

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Cleethorpes Academy
Number of pupils in school	894
Proportion (%) of pupil premium eligible pupils	38.14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Janice Hornby, Principal
Pupil premium lead	Paul Kaylow, Vice Principal
Governor / Trustee lead	Jayne Auckett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,540
Recovery premium funding allocation this academic year	£94,944
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	£441,484

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students at Cleethorpes Academy have the opportunity to make good progress and develop skills which will equip them for life beyond the Academy. The Academy strives to ensure that all our students regardless of their backgrounds have the support they require so that their aspirations are appropriately raised. The Academy is committed to reducing the attainment gap between non-disadvantaged and disadvantaged students across the curriculum. Targeted support and interventions are given to break down barriers to learning so that students achieve their full potential.

At Cleethorpes Academy we believe that high quality teaching and improving the level of literacy is essential to ensure that all students make progress. Interventions and support are identified using both qualitative and quantitative measures by all staff to ensure that students learning is not impacted due to their background. Students are challenged academically regardless of their backgrounds with students seen as individuals with the aim of breaking down assumptions about disadvantaged students.

Students will have access to a range of enrichment activities to underpin their curriculum and personal development. This will ensure they will have access to new opportunities and experiences.

Cleethorpes Academy is committed to reducing the impact of COVID on all students at the Academy. We use targeted interventions to help the most seriously effected with a focus on our most disadvantaged students.

Our whole school approach aims to make all staff focus on the issues and challenges which affect our students. The academy strives to be responsive to individual needs and challenges by intervening early to support students, raise aspirations and giving them the tools to excel.

## Challenges

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

Challenge number	Detail of challenge
1	Teaching which considers the needs of disadvantaged students.
2	Low levels of literacy impacts negatively on students accessing the wider curriculum. This increases the risk of continued low progress and attainment at GCSE.
3	The number of disadvantaged students not meeting literacy targets on entry to Year 7 is high and has been adversely affected by COVID.
4	A large proportion of students have low aspirations and lack plans for their future. Due to COVID the amount of student access to both employers and further educational providers has been limited which has limited the ability to raise aspirations.
5	Due to COVID, students' knowledge and skills has been negatively affected which needs to be redressed to ensure that students make progress. Subject areas have adjusted their curriculums to mitigate this and targeted interventions across all year groups have been implemented.
6	Behaviour issues surrounding for disadvantaged students is a concern. Due to COVID, some students have struggled to return to a structured environment. A whole school approach is required to reduce the impact on the wider curriculum.
7	Absence is high and the impact of lock downs, isolations and anxiety has led to changes to students behaviours and attitudes. New strategies need to be put in place to ensure that poor attendance doesn't negatively affect progress.
8	Due to COVID, students have been unable to take part in enrichment activities, visits and trips. This is an important aspect of their access to the academic curriculum as it ensures that students attend well and engage with school. It also gives them access to activities which they have not previously experienced. These experiences enable them to work with external people and has the ability to raise aspirations.

## 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
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of KS4	<p>By the end of our current plan in 2024/25, 80% or more of disadvantaged students who are capable of achieving a level 4 or above in English and Maths based upon will achieve this based prior attainment data.</p> <p>2024/25 KS4 outcomes demonstrate that 80% of disadvantaged pupils achieve a positive Progress 8 score.</p>
Improved literacy for disadvantaged pupils across KS3.	<p>By the end of our current plan in 2024/25 the average reading age 80% of disadvantaged students in Year 9 students will be in line with the chronological age.</p>
Improved wellbeing and aspirations of students, including disadvantaged	<p>By 2024/25 all students at the academy will have completed the full range of personal development lessons at Key Stage 3.</p> <p>All students will have taken part in a range of enrichment activities and careers initiatives to raise aspirations and wellbeing.</p> <p>Qualitative data from student, parent and staff surveys.</p> <p>A significant increase in the amount of engagement in extra curricula and enrichment activities.</p>
To address gaps in knowledge	<p>Effective data analysis used to identify and redress gaps in student knowledge. Identify and allocate interventions to disadvantaged students who require this support.</p> <p>Interventions will be analysed to ensure effectiveness and progress tracked.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Reduce the level of absence and persistent absence from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being narrowed.</li> <li>the percentage of all students who are persistently absent being below 15% and the figure among disadvantaged students being no more than 15% lower than their peers.</li> </ul>
To achieve a sustained improvement in behaviour of students	<p>Reduce the level of suspensions from 2024/25 demonstrated by:</p> <p>The overall suspension rate for all students being no more than 5%, and the suspension gap between disadvantaged students and their non-disadvantaged peers being reduced.</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: £236,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching which considers the needs of disadvantaged students.</p> <p>Training on new assessment schemes</p> <p>Use of the National College to improve the levels of progress and attainment of disadvantaged students.</p>	<p>NFER research shows that high quality teaching and learning can make 12 months difference in student progress.</p> <p>EEF research shows that it is important to develop the subject knowledge of teachers but also to focus on teacher’s knowledge of how to teach that particular subject.</p> <p>Teachers will be able to provide feedback to students and use exam board resources and training to improve outcomes.</p> <p>Teachers and Curriculum Leaders will identify disadvantaged students who are underperforming and target in class interventions.</p> <p>Teachers will ensure they know who disadvantaged students are and identified in data, planning and seating plans.</p> <p>Teachers will develop relationships with students and “get to know them” so that they can effectively target interventions and support to raise outcomes and wellbeing.</p>	<p>1 5</p>
<p>Reading scheme</p>	<p>It has been shown that Accelerated Reader has had an impact both from National data and from the data in other schools.</p> <p>Students in Band C and S have a reading lesson.</p>	<p>2 3</p>

	<p>The development of the library will encourage more reading especially with disadvantaged students who may not have access to books or have somewhere to read at home.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
Employment of Level 4 Careers and Guidance	An onsite Level 4 Careers and Guidance advisor allows us to target a wide rearrange issues relating to the low aspirations of our disadvantaged which has a negative impact on students' outcome.	4 8
Employment of Pastoral Support Assistant and an Attendance Support Assistant	The employment of staff to target students who need support in attending the academy and ensuring that behaviour is conducive to effective education by having direct interventions with students and parents. This role will be used to develop the relationships between home and school.	6 7
Employment of English and Maths Tutors	Tuition targeted to students who have specific needs and knowledge gaps. Tutors are required to ensure students don't fall behind and that the gap between disadvantaged and non-disadvantaged is narrowed.	1 5

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

Budgeted cost: **£126,330**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of diagnostic reading tests, and CAT.</p> <p>Developing a Library and Key Stage 3 Reading Scheme</p>	Testing provides information about a student's ability. These results can be used by staff to direct extra support and interventions.	2 3

	<a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>	
Year 11 intervention sessions before and after school. Intervention sessions at the weekend in individual subject areas.	Students need to be provided with extra support to ensure high attainment and progress for all our students. Small group interventions with appropriately qualified staff are known to be effective according to the EEF. Many of our students do not have a quiet place to study at home and therefore the Academy needs to provide students with this space outside of the classroom. The Academy may also provide support to disadvantaged students in the form of additional resources such as revision guides, workbooks or contributing towards curriculum based experiences.	4 5 8
Engaging with the National Tutoring Programme to providing tuition, mentoring and school-led tutoring for students whose education has been most impacted by COVID. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Students will be identified based upon individual needs and support provided to low attainers and students who are falling behind. This will take place in a number of small group interventions. <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://d2tic4wvo1iusb.cloudfront.net">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2 3 5
Targeted Guidance Sessions for disadvantaged students to improve participation in school and raising outcomes to narrow the gap with non-disadvantaged students	Low aspirations is a barrier to students valuing their education and participating in lessons. Interventions are used to identify, target and improve student aspirations. <a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://d2tic4wvo1iusb.cloudfront.net">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	4

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

Budgeted cost: £78,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Strategies</p> <p>Embedding the principals identified in the DFE guidance on improving attendance.</p> <p>Implement new strategies and procedures to improve attendance.</p> <p>Link attendance and aspirations as a drive to improve attendance and therefore progress.</p> <p>Appointment of School Attendance Assistant</p>	<p>If a student is not attending school their attainment and progress will be negatively affected.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step to improving outcomes for disadvantaged students.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</a></p>	<p>7</p> <p>8</p>
<p>Behaviour Strategies</p> <p>Ensuring that high expectations are integrated across the Academy.</p> <p>Staff training on early career teachers who have had limited / interrupted training</p> <p>The introduction of a new positive rewards system.</p> <p>The appointment of a new Pastoral Assistant.</p>	<p>Students have had a difficult 2 years due to COVID. These difficulties have continued into the 2023/224 academic year. Changes to how the Academy operates and the return to a new normal has meant that some students have found it difficult readjusting to being back in school. This issue is more pressing with students who come from a disadvantaged background due to the challenges they face.</p> <p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>6</p>
<p>Raising the aspirations of students.</p>	<p>Due to COVID, students have had little opportunity to enjoy the wider benefits of</p>	<p>4</p> <p>8</p>

<p>The introduction of a broad curriculum of personal development lessons and personal guidance session targeting disadvantaged students who have low aspirations, poor attendance or poor behaviour.</p> <p>The use of schemes such as TFTF, NCS Skills Booster, HOP and Shine to boost wellbeing so disadvantaged students make progress.</p> <p>A wide range of enrichment activities, including the opportunity to play a musical instrument, trips and visits to promote aspirations and involvement in the wider community. This will lead to improved attendance, student enjoyment of school, wellbeing and behaviour.</p>	<p>being in the Academy. Restrictions on trips, visits and other enrichment activities has impacted on all students but especially disadvantaged students. The disadvantaged students at Cleethorpes Academy lack the opportunities of their non-disadvantaged peers and exposure to the wider world has a positive impact on their aspirations and self-esteem.</p> <p><a href="https://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost:** £441,484

## 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 2021 to 2022 academic year.

Due to COVID pandemic the Key Stage 3 curriculum returned to a 3 year curriculum in September 2021 to allow more breath and depth of knowledge, allow for more skill development and ensure that COVID catch up is effective. All curriculum areas have identified gaps in teaching and amended schemes of work accordingly.

Targeted interventions with disadvantaged students took place and showed improvement in the level of progress being made by students. The Progress 8 indicator was -0.06 in 2019 and improved to 0.52 in 2020 for the whole academy. However, due to the impact of Covid progress was -0.78 in 2023. The basics measure of English and Maths at a standard pass improved from 37.8% in 2019 to 53.2% in 2020. In 2023 this increased to 59.6% The Key Stage 4 gap narrowed whilst maintaining improved performance with higher ability students. The catch-up premium was effectively allocated and narrowed the gap between disadvantaged and non-disadvantaged. However, the gap between disadvantaged and non-disadvantaged students was 23.2% which shows that the Covid has had a significant impact upon our disadvantaged students.

In other year groups support has been provided to Disadvantaged students to reduce the gap. This support has been based on their individual needs both academically and pastorally.

The 3-year trend of absence continued to improve and the gap between disadvantaged and non-disadvantaged narrowed. The number of exclusions has continued to fall over the past 3 years and so has the number of students with an exclusion. However, the impact of covid is having an impact upon this and the pastoral team are facing many challenges to maintain standards at the academy.

### Externally provided programmes

Programme	Provider
Behaviour and Resilience Mentoring	Think for the future
HOP	Hull University
Shine	York University