Work with partner schools across the LIFE MAT for further support and challenge.

Challenges

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

Challenge number	Detail of challenge
1	To improve outcomes for all disadvantaged students at Key Stage 4, attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with longer written answers and comprehension. Academic Year 2022-23 the performance gap between the academy's average P8 score and that of Pupil Premium students was 0.6.
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 the average reading age for the current year group is 11 years 0 months. The average reading age for disadvantaged students in the same year group is 10 years 4 months
3	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.
4	To improve the attendance of all disadvantaged students Attendance at the Academy is improving over time however this improvement is not as rapid with disadvantaged students. The past four years trend shows that the average attendance of our Year 7 disadvantaged students is 91.3% but this figure falls to an average of 84% by the end of Year 11
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 due to poor levels of attendance.
7	To further develop the cultural capital of our students. Many of our PP students have not been outside of their own local area and as such are not able to draw on a wealth of knowledge through life experiences

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>A. By the end of our current plan (2027) the Attainment 8 gap between non-disadvantaged and disadvantaged students will have closed by at least 50%,</p> <p>B. Over the past three years the gap has averaged 13 points. By 2027 the gap will be no larger than 6.5 points.</p> <p>C. Scrutiny of longer answers will demonstrate that PP students are:</p> <ul style="list-style-type: none"> i Attempting these questions. ii Obtaining marks in line with their target for these questions. <p>D. Currently the follow percentages of disadvantaged students are below their target grade:</p> <table border="1" data-bbox="818 1128 1409 1335"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>English:</td> <td>51%</td> <td>63%</td> <td>71.9%</td> </tr> <tr> <td>Science:</td> <td>57%</td> <td>70%</td> <td>100%</td> </tr> <tr> <td>Maths:</td> <td>67%</td> <td>67%</td> <td>75%</td> </tr> </tbody> </table> <p>By 2027 these percentages will be no larger than:</p> <p>English: 35%</p> <p>Maths: 35%</p> <p>Science: 45%</p>		2021	2022	2023	English:	51%	63%	71.9%	Science:	57%	70%	100%	Maths:	67%	67%	75%
	2021	2022	2023														
English:	51%	63%	71.9%														
Science:	57%	70%	100%														
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<p>Improved reading comprehension among disadvantaged students across KS3.</p>	<p>A. 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.</p> <p>B. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</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 50% of our students on alternative provision We have made good progress in reducing the percentage disadvantaged students</p>																

	<p>being suspended as a percentage of all students being suspended from 80 % (2020-21) to 45% in 2022-23. Disadvantaged students for the same period of time with 2+ suspensions has fallen from 90% to 48% of all suspensions.</p> <p>By 2027 these figures will have reduced to represent the percentage of students across the Academy who are disadvantaged.</p>
Teaching across the Academy will be consistently good and often outstanding	<p>A. A clear programme of CPD and support will be in place to help all staff improve their pedagogy.</p> <p>B. Evidence from QA, MAT Peer Reviews, parent, staff and student voice all indicate that teaching is at least good across the academy</p>
Develop the cultural capital of our students.	All PP students in years 7-10 will attend at least one trip during the academic year.

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: £ 130 000

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 training for staff on the use of SISRA Analytics to identify underperformance and provide</p>	<p>Quality first teaching is the cornerstone to student success. Training is therefore required to support this.</p>	1, 2, 3, 4, 5

<p>appropriate, rapid intervention</p> <p>Use of TAs and LSAs</p> <p>Further specific training on the use of feedback to students</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/ 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>	

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

Budgeted cost: £104 593

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Train staff, students and parents in the use of STARR reader</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 maths and English: word-gap.pdf (oup.com.cn)</p>	2, 4, 5
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts</p>	<p>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</p>	1, 2, 4

and address vocabulary gaps.		
Developing an in-house tutoring programme to provide a blend of tuition and mentoring for PP students whose education has been most impacted by the pandemic and/or are academically significantly behind their peers. 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 1-1 devices to help students with their work and a quiet place for them to work after school to complete homework or revise.	The provision of 1-1 devices ensure that all students have the same level of access to online revision and learning apps regardless of personal circumstances. 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: £23 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring	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:	1, 2, 5

<p>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.</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>Provision of after school facilities to enable students to access either learning support, ICT or just a quiet place to complete homework or revise.</p>	<p>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.</p>	<p>1, 2, 6</p>

Total budgeted cost: £ 258 093

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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, 1-1 tutoring of students in all year groups and developing students levels of resilience. That being said, despite harsher marking at GCSE, there are a number of improvements on the previous year's performance.

	2021-2022	2022-2023
Average Attainment 8 (all students):	42.2	40.57
Average Attainment 8 (Non-disadvantaged):	46.09	43.1
Average Attainment 8 (Disadvantaged):	25.23	27.58

	2021-2022	2022-2023
Average Progress 8 (all students):	-0.51	-0.49
Average Progress 8 (Non-disadvantaged):	-0.32	-0.37
Average Progress 8 (Disadvantaged):	-1.31	-1.16

Grades 9-5 in English and Maths	2021-2022	2022-2023
All Students:	51.5%	51.8%
Non-disadvantaged:	57.8%	56.1%
Disadvantaged:	24%	30%

Grades 9-4 in English and Maths	2021-2022	2022-2023
All Students:	64.9%	65.3%
Non-disadvantaged:	73.4%	69.3%
Disadvantaged:	28%	45%

	2021-2022	2022-2023
Attendance (Non-disadvantaged)	89.9%	91.9%
Attendance (Disadvantaged)	82%	84.4%

Attainment has improved for Disadvantaged Students from the previous year slightly and the gap is beginning to close although not as rapidly as we would have hoped.

Levels of attendance and absence among disadvantaged students has continued to be an issue, with disadvantaged students' attendance being 8% lower than their non-

disadvantaged peers. The link between high attendance and high attainment is well documented. As a consequence of our monitoring of this situation throughout the academic year, we have seen improvements in this area, however we also recognise that there is further work to be undertaken and are working closely with colleagues across LIFE MAT to address this issue.

Learning explorations have shown an improvement in the quality of teaching. The introduction of NOAL folders to identify the needs of all learners is beginning to show some success in some areas but this is not yet fully embedded across the Academy and so will continue to be a focus for the new academic year.

Students were able to access a number of widening participation and developing cultural capital events over the course of the year. This included:

- All PP students in Year 7 going to the theatre and Twycross Zoo
- All PP students in Year 8 going to the Space Centre
- 80 % of PP students in Year 9 going to Dovedale
- Of the Year 9 and 10 students who attended the Medics Afternoon at LRI, 30% were PP.
- Of the Year 10 students who attended the London Science Museum Trip, 20% were PP.

In addition to visits:

- 72 PP students were supported with uniform.
- All Year 11 and 10 PP students were supported with revision materials and materials needed for coursework in subjects such as Art.

The Academy is aware that further progress is needed with regards to academic outcomes and attendance. As a consequence the Academy is working closely with other partner schools across the Trust and using Evaluate My School to identify areas of strengths and areas for development moving forward.