

## 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 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	Consett Academy
Number of pupils in school	1266
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, 2022/23, 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tom Urwin
Pupil premium lead	Tom Clough
Governor / Trustee lead	Karl Fairley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£472,936
Recovery premium funding allocation this academic year	£115,782 (includes c/f)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£588,718</b>

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils, in particular those from disadvantaged backgrounds
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are assessed and addressed appropriately
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Demography and School Context

Consett Academy is an oversubscribed 11-19 school which is part of New College Durham Academies Trust. The Trust is a multi-academy trust sponsoring another 11-19 Academy in Stanley, North Durham Academy. Durham Local Authority are the co-sponsors of both academies.

Consett Academy draws students from Consett town centre and the surrounding area. It successfully works with 11 partner primary schools but takes students from at least another 10 faith/non-faith primary schools in the area.

The Academy has a predominantly white British student population, with very few students from ethnic groups however in recent years, we have had several students join the Academy that speak English as an additional language who require significant additional support.

The proportion of students who have special educational needs or disability is below national average. The number of students who are supported through the student premium fund is above the national average at 42%. The attainment on entry is variable across the academy with some year groups above the national and some below.

## **Ultimate Objective**

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data in all year groups.

## **Achieving These Objectives**

The range of provision we consider making for this group include and would not be limited to:

- *Reducing class sizes in year 11 by providing an additional class across core subjects thus improving opportunities for effective teaching and accelerating progress*
- *To introduce and run ‘Get Exam Ready’ session for all subjects in Year 11 to ensure students are adequately prepared for their upcoming GCSE exams*
- *To appoint 1-2-1 Tutors for Maths, English and Science to work with students across all years to address gaps due to Covid*
- *Introduce and embed a “Reading Strategy” across the academy to reduce the literacy gap between disadvantaged and non-disadvantaged students.*
- *Provide a range of targeted resources to ensure students have the tools to facilitate effective home learning*
- *To provide bespoke revision residentials for year 11 students to include team building and outward-bound opportunities*
- *To provide holiday workshops for year 11 students inc. half term and Easter to provide additional revision time to prepare for upcoming exams*

- *To provide 1-3 NTP online maths and English tuition for students across KS3 to close the gaps due to Covid*
- *To provide a range of emotional support strategies for students across all year groups to improve behaviour and attendance across the academy*
- *To provide a range of opportunities to improve parental engagement across the academy but in particular with our most hard to reach parents*
- *To use a range of strategies to improve attendance across the academy in particular those from disadvantaged backgrounds*
- *To provide a range of opportunities to improve cultural capital across the academy in particular those from disadvantaged backgrounds*
- *To improve the internal alternative education provision to reduce the numbers of FTEs and ensure students are still making progress within the academy setting*
- *To explore and provide a range of external alternative education provisions and ensure they meet the needs of our students so they can fulfil their potential*
- *To provide a range of opportunities to raise aspirations of all students so they have the required information and ambition to aim high*
- *To provide the opportunity to work with sixth form mentors for students across all year groups*

## Challenges

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

No.	Challenge	Detail of challenge
1	<b>Student attendance</b>	Challenge is to ensure attendance of all students is in line with national averages and the gap between DA and non DA attendance narrows
2	<b>Parental Engagement</b>	Challenge is to increase the parental engagement of all DA students and in particular those hard to reach parents. This increase in parental engagement will have a positive impact on progress for DA pupils along with attendance and skills such as resilience and confidence which we teach in schools. From parents evening attendance it is clear that DA parents attend less and do

		not see the value in school as much as non-disadvantaged parents.
3	<b>Closing the gaps caused by the pandemic</b>	Challenge is to close the gaps caused by the pandemic in particular for our disadvantaged students who have been affected the most. Research from the EEF clearly shows that pandemic has widened the gap between disadvantaged and non-disadvantaged.
4	<b>Improve behaviour for learning</b>	Challenge is to improve the behaviour for learning by enhancing our emotional and pastoral support including providing appropriate internal and external alternative provisions.
5	<b>Improve overall levels of literacy</b>	Challenge is to improve the overall levels of literacy and in particular those from disadvantaged backgrounds

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
Improved Exam Results for DA students	DA students in all year groups will have made at least the same rate of progress as non DA students. All progress, attainment and baseline data for DA students will be in line with national expectations
Attendance Improved for DA students	Overall attendance of all students will be in line with national expectations and the gap between DA and non DA students will be reduced. Percentage of students who are PA will be in line with national average and the gap between DA and non DA students will be reduced.
DA students access intended destinations	All DA students will be prioritised for careers interviews and will receive at least one interview throughout their time in the academy. All DA students will be invited to a careers related event each year they are in the academy.

	<p>Destination data will show DA students have been given the correct advice and guidance to aim high</p> <p>NEETS, although low, will be eliminated for all students</p>
<p>DA students have improved literacy skills to better access all lessons</p>	<p>Reading age and LUCID data of all students will improve and the gaps between DA and non DA will reduce across all year groups.</p> <p>Overall literacy improvements will be seen in learning walks and book scrutiny analysis through the quality of student responses in books.</p> <p>Student voice data will also demonstrate that students have improved literacy skills and have an increased enjoyment of reading</p>
<p>Behaviour and engagement improved for DA students</p>	<p>Class Charts ratios will demonstrate that DA students behaviour has improved to be in line with non DA students</p> <p>Overall referrals to the Bridge and SRR room will be reduced and the percentage of DA referrals will be in line with non DA</p> <p>Overall FTEs will be reduced and the percentage of DA referrals will be in line with non DA</p> <p>Overall referrals to Alt Ed provisions will be reduced and DA referrals will be in line with non DA</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

Budgeted cost: £235,985

Activity	Evidence that supports this approach	Challenges addressed
<i>To Improve the Quality of Teaching through effective planning, resourcing and questioning. (£202,164)</i>	<i>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. QA of T&amp;L in CA suggests improved pace and challenge will improve engagement for all students.</i>	3,4,5
<i>High Quality CPD, including, professional development, coaching and partnership with good/outstanding schools (£12,742)</i>	<i>To ensure consistency across T&amp;L we will continue to develop our “house style” Our CPD plan will be adapted throughout the year to address any inconsistencies.</i>	3,4,5
<i>To introduce and run ‘Get Exam Ready’ session for all subjects in Year 11 to ensure students are adequately prepared for their upcoming GCSE exams (£1,420)</i>	<p><i>EEF evidence running these sessions has a positive impact on average of an additional 3 months progress over a year.</i></p> <p><b>2019 Validated Data (pre-pandemic)</b>  <i>A8 DA 35.93. A8 Non DA 47.24  P8 DA -0.58 P8 Non DA 0.04  Ma + En 5+ DA 19.5%  Ma + En 5+ Non DA 35.1%</i></p> <p><b>2021 Data (TAGs)</b>  <i>A8 DA 38.05 A8 Non DA 48.53  P8 DA -0.78 P8 Non DA -0.33  Ma + En 5+ DA 27.6%  Ma + En 5+ Non DA 42.2%</i></p> <p><i>All attainment and progress data both pre-pandemic and in 2021 showed a significant gap in attainment and progress of DA and non DA students. This is also reflected in internal data systems.</i></p> <p><i>Challenge is to close the gaps caused by the pandemic in particular for our disadvantaged students who have been affected the most</i></p>	2,3

<p><i>Reducing class sizes in year 11 by providing an additional class across core subjects thus improving opportunities for effective teaching and accelerating progress (£19,659)</i></p>	<p><i>EEF evidence suggests this increases time for each student and reducing class size has a positive impact on average of an additional 3 months progress over a year.</i></p> <p><b>2019 Validated Data (pre-pandemic)</b>  A8 DA 35.93. A8 Non DA 47.24  P8 DA -0.58 P8 Non DA 0.04  Ma + En 5+ DA 19.5%  Ma + En 5+ Non DA 35.1%</p> <p><b>2021 Data (TAGs)</b>  A8 DA 38.05 A8 Non DA 48.53  P8 DA -0.78 P8 Non DA -0.33  Ma + En 5+ DA 27.6%  Ma + En 5+ Non DA 42.2%</p>	3

## Targeted academic support

Budgeted cost: £ 245,019 (PP) £52,270 (NTP) £115,783 (Catch Up)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Introduce and embed a “Reading Strategy” across the academy to reduce the literacy gap between disadvantaged and non-disadvantaged students. (£5,085)</i></p>	<p><i>EEF evidence that improving overall literacy levels and in particular reading for comprehension has a positive impact on average of an additional 6 months progress over a year</i></p> <p><b>Literacy Baseline data for Sept 2021</b>  Students below expected reading age  Year 7 - 59% DA 39% Non DA  Year 8 – Data inconclusive  Year 9 - 24% DA 29% Non DA  Year 10 - 55% DA 25% Non DA  Year 11 - 39% DA 33% Non DA  Average - 34.7% DA 31% Non DA</p> <p><i>Data above shows that DA students have the greater gaps in literacy compared with non DA which is an underlying effect of Covid and school closures.</i>  <i>Challenge is to improve the overall levels of literacy and in particular those from disadvantaged backgrounds</i></p>	5



<p><i>Provide a range of targeted resources to ensure students have the tools to facilitate effective home learning (£3.811)</i></p>	<p><i>EEF - Evidence that targeted resources for students for home learning impacts on student progress on average an additional 5 months progress over a year</i></p> <p><i>EEF – evidence that improving students accessibility and use of digital technology improves reading and impacts on student progress by an additional 6 months progress over a year</i></p> <p><i>Progress and attainment data above</i></p>	<p>2,3</p>
<p><i>To provide bespoke revision residential for year 11 students to include team building and outward bound opportunities (£5,000)</i></p>	<p><i>EEF - Evidence that residential for targeted students involving physical activity impacts on confidence and self-esteem leading to improved student progress with an impact of an additional 3 months progress over a year</i></p> <p><i>Progress and attainment data above</i></p>	<p>3</p>
<p><i>To improve the internal alternative education provision to reduce the numbers of FTEs and ensure students are still making progress within the academy setting (£67,154)</i></p>	<p><i>EEF – improving social and emotional learning alone and being in a small bespoke class impacts on student progress by an additional 4 months progress over a year</i></p> <p><b>Behaviour Data</b></p> <p><i>FTE last year 66% DA 34% Non DA</i></p> <p><i>FTE this term 77% DA 23% Non DA</i></p> <p><i>Classcharts ratio last year DA 89% Non DA 95%</i></p> <p><i>Classcharts ratio this term DA 93% Non DA 97%</i></p> <p><i>Data shows that the majority of FTEs are DA students even though they are only 42% of the cohort. Classchart ratios are lower for DA than non DA students and this is reflected, SRR and Bridge referrals which are DA students in the majority.</i></p> <p><i>Challenge is to improve the behaviour for learning by increasing the pace and challenge in lessons, enhancing our emotional and pastoral support including providing appropriate internal and external alternative provisions. The new behaviour system will improve pace and challenge in lessons as low level disruption will be dealt with more quickly. This will also give the</i></p>	<p>2,4</p>

	<i>teachers the opportunity to respond to the needs of pupils better.</i>	
<i>To explore and provide a range of external alternative education provisions and ensure they meet the needs of our students so they can fulfil their potential (£100,120)</i>	<i>Monitoring visit completed by TCO/LOC of alternative provisions to check they are meeting needs each half term. Progress reports gathered on each pupil who is attending along with quality assurance of each provider.</i>	2,4
<i>Development of intervention strategies (£63,849)</i>	<i>EEF evidence bespoke intervention sessions has a positive impact on average of an additional 3 months progress over a year. HLTA and Classroom Support workers, funded from Pupil Premium Progress data above</i>	3
<i>To provide 1-3 NTP online maths and English tuition for students across KS3 to close the gaps due to Covid (£52,270)</i>	<i>EEF - Evidence that 1-3 NTP lessons for targeted students impacts on confidence and self-esteem leading to improved student progress, impact an additional 5 months progress over a year Progress data above</i>	3
<i>Half Term Workshops – targeted support to raise standards (£20,896) (Catch Up Funding)</i>	<i>EEF - Evidence that half term workshops for targeted students impacts on confidence and self-esteem leading to improved student progress, impact an additional 3 months progress over a year Progress data above</i>	2,3
<i>Appoint 1-2-1 Tutors for Maths, English and Science to work with students across all years to address gaps due to Covid (£86,687 Catch Up Funding)</i>	<i>Bespoke support / 1-2-1 tutoring. Evidence that 1-3 NTP lessons for targeted students impacts on confidence and self-esteem leading to improved student progress, impact an additional 5 months progress over a year Progress data above</i>	3

## Wider strategies

Budgeted cost: £ 150,898.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a range of emotional support opportunities for students across all year groups to improve behaviour and attendance across the academy (£12,848)</p>	<p>EEF evidence that providing targeted support for emotional and pastoral needs has a positive impact on progress of an additional 4 months progress over a year</p> <p>Behaviour and FTE data above</p>	<p>1,4,5</p>
<p>To provide a range of opportunities to improve parental engagement across the academy but in particular with our most hard to reach parents (£86,399)</p>	<p>EEF evidence that engaging parents effectively leads to a positive impact on progress of an additional 4 months progress over a year</p> <p><b>Parents Evening Non Attendance Data</b></p> <p><b>Year 7</b> 50% DA 29% non-DA  <b>Year 8</b> 71% DA 39% non-DA  <b>Year 9</b> 67% DA 38% non-DA  <b>Year 10</b> 60% DA 36% non-DA  <b>Year 11</b> 65% DA 50% non-DA</p> <p>As can be seen from the data above the majority of parents not engaging in parents evenings are DA students which reflects overall engagement from DA parents.</p> <p>Challenge is to increase the parental engagement of all DA students and in particular those hard to reach parents so that the parents are able to support learning at home and to have the confidence to talk to teachers</p>	<p>1,2</p>
<p>To use a range of strategies to improve attendance across the academy in particular those from disadvantaged backgrounds (£10,904)</p>	<p>EEF evidence that improving overall attendance and reducing PA therefore increasing the time students are in school leads to a positive impact on progress of an additional 3 months progress over a year</p> <p><b>Attendance Data</b></p> <p>2019/20 Pre-pandemic DA 93.2% Non DA 95.6%  2020/21 Pandemic DA 83.8% Non DA 89.2%  Sept 2021 DA 89.2% Non DA 95.7%</p>	<p>1</p>

	<p><i>As can be seen from the data above the gap between the attendance of DA and non-DA students has widened from pre-pandemic data. PA of DA students is also greater than for Non DA students.</i></p> <p><i>Challenge is to ensure attendance of all students is in line with national averages and the gap between DA and non DA attendance narrows</i></p>	
<p><i>To provide a range of opportunities to improve cultural capital across the academy (£32,262)</i></p>	<p><i>EEF evidence that providing students with increased opportunities to develop their cultural capital leads to a positive impact of progress of an additional 3 months progress over a year</i></p>	2
<p><i>Raise aspirations of DA students in all year groups (£8,485)</i></p>	<p><i>Anecdotal evidence indicates the impact on progress and improvement in confidence levels and self-esteem. Students are more likely to attend, behave well and achieve if they have improved confidence and self-esteem</i></p>	1,3
<p><i>Sixth Form mentors to work with targeted year DA students across all year groups (£0)</i></p>	<p><i>EEF evidence that using sixth form/peer mentoring leads to a positive impact of an additional 2 months progress over a year. Additional benefits will be evident for the mentors also</i></p>	3

## **Pupil Premium Expenditure**

- **Teaching - £235,985**
- **Targeted Academic Support - £245,019**
- **Wider Strategies - £150,898**
- **Total Pupil Premium Expenditure £631,902**

**Total Pupil Premium budgeted cost: £ 631,902**

## **Catch Up Funding**

- **Catch Up Funding - £115,783**
- **Tutoring Funding - £52,270**

**Total Catch Up Funding - £168,052**