

# Pupil premium strategy statement- Paxman Academy

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 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:	Paxman Academy
Number of pupils in school:	540
Proportion (%) of pupil premium eligible pupils:	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2020-2023
Date this statement was published	11 <sup>th</sup> October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Nick Mussett
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,125
Recovery premium funding allocation this academic year	£18,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£185,450

# Part A: Pupil premium strategy plan

## Statement of intent

All students are entitled to an outstanding education and equality of provision regardless of their socio-economic background. Overcoming potential barriers to learning is at the heart of our pupil premium grant use.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy and vocabulary levels – PP students have a lower reading age on entry
2	Engagement & Aspiration - A disproportionate amount of negative behaviours is accrued by PP students. Parental engagement for students in receipt of PP is lower than non-PP
3	Challenge & Knowledge – Not all PP eligible students (especially those HPA PP students) retain knowledge and are able to make progress at a comparable rate and make expected outcomes
4	Attendance - PP students is lower than their non-PP peers meaning reduced learning time

## 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>Literacy levels and vocabulary – 59% of students entitled to the PP have a below chronological reading age (43% non-PP) which prevents them from making good progress. The average scaled reading scores for PP students is 101 compared to 103 for non-PP students. Primary school information indicates that 43% of PPG cohort are below age-related expectation for English (whole school cohort 34.4%)</p> <p>Intended outcome is to reduce this vocabulary gap and expose PP students to high quality lan-</p>	<ul style="list-style-type: none"> <li>• Reduced gap in reading ages between PP &amp; non-PP students</li> <li>• Students have the opportunity to read a wide variety of texts in all subject areas.</li> </ul> <p>Students are able to use a range of tier 2 vocabulary</p>

<p>gauge through reading a variety of texts for purpose and pleasure across the curriculum.</p>	
<p>Engagement - 54% of all negative behaviors are awarded to PP students (33% of cohort). The average negative behavior score is higher for PP students than non-PP students. The average attitude to learning score for PP students is lower than that of their non-PP counterparts. The desired outcome is to remove this disparity and reduce the number of off task negative behaviors for PP eligible students 71% of parents who did not engage with parents' activities (reports/parents evenings) were the parents of PP students. 50% of parents who have not engaged with Classcharts are PP students parents Improving parental engagement and investment will support the students to make expected outcomes. Intended outcome is to improve student behavior and engagement and to improve engagement of parents</p>	<ul style="list-style-type: none"> <li>• Behaviour points and incidents are comparable to number of PP students (38%)</li> </ul> <p>Improved engagement of PP parents in line with non-PP</p>
<p>Challenge and knowledge – Through reduced cultural capital enhancing opportunities, lack of challenge and knowledge retrieval not all PP students are making expected progress. Intended outcome is for students to have the knowledge and skills to achieve and make rapid progress through access to a diverse and full curriculum which is taught by highly skilled teachers. All students have regular opportunities for the development of cultural capital through a wellplanned curriculum complimented by trips and experiences to develop knowledge. Students to achieve expected outcomes. Intended outcome is that there is clear evidence of challenge for all students and that students are able to demonstrate their understanding</p>	<ul style="list-style-type: none"> <li>• There is a high level of challenge evident within all lessons</li> <li>• All students including those HPA students make expected progress</li> </ul>
<p>Attendance - Attendance rates both in school and nationally are lower for PP students compared to their non PP counterparts (this began to become evident before the outbreak of COVID) Intended outcome is that PPG students continue achieve improved levels attendance and that there are fewer PPG students who are PA</p>	<ul style="list-style-type: none"> <li>• Reduce attendance gap between PPG and non PPG students with target of 95% attendance for all students</li> <li>• Reduce the number of students who are PA</li> </ul> <p>Engage more effectively with their lessons</p>

## 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: £ 98,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of TA's to support students in lesson and interventions	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	1 & 3
Whole staff CPD and focus on: <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Oracy &amp; reading</li> <li>• Metacognition</li> <li>• Homework</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</a> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework</a>	1 & 3
Diagnostic testing for all Year 7 students CATS		1 & 3

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

Budgeted cost: £31,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Graduate to support students in and outside of class	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	3

Intervention programme in	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a>	1 & 3
Maths and English		
Small group tutoring	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a>	1 & 3

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

Budgeted cost: £55,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family liaison Officer	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a>	2
Child First Counselling support	<a href="https://www.gov.uk/government/publications/pupilpremium/pupil-premium">https://www.gov.uk/government/publications/pupilpremium/pupil-premium</a>	2
Attendance Solutions	<a href="https://educationendowmentfoundation.org.uk/guidancefor-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidancefor-teachers/using-pupil-premium</a>	4
Enrichment support including trips and minibus	<a href="https://schools.essex.gov.uk/pupils/pupilpremium/Documents/Toolkit.pdf">https://schools.essex.gov.uk/pupils/pupilpremium/Documents/Toolkit.pdf</a>	2&3
Trauma Perceptive Training for all staff	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</a>	2&4

**Total budgeted cost: £185,450**

## 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 2020 to 2021 academic year.

Despite the impact of COVID-19 and some of the restrictions this put on our proposed plans the pupil premium had a significant impact for the recipient's. This included

- PPG students made progress comparable to their peers across the full range of subjects in both Year 7 and Year 8. 92% of whole cohort making expected progress or better whole in Year 7 compared to 92% of PPG cohort. Year 8 83% of whole cohort making expected progress compared to 82% PPG.
- The in school attendance gap reduced between PPG and their non PPG counterparts.
- Reading Ages have increased by 5% for PPG students (this is in line with non PPG cohort)
- Eighteen students from disadvantaged backgrounds graduated through 'The Brilliant' programme

## 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	Scholars Programme

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had a named member of staff who was the link to support our service premium students and their families.
What was the impact of that spending on service pupil premium eligible pupils?	A number of students and families were supported pastorally both throughout the lockdown and whilst in school. The attendance of service students remained excellent 95.1% and the behaviour concerns were below in school average Academically service students performed in line with their peers

## Further information

The school has appointed a Disadvantaged Champion. Their role is to oversee wider support strategies we put in place for our disadvantaged students and to support staff in ensuring that we are offering a stimulating, supportive and engaging environment. The Disadvantaged Champion ensures that there is equity in everything we do