



# Grace Academy Solihull

## 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 students.

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	Grace Academy Solihull
Number of students in school	859
Proportion (%) of pupil premium eligible pupils	51.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	10/09/21
Date on which it will be reviewed	September 2022
Statement authorised by	Darren Gelder
Pupil premium lead	Kelly Williams
Governor/Trustee lead	Ian Baker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£420,200.00
Recovery premium funding allocation this academic year	£63,800.00
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	£484,000.00

## Part A: Pupil premium strategy plan

### Statement of intent

All disadvantaged (DA) students will receive at least good quality teaching and education enabling them to make good progress.

All DA students will have equality of opportunity and support that will enable them to achieve in line with the attainment and aspirations of their peers.

Pupil premium funding will support good quality teaching and equality of opportunities for all DA students at Grace Academy Solihull. A strategic whole school approach for all teachers and specific bespoke interventions will be used to ensure good quality teaching, education and progress for all DA students.

Strategies will target progress, through continuing to improve and maintain high quality teaching and learning where students are challenged with the work that is set. This will be complemented by students engaging in a range of strategies including the National Tutoring Programme to assist with education recovery, attendance interventions, behaviour for learning interventions, pastoral support, and focused extra-curricular activities that will ultimately improve progress, and build on the cultural capital of our disadvantaged students.

### Challenges

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

Challenge number	Detail of challenge
1	The progress of disadvantaged students continues to be a key area of focus for the academy, as nationally disadvantaged students tend to perform worse than their non-disadvantaged peers. Despite the academy having had success in ensuring disadvantaged students achieve in line or above other disadvantaged students nationally (disadvantaged students attainment in mathematics was in the top 20% of all schools in the last examined years) this remains a priority as some disadvantaged students perform below non-disadvantaged students in certain areas. (The P8 progress for disadvantaged students in the last examined year was -0.22 compared to -0.06 for all students.)
2	Nationally low level literacy skills, particularly in DA students, can act as a barrier to accessing all parts of the curriculum. Some DA students on entry into the academy are identified as having low levels of literacy skills, which they will need to be supported with to ensure they make progress through our broad and balanced curriculum. Internal reading and spelling diagnostic testing, upon entry to Y7, in the academy show 26% of DA students are below the required standard for spelling.

3	The work done by the academy up to this point has ensured that overall absence for students in receipt of free school meals was in the lowest 20% of all schools in 2018/19, 2017/2018 and 2016/17. In addition to this, persistent absence for these students was also in the lowest 20% of all schools in 2018/19, 2017/18 and 2016/17, highlighting the positive impact the academy has had on minimising student absence. The academy's attendance data over the last 3 years indicates that attendance among disadvantaged students has been slightly lower than for non-disadvantaged students. The attendance of disadvantaged students continues to be a key focus for us at Grace Academy Solihull.
4	Our observations suggest some lower attaining disadvantaged students lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, but particularly in maths and science.

## Intended outcomes

Intended outcome	Success criteria
The progress and attainment of DA students will improve across KS3/4.	A closing of the attainment gap between DA and Non-DA students in Y11 and 13 external data and Y7-10 and 12 internal assessment data. This will be examined across 1-3 years so that 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> <li>an average Progress 8 score of at least 0, in line with Non-DA students.</li> </ul>
Improved reading and spelling ages for DA students in Y7.	Improved reading and spelling tests demonstrate improved comprehension skills among disadvantaged students in Y7. Teachers should also have recognised this improvement of students through engagement in lessons, increased student communication, confidence and fluency of reading and also observed this in work scrutinies.
Sustained and improved attendance for DA students	The Academy's attendance data will continue to show improved attendance for DA students. Sustained high attendance over the 3 year period to 2024/25 will be demonstrated by: <ul style="list-style-type: none"> <li>The overall attendance rate for all students being above 95%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by a further 1%.</li> <li>The percentage of DA students who are persistently absent being below the national average for all students.</li> </ul>
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Attitudes to learning and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding will be supported by the academy's Department Learning Review, work scrutinies and improved homework engagement.

## 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: £419,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued training for teachers to ensure DA students access consistently good teaching. Focusing on improving teacher feedback and creating independent learners that significantly benefit DA students.</p>	<p>It is noted that in the DFE report <i>'Learning through the pandemic: quantifying lost learning'</i> 2021 that lost learning accounted for over 2 months, taking this as an average (with regional comparison adding to this timescale) the impact for disadvantaged students is greater. The same report highlighted that "results were disproportionately down for PP students, in comparison with non-PP students, across reading, writing, and maths".</p> <p>Internal Progress Data indicates that the gap between DA and Non-DA students across the academy is decreasing.</p> <p><a href="#">Feedback   EEF</a></p>	<p>1, 2 &amp; 4</p>
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	<p>1, 2 &amp; 4</p>
<p>Retention of Humanities teacher to support small group tutoring not offered in the subsidised National Tutoring Programme.</p>	<p>The progress gap between DA and Non DA students in Humanities is currently one of largest. Evidence shows that small group tuition is effective. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p><a href="#">Small group tuition   EEF</a></p>	<p>1 &amp; 3</p>

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

Budgeted cost: £45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention strategies and planning with HOD in History.	Progress Data for DA students will improve over the academic year and the gap between DA and Non-DA students will decrease.	1 & 2
Engaging in small group tutoring using the national tutoring programme (my tutor) for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Improving progress of DA students, by using research from EEF shows small group tutoring supports increased progress in students. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one and in small groups. <a href="#">One to one tuition   EEF</a> <a href="#">Small group tuition   EEF</a>	1, 2 & 4
Technology led strategy to increase homework engagement.	The EEF toolkit refers to low cost and improved progress for students by improving their engagement rates in homework. <a href="#">Homework   EEF</a>	1 & 4
Retention of Y7/8 Catch up/progress mentor.	Small group tutoring supports increased progress in students. Catch up students require support to reach minimum standards in English and Maths, as detailed above in the commitment to improve reading comprehension in Y7. The EEF report that small group tuition has an average impact of four months' additional progress over the course of a year. <a href="#">Small group tuition   EEF</a>	1, 2 & 3
Recruitment of an English academic mentor to support literacy progress and reading comprehension strategies across the academy, particularly with DA students.	According to the Education Policy Institute, on average, disadvantaged students are 9.4 months behind in primary school. Internal data shows the need to support some DA students who enter the academy with lower levels of literacy and reading comprehension. The EEF reports reading comprehension strategies have a high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. In addition to this it is reported to develop students'	2 & 4

	metacognition and self regulation which will develop them so they are able to improve with regards to challenge 4. <a href="#">Reading comprehension strategies   EEF</a> <a href="#">Metacognition and self-regulation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance. We will fund professional development, accelerated reader and staff training to continue to improve the development of literacy across the curriculum.	Post 16 academic mentoring of Y7/8 and Y11 students in previous years have contributed to improved progress and attainment of targeted PP students. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and english: <a href="#">word-gap.pdf (oup.com.cn)</a>	2
Improving DA attendance through mentoring and support. Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice. The attendance officer will be used to deliver attendance mentoring and minibus collection interventions.	Strategies used during school closures during the pandemic have given evidence to support good impact for improving DA student's attendance. The DfE guidance has been informed, by engagement with schools, that this has shown a significant reduction to persistent absence levels.	3
Folders to support metacognition and self regulation skills in all students across the academy.	Use of progress folders across the whole school to support students with metacognition and self regulation. Evidence for this is high and a positive impact has been noted. <a href="#">Metacognition and self-regulation   EEF</a>	1, 2 & 4

**Total budgeted cost: £ 484,700**

## 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 students in the 2020 to 2021 academic year.

Measuring the impact and intended outcomes of Pupil Premium Funding through outcomes this academic year remains difficult due to Covid/School closures/Distance Learning and the use of Teacher Assessed Grades (TAG's). Despite the national picture recording significant widening of progress between DA and Non-DA students, internal assessments for DA remained stable in Year 7 to Year 9 with only a marginal increase in Y10 (this group recorded the most isolation periods and disruption to their school year due to Covid). The strategic planning of funding and interventions and the use of the pupil premium and covid catch up funds had a positive impact in stopping the gap from widening between DA and Non-DA students and the gap is significantly smaller than that estimated nationally.

With the implications of Covid there was a refocus of funding on strategies to support DA students through the pandemic. There was a focus on supporting attendance for DA students into the academy where deemed appropriate and the interaction of students in the distance learning programme.

Attendance figures and interactions for distance learning supported the impact of these strategies with 98% of DA students that were supported in engaging in remote learning (e.g. providing students with ICT Provision) accessed Live Learning. 97% of students who were supported with devices were completing work, with 99.6% of DA students logging in.

Particular interventions that supported distance learning also helped maintain the progress of DA students using the interactive Hegarty maths platform with over 1100 extra hours of learning completed since Sept 2020. This also helped support some Y10/11 students gaining 2/3 grades of progress.

The priorities for DA post lockdown helped prevent the gap increasing with subject leaders using diagnostic assessments to assess any gaps in learning with adapted curriculums in place to support accelerated progress following the removal of Covid restrictions and a return to school. Targeted intervention support for attendance through mentoring and support with transport into school (100% of students who accessed minibus support during lockdown were DA). This successful intervention will be refined and implemented to support the attendance of targeted DA students this academic year.

Strategies were in place to improve literacy and oracy for DA students. Successful interventions with strong positive impacts, such as the appointment of a literacy academic mentor, had a positive impact on the progress of DA students as evidenced.

85% of students made progress in reading ages, while 77% of students selected scored highly in the comprehension inference test. Internal quality assurance of the literacy programme recorded the following positive teachers comments; 'general confidence and reading out loud improved significantly.' Teachers reported an increased confidence to read out loud and answer questions in class.

Destination data for Y11's demonstrated the impact of a variety of interventions and strategies used to improve not only DA progress academically but also aspirations with 93-96% of students in 2020 and 2021 students staying in education for at least two terms after key stage 4.

## 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
Interactive maths learning platform	Hegarty Maths
National tutoring Programme 3-1 and 1-1 tutoring	mytutor
SEND teaching and learning platform	Twinkle
Improving literacy ICT package	Accelerated Reader

## 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?	N/A
What was the impact of that spending on service pupil premium eligible students?	N/A

## Further information (optional)

### Additional activity

Our pupil premium strategy will continue to be supplemented by other activities that are not funded by pupil premium or recovery premium. These include:

- Providing a pre-school breakfast club to ensure DA students start the day not only well nourished and ready to learn but have the opportunity to discuss concerns around lost learning and students anxieties.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Particularly during Wednesday afternoon enrichment sessions which offer activities that can focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate in these.



- With support from outside agencies and the local [Mental Health Support Team](#), and school trained mental health first aiders; continue to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Continue to refine and improve our careers provision to ensure all students, but particularly DA students, are well educated in career opportunities and have life experiences that raise aspirations for their futures.

### **Planning, implementation, and evaluation**

Each year as part of the cycle of the pupil premium strategy, we evaluate all activities/interventions that are used to support DA students. These are reviewed and successful interventions that show strong impact are continued.

Throughout the review a variety of evidence is triangulated from sources such as in-school data, departmental learning reviews, school action plans, student assessments, engagement and work scrutinies, in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students. The EEF estimates that school closures due to Covid-19 are likely to reverse progress made to close the attainment gap in the last decade since 2011.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach which is also reviewed annually and will be adjusted when needed based on regular reevaluation to secure better outcomes for students.