Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

What is pupil premium?

The Pupil Premium is additional funding provided by the Government to raise the attainment of disadvantaged students of all abilities. It is paid to schools for each student who:

- Is recorded as being eligible for free school meals in the last 6 years (Ever 6 FSM)
- Is looked after (CLA)
- Has a parent serving in the armed forces (SC)

Why is it important?

In a large number of schools, educational outcomes for students from disadvantaged backgrounds are weaker than their peers. Disadvantaged students are:

- Less likely to achieve GCSE grades in line with their potential
- More likely to have lower attendance rates than their peers
- More likely to not be in education, employment or training after leaving school

School overview

Detail	Data
School name	Tuxford Academy
Number of pupils in school	1503
Proportion (%) of pupil premium eligible pupils	20% (247) in KS3 & 4
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	OH
Pupil premium lead	DS
Governor / Trustee lead	Rob Lancaster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,894
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203,894

Part A: Pupil premium strategy plan

Statement of intent

As part of the Diverse Academies Trust, Tuxford Academy places care, trust and empowerment at the centre of all that it does. All members of staff and the governing body of the school are fully committed to meeting the pastoral, social and academic needs of all our students.

Common barriers to learning for disadvantaged students as identified by the Education Endowment Foundation (EEF) can be less support at home, poor oral language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and complex and as such a tiered and rigorous approach is essential.

At Tuxford Academy we recognise the importance of ensuring all students, whatever their background or circumstance have access to the highest quality learning experiences and opportunities. This will ensure that all our students are equipped with the knowledge and skills they will need to succeed in, and beyond, life at Tuxford Academy.

A range of strategies and approaches are used across the Academy to close achievement gaps between groups and individuals. These are an integral part of every lesson, and evident in all areas of the Academy. Within the classroom there is a clear focus on well planned and differentiated lessons which challenge and stretch all students. All staff are entitled to a high quality CPD offer which allows them to continually reflect on their pedagogy, before implementing these strategies and techniques in the classroom and beyond. Timely interventions are used to ensure all students are challenged and inspired to reach their full potential.

The offer at Tuxford Academy is one which aims to develop a love of learning for all students. The knowledge and skills developed, refined and mastered in the curriculum and beyond enable our students to fulfil their potential allowing them to take the next steps in their journey.
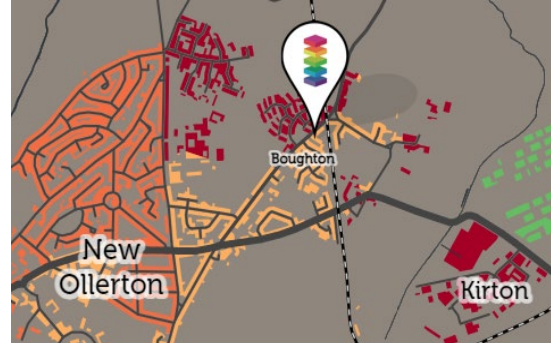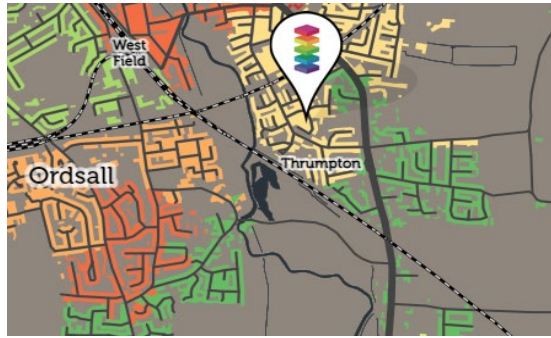
Key Priorities

Develop clear strategies for improving social mobility - as identified in our Academy Improvement Plan (AIP).

Demography & school context

Tuxford Academy is a secondary school in the Nottinghamshire district of Bassetlaw. The school is 'rural' in its setting and consistently reaches its published admission number (PAN). Students who attend Tuxford travel from a number of towns and villages across Bassetlaw, Newark & Sherwood and in small number cases into Lincolnshire.

The maps below show several areas which feed into Tuxford Academy. They are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings).

Elkesley

Tuxford

Newark-on-Trent

West Field

Ordsall

Thrumpton

Sutton on Trent

Boughton

New Ollerton

Kirton

Challenges

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

Challenge number	Detail of challenge
1	A large number of disadvantaged students have low literacy and numeracy skills and as a consequence have a lower SAS
2	27% of disadvantaged students also have a special educational need which creates an additional barrier to overcome
3	Motivation and aspiration are noticeably lower amongst our disadvantaged students
4	Family engagement and the relationships which exist with the school can limit the communication
5	Attendance rates for disadvantaged students in some years is slightly lower than non-disadvantaged students
6	Disadvantaged students require appropriate and targeted modelling in their learning to make progress equivalent 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
1) Improved literacy, numeracy and reading skills so all students can access the ambitious curriculum offered at Tuxford	- Increase in reading ages/numerical skills (Star reader & Star number) - Engagement in lesson/enrichment - Improved performance (academic/social)
2) Improved rates of progress across KS3 & KS4 for all disadvantaged students	- Disadvantaged/SEND students make as much progress as 'other' students - Effective intervention and support are in place - Challenge is high and this is evidenced in reviews, pursuits and quality assurance
3) Increased motivation and aspirations of all our disadvantaged students	- Engagement in enrichment opportunities - Engagement in academic activities - Achievement points (ready) - Student voice indicates a positive trend
4) Create an environment where students feel they belong and are part of our community	- Improved attendance at progress/parents' evenings - A series of events for students and their families - Poverty proofing (uptake from families on preloved uniform swap shop)

5) Improvement in attendance of disadvantaged students	- Increase in attendance of disadvantaged students - The attendance gap between disadvantaged and non-disadvantaged students is narrowed
6) Evidence of appropriate modelling in teaching and learning	- Students are able to access the broad and ambitious curriculum which is offered - Outcomes for disadvantaged students improve - Modelling used to support all students in making progress

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: £84,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staff capacity in English and Maths to allow smaller group work	"Small group tuition is defined as one teacher, trained teaching assistant or tutor working with a small number of pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills" The EEF suggest strategies of this nature can have an impact of +4 months. There is a relatively strong evidence base to support this. When you combine small groups with high quality teaching the impact is twofold as identified by Marc Rowland in the Pupil Premium. "The primary tool for narrowing gaps is high quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners. The good news is that high quality teaching has a disproportionately positive impact on disadvantaged learners too"	1/6

Training for staff to improve quality of adaptive teaching and raise standards across the academy	The Education Endowment Foundation (*The Attainment Gap, 2017*) indicate that "improving teaching quality leads to greater improvement. There is particularly good evidence around the impact of teacher professional development". In support of this Marc Rowland (2017) in Learning Without Labels states "developing teachers enables great learning for vulnerable students". The Academy has centred it's CPD on reading and explaining and modelling. These feature high on the EEFs most effective toolkit strands with evidence supporting their impact. The EEF identify reading comprehension strategies as high impact (+6 months). "A wide range of strategies and approaches can be successful but for many pupils they need to be taught explicitly and consistently".	1/2/3/6
A member of the Senior Leadership Team (SLT) to oversee the strategic leadership of pupil premium	Daniel Sobel wrote in Narrowing the Attainment Gap (2018) "in order for schools to have success, they need a consistent and clear strategy that one individual should lead. This will ensure continuity and an unwavering focus on the group of students". This approach will ensure a rigorous process is embedded which continually reflects on our practice around co-ordinating, monitoring, assessing and intervening. It will also allow for further evidence-based research to be used and effective resources utilised.	1/2/3/6
Capacity created which allows colleagues to work with our feeder primary schools	Marc Rowland in Learning Without Labels (2017) expressed the need for "a clear and sustained transition. Best practice indicates that this begins in year 4 or 5 of primary school" This will allow a future generation of students and their families to build relationships from an early stage. This is likely to be result in greater engagement from all stakeholders.	3/4/5
Adaptations made to the pastoral structure providing more support networks	An extensive range of support, both pastoral and academic is offered to disadvantaged students. This is through a reshaped and structured pastoral system which includes Head of Year, Head of College and tutors. The EEF states "The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community" Daniel Sobel reinforced this in Leading on Pastoral Care (2019) where he stated "the best pastoral practice is preventative not reactive".	3/4

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

Budgeted cost: £49,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the newly purchased 'class charts' creates a consistent approach with regards to intervention, support and plans amongst all staff	Daniel Sobel wrote in Narrowing the Attainment Gap (2018) reflected on the need for a "co-ordinated and robust intervention programme" He went on to say that "any programme developed should be focussed, sustained and consistent". This will create consistency across all areas of the academy and ensure colleagues are using the same language, sharing ideas and reflecting on what works for all of our students.	1/2/6
Use of STAR reader (KS3) in order to provide additional support where it is needed. Literacy support is put in place following this with one to one support and further intervention	There is lots of evidence-based research around vocabulary and language. Alex Quigley is an expert in the area and in his book 'Closing the Vocabulary Gap' he stated, "closing the vocabulary gap is a crucial factor to later school success". He also highlights that "the evidence of the vocabulary gap proving a crucial factor for school success is comprehensive". In a recent analysis of our STAR reader assessments over half of the year 8 cohort fell below their expected reading age.	1/2/3
Targeted intervention sessions in place to provide additional numeracy support for students	The EEF Maths report in 2017 suggested "structured interventions to provide additional support for disadvantaged students" is an effective way of reducing the gap in Maths. The EEF acknowledge that this is a high impact strategy although it does come at a moderate cost. "One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas".	1/2/3

After school study clubs which provide academic support	The Nuffield Foundation through research alongside Newcastle University found that "Taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment". An increasing number of students are encouraged to attend across all key stages which is likely to yield positive outcomes if sustained over time.	1/2/3
Mental health first aid team who are able to offer support and advice to students on a number of issues.	Matt Pinkett and Mark Roberts, authors of 'Boys Don't Try' (2019) highlight the need for "dedicated, trained members of staff whose job it is to care for children experiencing emotional and mental health difficulties". There is an increasing amount of students who require this level of support and internal evidence suggests a large proportion of these students are pupil premium students.	2/3/5
Roles are in place which link to improving the provision and experiences for PP/SEND students.	Daniel Sobel in Narrowing the Attainment Gap (2018) states that "knowing the context of each student is paramount to success". This is also reinforced by Matt Pinkett and Mark Roberts in 'Boys Don't Try' (2019), they are emphatic in saying "without understanding the needs and situations of each student, the gap will not be narrowed". Ensure there is a common understanding amongst staff around what PP/SEND students require and need.	1/2/3

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

Budgeted cost: £69,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring through additional staff capacity amongst the pastoral and safeguarding team	"Attendance is an obvious problem to tackle for schools working on their attainment gap" – Narrowing the Attainment Gap (2018) Daniel Sobel It goes without saying that improving the attendance of our PP students will improve outcomes across the board.	4/5
Financial support for educational/curriculum-based events. Funding can be applied for, and this will be considered.	Over time cultural capital has been identified as a significant area in raising the aspirations of disadvantaged students. Baars, Shaw, Mulcahy and Menzies in their 2018 publication; School Cultures and Practices: Supporting the Attainment of Disadvantaged Students discuss the importance of "cultural capital in raising the attainment and broadening experiences of disadvantaged students".	3/4
Targeted CEIAG support	It is essential all students are given opportunities in school to consider future pathways and raise aspirations. STEM have reported that meeting employers and been taught about careers can have "meaningful and statistically impact on later earnings".	3/4
Provision beyond the curriculum e.g., arts/sport and other activities	"Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum". EEF. This is paramount in providing opportunities beyond the curriculum for all students.	3
Develop positive relationships with families of disadvantaged students through pastoral and academic avenues	Building better relations with parents and families helps to build links and break down barriers with home. Sonia Blandford in her report 'Born to Fail' (2017) wrote "Breaking down barriers and	3/4/5

| | improving parent engagement develops a positive culture and success amongst disadvantaged students". | |
| | A proportion of PP students are boys; Matt Pinkett and Mark Roberts who wrote specifically about the challenges faced by boys in their book Boys Don't Try (2019) outlined "ensure that boys feel valued and cared for in a school environment. This can be achieved through establishing positive relationships with staff". | |

Total budgeted cost: £203,894

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 2020-21 academic year and has been updated for 2021-22

The 2020/2021 academic year was one of disruption and challenge for all students. As a result, the data and outcomes do not necessarily paint a truly accurate picture of the impact the strategy had.

Attendance data from 2020/2021

	All	PP	Non-PP
2020/2021	93.52	94.3	95.84

We have re-designed our reporting system to reflect the circumstances we have faced in recent times. This has highlighted a gap between disadvantaged and non-disadvantaged students, evident in a snapshot conducted during the 2020/2021 academic year.

Safety	Disadvantage	Non-disadvantage
1	77%	64%
2	24%	20%
3	3%	2%
4	0%	0%

Ready	Disadvantage	Non-disadvantage
1	24%	49%
2	36%	39%
3	39%	10%
4	30%	2%

Respect	Disadvantage	Non-disadvantage
1	28%	62%
2	48%	32%
3	24%	5%
4	0%	1%

This data indicates a high percentage of our disadvantaged students are extremely safe in school, they conduct themselves in a positive manner and consider ways in which to behave. When reflecting on 'ready' however it is evident that disadvantaged students are not always

prepared for learning and as a result they do not always make the expected progress. This is an area which the plan aims to tackle with the support in place from pastoral and academic stakeholders.

During the 2020/2021 academic year a large percentage of the Autumn term was spent in isolation with students working remotely from home. The data below indicates the patterns which emerged.

Year Group	PP	Non-PP	Difference %
7	70%	82%	-12%
8	69%	75%	-6%
9	65%	74%	-9%
10	64%	76%	-12%
11	59%	77%	-18%
12	85%	95%	10%
13	92%	95%	-3%

It is essential that moving forward the relationships are built with home and additional strategies and support are built in to ensure the gap is closed and all students have access to the same opportunities/provision.

This section has been updated for 2021/22

Data from the academic year 2021/2022 with regard to PP students and attendance is shown below.

	Non PP	PP	Difference
Year 7	92.01	87.69	4.32
Year 8	91.31	89.53	1.78
Year 9	90.11	88.49	1.62
Year 10	90.70	82.04	8.3
Year 11	85.05	78.30	6.75

The data shows a smaller gap in attendance of pupil premium students in year 7, 8 and 9. This gap increases at KS4. Pastoral support systems are in place to ensure good relationships are developed between tutors and parents to address any barriers in attendance.

The gap between the data reported by staff on PP students compared to non-PP students for safe, ready and respectful is shown in the tables below (for each grading PP%-nonPP%):

Ready	Gap 2020-21	Gap 2021-22
1	-25%	-11%
2	-3%	-3%
3	+29%	+6%
4	+28%	+2%

This demonstrates a significant reduction in the gap between PP and non-PP students with regard to how well prepared they are for lessons as reported by staff. This would suggest that the strategies in place are improving the motivation of students as well as ensuring that they are well prepared for their lessons.

Respectful	Gap 2020-21	Gap 2021-22
1	-34%	-8%
2	+16%	+4%
3	+19%	+4%
4	-1%	0

This data demonstrates as significant reduction gap between PP and non-PP students with regard to their attitude in lessons and their general behaviour in class. The strategies in place appear to be having a significant effect on the respect shown by students in school.

Safe	Gap 2020-21	Gap 2021-22
1	+13%	-6%
2	+4%	-5%
3	+1%	0%
4	0%	0%

There is a small increase in the gap between PP and non-PP with regard to safe in school however, the percentage of PP students being reported as safe in lessons is still very high for all students across the academy.

To ensure that pupil premium students have every opportunity to succeed in their exams, they will be offered various resources and equipment to support them in their studies. Academic support for students will be delivered by staff to improve achievement across with a particular focus on year 11 students to ensure they are well prepared for their exams. This will include school led tutoring.

The National Average for the difference in Attainment between PP and Non-PP students is 14.4 in 2022. Tuxford Academy had an attainment gap of 12.3 in 2022. This is below the National average and would suggest that strategies that the Academy has employed are having a significant effect on reducing the gap between these two groups of students.

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
Poverty Proofing	Children Northeast

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

CPD - Poverty Proofing

LT Poverty Proofing twilight - feedback from Lorna Nicoll based on her workshop with students across all key stages to help raise awareness and our response to Covid

Actions

- Deliver whole school twilight on Poverty Proofing
- Speak to kitchens not to wipe the non-spend at the end of each day for FSM
- Investigate and work with the kitchen staff to look at the food and costings for FSM students
- Consider non-school uniform days

July 2021 – all staff engaged in the Proverty Proofing twilight. The session highlighted how to identify and overcome the barriers to learning that children and young people from families with less financial resources face

- 4.3million children are currently living in poverty
- 5.2million children are predicted to be living in poverty in 2022

Staff feedback from training

I have started to consider the students that I teach who may experience poverty and how I can support then in my subjects. This includes printing resources and ensuring that they have the same opportunity to access resources and lessons

Keep these facts in mind for the impact on some student's life issues and enable openness about exploring this with them if appropriate

Now going to consider the students in my room who may struggle with relative poverty- e.g access to data, space, phones etc

This twilight has brought about serious considerations and discussions about what we could be doing to help students in this situation. For example, what little things can we do, eg. straight forward equipment that many take for granted (pens and pencils)

Create packages and opportunities for our students who may not have access to experiences

This will make me think about how I phrase things in class and alter some routines so that pupils don't feel at a disadvantage.