

Pupil premium strategy statement 2021-22

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	Irlam and Cadishead Academy
Number of pupils in school	633
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Mrs T. Holdsworth
Pupil premium lead	Mr D. Bridge
Governor / Trustee lead	Nadine Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,695
Recovery premium funding allocation this academic year	£33,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year year	£251,900

Part A: Pupil premium strategy plan

Statement of intent

The key principles of our Pupils Premium Strategy Plan are based on the Academy's guiding principles: Respect, Ambition, Enthusiasm and Determination.

At Irlam and Cadishead Academy we believe that we embody these building blocks every day in our support of our disadvantaged learners. We recognise that this is not a process that ever stops and are committed to continuing this work so that every student can achieve their full potential.

We prioritise high quality teaching across the whole school. We recognise that sometimes students will need additional support to achieve their potential; we use the Pupil Premium funding to support whole-school initiatives as well as intervention programmes, specifically targeted at individual disadvantaged learners. We strive to create aspirational opportunities for the local area of Irlam and Cadishead. We recognise that 'the most effective approaches to tackling disadvantage are not about big interventions but countless small interactions, discussions and individual moments that create a sense of belonging for all' (Rowland - 'A Practical Guide to the Pupil Premium').

Challenges

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

Challenge number	Detail of challenge
1	<p>An ambitious and challenging curriculum needs to be embedded and pedagogical approaches adapted to provide high quality education for all.</p> <p>Evidence: Ofsted Inspection September 2021. Our most recent Ofsted inspection stated: 'For some pupils, particularly those who are disadvantaged, this can hinder their ability to build on their prior knowledge or remember new learning. These pupils do not progress through the curriculum as well as they should.'</p>
2	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Evidence: Year 7 NGRT tests scores suggest 21 out of 49 Pupil Premium students (upper confidence) to 29 out of 49 Pupil Premium students (lower confidence) are below age expected reading age.</p>

	Between 42% and 59% of PP students are below age-expected reading age in Year 7.
3	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students is lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged student's progress.</p> <p>Evidence: The gap has increased from 2.6% in 2018-19 to 7.4% in 2020-21 In the academic year 2021-22 to date, 47.6% of disadvantaged pupils have been 'persistently absent' compared to 32.2% of their peers.</p>
4	<p>Following the introduction of the new Behaviour Policy, suspension numbers for PP pupils has risen.</p> <p>Evidence: Data for the academic year 2020-21 shows that 113 out of 151 suspensions (74%) were PP students. The three-year trend for this is 2018/19 – 64 out of 89 suspensions (71%) were PP students; 2019/20 – 50 out of 87 suspensions (57%) were PP students. The Behaviour Manager noted: 'The data suggests that middle leaders should target Pupil Premium (PP) males with no SEN (Special Educational Needs) to reduce room for improvement referrals and fixed term exclusions as there is a correlation...'</p>
5	<p>The Academy's provision of aspirational CEIAG events and information has compounded the low attainment of PP pupils.</p> <p>Evidence: Our assessments and observations collated through the My Aspire programme indicate that this lack of provision is negatively impacting disadvantaged students' progress. Numbers of NEETs and evidence from Destination Trackers support this observation.</p>

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
1. Reduce the attainment gap between PP and non-PP students without lowering attainment.	Whole school target of 66% of pupil achieving 4-9 including English and Maths. PP students should mirror this attainment measure.
2. Reduce PP student absences and increase attendance rates to allow all PP students to access the curriculum.	<p>Attendance monitoring demonstrates improved attendance for disadvantaged students so that it is in line with non-disadvantaged students and whole school target of 96%.</p> <p>Persistent absence rates for disadvantaged students improves.</p>
3. Disadvantaged students develop a love of reading and, in turn, a high	Reading ages of all PP students is shown to improve over time. Reading

level of reading competency, allowing them to access the curriculum.	ages of PP students with below age-related expectations are to be raised.
4. Reduce suspension numbers for PP students, particularly male, non-SEND, PP students	Statistical reduction in the number of PP students who have been suspended.
5. Continue to improve provision of aspirational and attitudes to learning of every student so that all students achieve.	The proportion of disadvantaged students participating in Aspire activities is in line with non-disadvantaged students.

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: £30001.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum development</p> <ul style="list-style-type: none"> Subject curriculums and long-term planning support the development of knowledge, understanding and skills over time. Academy CPD and Curriculum Implementation programme supports 'looking back/looking forward' of SoWs. Planning at all levels recognises individual pupil need. Develop in class T&L strategies (e.g. Rosenshine Principles, Teach Like a Champion) Formative and summative assessment are used to monitor PP performance and inform T&L planning and actions. 	<p>Tackling Educational Disadvantage Durrington Research School</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Rapid school improvement - Education Development Trust</p>	1
<p>Embedding whole school reading and developing a love of reading so that PP pupils reading ages and inference skills improve.</p> <p>Continue to develop a love of reading in pupils by ensuring that:</p> <ul style="list-style-type: none"> Form Time Reading programme and DEAR is delivered effectively. Bedrock Vocabulary and Sparx Reader is utilised effectively at KS3 Introducing and embedding Disciplinary Literacy. Rewards and enrichment activities stimulate engagement and increase personal reading activity. 	<p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/</p> <p>Disciplinary Literacy Durrington Research School</p> <p>Teaching Reading Fluency at Secondary... Durrington Research School</p>	3
<p>Planning and delivery of Direct Instruction</p> <ul style="list-style-type: none"> Interleaved Direct Instruction activities take place in all lessons and results inform live and planned re-teaching. Low stakes retrieval quiz questions are planned into all lessons to consolidate and inform next steps. MS TEAMS and online platforms (Seneca, Sparx and Bedrock) are used for retrieval across the curriculum. Devices and internet access provided where PP pupils do not have access to homework. 	<p>DI_Research.indd (education-consumers.org)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf (educationendowmentfoundation.org.uk)</p>	1

<ul style="list-style-type: none"> • Simplification of revision approaches and use of key strategies across the curriculum (Knowledge Organisers, homework, retrieval in lessons). • Interleaving of topics and questions into summative assessments. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £93,647.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Maths, English, and Science tuition to support progress for KS3/Y11 pupils. Small group tuition for identified cohorts of students that have been impacted by lockdown loss of learning and are falling behind. Tuition to be based on NGRT tests, QTLA information. Students grouped according to need, skills, knowledge, and areas for development	Pupil Premium: General and targeted interventions (sec-ed.co.uk)	1
Reading Interventions improve reading ages for targeted students Tuition to be based on NGRT tests	Small group tuition EEf (educationendowmentfoundation.org.uk)	1,3

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

Budgeted cost: £128,250.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
A comprehensive CEIAG offer provides PP students guidance and motivation for post-16 pathways. <ul style="list-style-type: none"> • Careers Advisor from Changing Education employed for 19 days, supplemented by GM Higher 1-1 advice. • ICA Academic Mentoring Programme • Raising Aspirations Programme in liaison with Corpus Christi Oxford/UL Salford Cluster including visit Oxford University. • 'Spotlight on Careers' sessions run monthly. 	Why careers guidance is more important than ever Association of Colleges (aoc.co.uk)	5
Address the attendance gap between disadvantaged and non-disadvantaged pupils.	Missing Talent - Sutton Trust	2

<ul style="list-style-type: none"> • Employ a second Attendance Officer to identify and resolve barriers to attending school. • Increase home visits and encourage parental involvement. • Rewards and incentives used to encourage attendance. 	EEF - Parental Engagement	
<p>Address higher exclusion rates for disadvantaged (compared to non-disadvantaged) pupils.</p> <ul style="list-style-type: none"> • Embed the new Behaviour Policy supported by Inclusion Manager • Safeguarding Lead to support PP pupils at risk or returning from suspension. • Identify pupils and families for Early Help Assessment to support pupils and help meet needs. • Identity PP pupils at risk of suspension for support and interventions 	Missing Talent - Sutton Trust	4
<p>The enrichment programme provides disadvantaged pupils with opportunities to develop new skills and support well-being.</p> <ul style="list-style-type: none"> • Using the Aspire Survey Identify pupil aspirations and gaps in skills and interests to provide well planned wrap around support, enrichment opportunities and meaningful 1:1 conversation with pupil premium students. • Ensure PP attendance to Aspire clubs is equal or better than non-PP • Pupil Voice – Form Tutors/pupil leaders to speak to PP pupils. • Enrichment opportunities linked to subjects – recreational visits, programmes, events 	The advantages of extracurricular activities Good Schools Guide	5

Total budgeted cost: £251,900

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.

Based on our 2020/21 assessment schedule, the performance of disadvantaged pupils in Year 11 was significantly better than in previous years in key areas of the curriculum. However, a significant gap - reduced significantly from the previous academic year - still exists between disadvantaged and non-disadvantaged students. EBacc entry for disadvantaged pupils continues to improve. Attainment gaps are still evident though between disadvantaged and non-disadvantaged pupils.

These outcomes are a result of the impact of Covid-19. This disrupted all learning and all 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 online resources such as those provided by Oak National Academy, Seneca, Bedrock Learning and Sparx. Remote learning was made accessible to all pupils: The Academy ensured all pupils had access to a Chromebook and internet access was facilitated where possible. Teaching and Learning priorities focused on embedding the Rosenshine Principles and Teach Like a Champion. This programme was interrupted. Similarly, our plans for introducing Direct Instruction were postponed. These have been included in this year's planning. Targeted interventions did take place and we accessed funding from the National Tutoring Programme to provide tutors in mathematics and English.

Disadvantaged pupils were included in this programme and 'gaps in learning' were addressed. Form-time reading programmes was embedded and continues to develop, giving disadvantaged pupils access to a wide range of reading material and developing pupils' understanding of the world around them. Leadership opportunities for pupils continue to develop as part of the Aspire programme and student leadership initiatives.

Destinations for disadvantaged pupils were targeted and low NEETs figures were recorded as of October 2021. This included no SEND Pupil Premium pupils being NEET. Transition activities were facilitated to ensure these pupils felt confident moving to Further Education.

Attendance for disadvantaged pupils in 2020/21 was lower than in the preceding three years. The gap has increased from 2.6% in 2018-19 to 7.4% in 2020-21 In the

academic year 2021-22 to date, 47.6% of disadvantaged pupils have been 'persistently absent' compared to 32.2% of their peers. The Attendance Officer, supported by the pastoral team, targeted disadvantaged pupils' attendance and home visits and parental meetings were prioritised to improve disadvantaged students' attendance. Parental engagement and support remain a priority. Barriers to attendance, including uniform issues, were addressed and resolution attempted on an individual basis. Issues surrounding disadvantaged students' attendance continue to be a cause for concern, 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. This included the provision of an on-site social worker and access to Kooth – an online mental health and wellbeing platform. Our reassessment of our Behaviour Policy resulted in high numbers of disadvantaged pupils being suspended. Data for the academic year 2020-21 shows that 113 out of 151 suspensions (74%) were PP students. This was most evident amongst Pupil Premium (PP) males with no SEN (Special Educational Needs). Again, this has been targeted in our current strategy.