

School overview

Detail	Data
School name	Lord Grey Academy
Number of pupils in school	1432 (1283 7-11)
Proportion (%) of pupil premium eligible pupils	36.2% (Years 7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2022
Date on which it will be reviewed	1 st December 2023
Statement authorised by	Lord Grey LGB
Pupil premium lead	Becky Reynolds
Governor / Trustee lead	Sally Labrooy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£415,680 (April 2021-March 2022)
Recovery premium funding allocation this academic year	£60,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£475,710

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

Lord Grey Academy is committed to reducing the gap between disadvantaged and non-disadvantaged students in terms of progress, attainment, behaviour and attendance. To this end we will work to ensure that:

- Effective teaching and learning will lead to improved outcomes for all through the recruitment, retention, and development of high-quality teachers
- Disadvantaged students are supported to become better readers through the development of a school-wide culture of reading
- Disadvantaged students perform in line with their peers ??? and strive to meet their target grades
- Higher prior attaining disadvantaged students meet expectations in terms of progress and attainment
- There is a reduction in fixed term exclusion rates for disadvantaged students
- Disadvantaged students increase their rate of attendance and meet the school target of 96%
- The impact of digital poverty and the cost of living crisis does not impact on the progress and attainment of disadvantaged students

- Disadvantaged students are aware of the range of post-16 and post -18 opportunities available and move on to appropriate pathways without becoming NEET (Not in Education, Employment or Training).

Challenge

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

Challenge number	Detail of challenge
1	Disadvantaged students are more likely to receive a fixed term exclusion than non-disadvantaged students. They are also more likely to spend time in the Internal Suspension Room
2	The overall attendance of disadvantaged students is lower than non-disadvantaged students. They are also more likely to be persistently absent.
3	Recruitment of suitably qualified teachers can be a challenge in the local area.
4	Disadvantaged students are more likely to have a reading age below that of their chronological age. This makes accessing a challenging curriculum more difficult.
5	Disadvantaged students may have limited access to independent learning resources to support their retention of knowledge.
6	High Prior Attaining students are more likely to underachieve than non high prior attaining students. Disadvantaged High Prior Attaining students underachieve further still.
7	Disadvantaged students are more likely to have barriers to learning such as digital poverty, special educational needs and a lack of resources at their disposal which puts them at a higher risk of underachievement compared to their peers.

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
The attendance of disadvantaged students will improve	Disadvantaged students will achieve 96% attendance
The number of disadvantaged students receiving a fixed term exclusion will reduce	There will be proportionality in fixed term exclusions between disadvantaged and non-disadvantaged students.
All students will move on to appropriate pathways at post 16 and post 18.	There will be no disadvantaged students who are NEET at the end of year 11, 12, and 13.
Suitably skilled and qualified teachers will be appointed to all teaching vacancies.	No vacancies will remain unfilled. All students will be taught by suitably skilled and qualified staff.
The gap between students' reading ages and their chronological ages will be reduced.	Students reading ages as assessed via Accelerated Reader will improve by greater than 12 months in this coming year
All students will know more, remember more and be able to do more as a result of effective independent learning and knowledge retrieval practice	The attainment gap between PP and non PP students will narrow as measured by internal progress checks
Students with high prior attainment	High Prior Attaining Students will achieve in line with expectations

Teaching

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Term 1 progress	Term 2 progress	Term 3 progress
Recruitment and retention of qualified, high quality teaching staff	'Disadvantaged pupils are disproportionately likely to get lower quality teachers' and 'for maths and science ... more deprived schools are much more likely to have teachers with inappropriate qualifications.' (Allen & Sims, 2018: p445).	1, 2, 3, 6			
Development of high quality teachers through investment in Continuing Professional Development	Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'	1, 2, 3, 6			

	(Education Endowment Foundation, 2021)				
Investment in resources to support regular review and knowledge retrieval practice for every student in key stages 3 and 4	Rosenshine’s Principles of Effective Instruction states that ‘daily review is an important component of instruction. The review of previous learning can help us recall words, concepts and procedures effortlessly and automatically when we need this material to solve problems or understand new material.’ ‘Retrieval Practice is an effective strategy for all students regardless of age or gender.’ Kate Jones 2021	1, 2, 5, 6			
Targeted academic support Budgeted cost: £ 150000					
Activity	Evidence that supports this approach	Challenge number(s) addressed	Term 1 progress	Term 2 progress	Term 3 progress

<p>Lexia -- aimed at students with lowest levels of literacy in Years 7 and 8.</p>	<p>Research from ESSA in the USA shows that 'Lexia® PowerUp Literacy® is more than TWICE as effective than the average (traditional) adolescent reading intervention for 11-13-year-olds'. The document 'What works for Literacy Difficulties' states that in studies there were 'useful to substantial gains in comprehension', 'useful gains in spelling' and 'a useful gain in reading'.</p>	<p>4</p>			
<p>Accelerated Reader subscription</p>	<p>'The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.' (Education Endowment Foundation January 2015)</p>	<p>4</p>			

<p>Development of support for Disadvantaged students with High Prior Attainment</p>	<p>A report commissioned for the Social Mobility and Child Poverty Commission, Progress made by high-attaining children from disadvantaged backgrounds (2014) found “high-achieving children from the most deprived families perform worse than lower-achieving students from the least deprived families by Key Stage 4.”</p>	<p>6</p>			
<p>Purchase of PIXL to support high quality first teaching, home learning, character, mentoring and targeting attainment gaps</p>	<p>Metacognition’ Explicitly teachings strategies to help plan, monitor and evaluate specific aspects of their learning- can add +7 months’ EEF Toolkit</p> <p>‘Homework has a positive impact on average. Homework linked to classroom with clear purpose can add up to +5 months’ EEF toolkit.</p> <p>Mentoring adds up to 2 months and the EEF toolkit suggests</p>	<p>4, 5, 6,</p>			

	mentoring disadvantaged pupils may be more beneficial.				
Metacognition workshops and tutor activities to be delivered and resourced	Metacognition 'Explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning- can add +7 months' EEF Toolkit	4,5,6			
The introduction of Pupil Premium Champions in the English and Maths faculty to identify students who are underachieving and provide time sensitive interventions to help them secure grade 4s and thus increase life chances	The EEF Guide to Pupil Premium states that 'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.'	7			
Wider strategies Budgeted cost: £ 175710					

<p>Faculty bid system to ensure equality of access to the curriculum for all students. This will include music tuition, support with access to trips and visits, access to revision guides and school texts</p>	<p>These initiatives are aimed at ensuring equality of access for all children. The Child Poverty Action Group states that ‘poverty at home is the strongest statistical predictor of how well a child will do at school’ and that ‘financial burdens associated with attending school ...can cause stress and difficulties for families on low incomes, and may inadvertently exclude or stigmatise some children.’ Child Poverty Action Group 2020</p>	<p>1,2,5,6, 7</p>			
<p>Therapeutic support for students at risk of exclusion. This will include internal support such as School Counsellor, Art Therapists and Learning Mentors, as well as external programmes such as Ride High.</p>	<p>The EEF states that ‘Mentoring interventions may be more beneficial for [disadvantaged] pupils as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	<p>1,2</p>			
<p>Pastoral provision to ensure that students eligible for pupil</p>	<p>The EEF research states that ‘some pupils from</p>	<p>1,2</p>			

<p>premium are supported during the school day. This includes support from Heads of Year and Learning Mentors</p>	<p>disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support’.</p>				
<p>Provision of Breakfast Club where students can eat, complete homework, check in with Learning Mentors to start the day positively.</p>	<p>Research by The School Food Plan in 2013, found that ‘the number of children coming to school without having eaten breakfast was increasing. It reported that not eating breakfast is associated with a range of negative consequences for children. These included poorer health, adverse educational and social effects, and lower levels of energy and attentiveness. It also reported that poor eating habits in</p>	<p>1,2, 7</p>			

	childhood were likely to lead to continued bad.				
Nurture provision to support transition for students in year 7.	Colley (2011) states that nurture groups 'have a positive impact on vulnerable students similar to the impact seen in a primary setting – providing a safe base, helping them cope with the demands of a secondary school, with sudden trauma and with transition from primary to secondary, feeling more confident'	1,2,4, 7			
Provision of financial support for uniform	EEF states that: schools should 'consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils'	1,2, 7			

Part B: Review of outcomes

Pupil premium strategy outcomes

Review February 2023

--

Review July 2023

