



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 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	848
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Darren Gelder
Pupil premium lead	Shaun Donald
Governor/Trustee lead	Ian Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£435,218
Recovery premium funding allocation this academic year	£116,058
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	£551,276

Part A: Pupil premium strategy plan

Statement of intent

At Grace Academy Solihull we ensure all students achieve their potential through high quality curriculum leadership, effective teaching & learning and personalised pastoral care. The academy also ensures that disadvantaged students have the best possible education through achieving each of the four aims below.

- **Access** - Individual circumstances do not hinder educational chances.
- **Aspirations** - All students have high expectations of themselves and their future, and are all in education, employment or training.
- **Achievement** - All students achieve outstanding academic success.
- **Experience** - All students leave with a wealth of experience to support them in the wider world.

Pupil premium funding will be utilised to best achieve these four aims as well tackle the four challenges identified in this report. To ensure all funding is used effectively we carefully consider the needs of our students, follow the DfEs 'Menu of approaches' and review national research including that conducted by the EEF. We review our provision carefully to ensure all interventions are as cost effective and impactful as possible.

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 especially since the COVID pandemic. Despite the academy having had success in ensuring disadvantaged students achieve in line or above other disadvantaged students nationally (for instance with disadvantaged students' attainment in mathematics was in the top 20% of all schools in 2018 and 2019) this remains a priority as some disadvantaged students perform below non-disadvantaged students in certain areas and especially in EBACC subjects. (The P8 progress for disadvantaged students in the last examined year was -0.3 compared to -0.1 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. For instance, in September 2021 internal reading and spelling diagnostic testing indicate that upon entry to Y7 around 26% of DA students are below the required standard for spelling, this is a consistent trend of students on entry.
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 lower than for non-disadvantaged students, especially aggravated by the COVID pandemic. The attendance of disadvantaged students and the level of persistent absence of disadvantaged students continues to be a key focus for us at Grace Academy Solihull.
4	Nationally disadvantaged students are more likely to be suspended than their peers. The academy will focus on reducing overall suspensions as well as closing the gap between more advantaged and disadvantaged students.

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 an average Progress 8 score of at least 0, in line with Non-DA students.
Improved reading and spelling ages for DA students in Y7.	Improved reading and spelling tests demonstrate improved comprehension skills among disadvantaged students especially during the key year of year Y7. Teachers should also have recognised this improvement of students through engagement in lessons, increased student communication, confidence and fluency of reading and in the quality of student work.
Sustained and 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 data-bbox="651 1966 1426 2038">• The overall attendance rate for all students being above 95%, and the attendance gap between disadvantaged

	<p>students and their non-disadvantaged peers being reduced by a further 1%.</p> <ul style="list-style-type: none"> • The percentage of DA students who are persistently absent being below the national average for all students.
Reducing suspensions for disadvantaged students.	<p>Attitudes to learning and class observations suggest disadvantaged students are more able to monitor and regulate their own learning and this supports a reduction in suspensions. Restorative justice, targeted mentoring and behaviour intervention ensures disadvantaged students have low levels of suspension and there is no gap with their more advantaged peers.</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: £347,220.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to ensure high quality of teaching and learning to support DA students access consistently good teaching supported by reduced class sizes. Instructional coaching embedded into practice to support further improvement.</p>	<p>The quality of teaching has a disproportionate impact on the progress of disadvantaged students. For instance the Sutton trust found that “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning”. This is even more important given that 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”. Employing additional effective teachers to reduce class sizes is also shown to have more than two months progress over the course of an academic year. Instructional coaching, a method of</p>	<p>1, 2, 3 & 4</p>

	<p>frequent low stake observation and targeted feedback for teachers, is to be implemented to support the further improvement of all teaching staff supported by the WalkThru program. .</p> <p>Teacher impact report Sutton Trust</p> <p>Class sizes EEF</p>	
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time.</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>Metacognition and self-regulation EEF</p>	1, 2

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

Budgeted cost: £33,432.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention strategies and planning with all HoDs to support improvement, especially in EBACC subjects.	Progress Data for DA students will improve over the academic year and the gap between DA and Non-DA students will decrease.	1 & 2
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. Homework EEF	1 & 2
Effective utilisation of Teaching Assistants to support students within lessons	The EEF details that “teaching assistants can provide a large positive impact on learning outcomes” when deployed effectively. Research shows that when teaching assistants provide one-to-one or small group targeted interventions there is a significant impact. When utilised in classrooms, teaching assistants have also been shown to improve student attitudes. Through the use of teaching assistants we will also ensure all students remain in lessons and can benefit from	1, 2 & 3

	high quality teaching which will have a significant impact on the outcomes of students. Use of teaching assistants EEF	
Recruitment of an English literacy lead 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, reading and 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' metacognition and self regulation which will develop them so they are able to improve with regards to challenge 4. Reading comprehension strategies EEF Metacognition and self-regulation EEF One to one tuition EEF Small group tuition EEF	1,2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development, accelerated reader and staff training to continue to improve the development of literacy across the curriculum.	Utilising NGRT testing to identify students specific areas of weaknesses. Post 16 academic mentoring of Y7/8 and Y11 students in previous years have contributed to improved progress and attainment of targeted disadvantaged students. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2

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

Budgeted cost: £178,740.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving DA attendance through mentoring and support. Embedding principles of good practice set out in	Internal data suggests that the attendance officer improves the attendance of those they work with through effective use of mini-bus provision, mentoring and parental engagement. These strategies will be rolled out to a larger	3

<p>DfE’s Improving School Attendance advice. The attendance officer will be used to deliver attendance mentoring and minibus collection interventions.</p>	<p>number of students to further improve attendance. Evidence will be tracked through weekly attendance reviews and impact tracking documents.</p> <p>The DfE guidance supports our approach and has been shown to significantly reduce persistent absence levels.</p> <p>Improving School Attendance DfE Mentoring EEF</p>	
<p>Support students social, emotional and behavioural needs through mentoring, research informed behavioural interventions and the assisted recovery centre.</p>	<p>The EEF describe that behavioural mentoring can have “positive impacts for pupils from disadvantaged backgrounds” especially on “non-academic outcomes such as attitudes to school, attendance and behaviour.” This approach has been proved internally to be effective and the mentoring approach will be widened to support more pupils.</p> <p>The assisted recovery centre will enable the school to support students to learn the self-management skills needed to flourish in the classroom. The EEF supports this detailing that of all behavioural interventions the “highest impacts for approaches that focus on self-management or role-play and rehearsal.”</p> <p>Mentoring EEF Behavioural interventions EEF</p>	<p>4</p>

Total budgeted cost: £ 559,392

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 2023 to 2024 academic year.

Challenge 1: KS4 Outcomes

Initial unvalidated progress 8 estimates generated by go4schools identified DA students achieved -0.4 in the 22-23 academic year, compared to a national average for 21-22 of -0.6 for DA students. This shows the impact the academy has on the outcomes of students, but is still not inline with Non-DA and remains an area the academy will focus on. Analysis of the link between attendance and progress shows that DA students with 90%+ attendance achieved an average estimated P8 score of +0.1, and for students with 95%+ attendance this figure was +0.3. This shows that in school strategies, curriculum and teaching are having an impact on students academic performance when they are in the academy, but as mentioned below getting more DA students to have above 90% attendance is a key priority and continues to be a focus of funding in this next academic year. All students at the academy have access to the EBACC pathway, last year entry from DA students was 8.1% compared to 22% for Non-Pupil Premium - the only limiting subject was MFL. Work is being undertaken to engage disadvantaged students in MFL to support an increase in entry.

Challenge 2: Literacy

Effective use of catch up tutor and the academic mentor program supported by high quality curriculum and teaching also ensured a rapid improvement in reading and spelling ages of students as they started the academy. Following highly effective intervention data identifies that our targeted DA students made more than 1.7 years progress in their reading ages. An external review by the trust reading consultant also identified that...

"It is clear that literacy skills are very much embedded across the curriculum, which will ultimately support all students being given the opportunity to overcome barriers to success... There is clear evidence of a very strong reading culture that flows from the executive principal through to all staff. This is evident from the detailed whole school action plan that incorporates a clear and well structured set of actions to support and enhance the provision... The school should be incredibly proud of the work it does to support students"

This work supports the above national DA progress figure in KS4 as discussed above, but work to continue to close the literacy gap remains a key focus of the academy.

Challenge 3: Attendance

Attendance remains a key priority for the academy for all students, especially following the pandemic. The academy utilised funding to support the improvements in attendance of DA students to ensure they benefit from the consistent high quality of curriculum, teaching and learning and improved outcomes as discussed above. FFT national analysis identifies that last academic year DA students attended inline with DA students nationally but a gap between them and Non-DA continues to be a priority to close. Significant work was implemented with

year 11 students to ensure they understood the importance of attending, through careers, mentoring as well as across cohort incentives and this led to year 11 DA performing 1% better than national DA (based on FFT estimates), building on this work will be essential this academic year.

Challenge 4: Reducing Suspensions

Data indicates that nationally disadvantaged students are more likely to be suspended than their more advantaged peers. This impacts their learning attitudes and their ability to access education. The academy has used pupil-premium funding to reduce suspensions by continuing to support the assisted recovery centre which gives students the ability to reflect on their own behaviours and to learn how to better manage within the school environment. Funding also supported more dedicated one-to-one mentoring with students to support their social, emotional and behavioural needs utilising the Shine mentoring program to support students during distress. This work has been effective and suspensions of disadvantaged students at GAS is 10% below the national DA suspension rate, and these strategies also support us in ensuring that the repeat suspension rate is also 7% lower than national DA. Closing the gap with Non-DA remains a key priority in the next academic year.

The academy is aware its intended outcomes are challenging but work continues to ensure we achieve, or achieve close to our intended outcomes. Achieving our attendance aim remains the most challenging and is an area of continual focus and review by the academy.

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
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Further information (optional)

<p>Key Four Aims</p> <p>The academy's four aims will be met through a variety of ways but these include...</p>	
<p>Aim</p>	<p>Key Areas of Focus</p>
<p>Access Individual personal circumstances do not hinder educational chances.</p>	<ul style="list-style-type: none"> - Poverty proofing provision identifying and removing any individual barriers. - Positive Attitudes and Learning Behaviours supported by the Grace Academy <i>Behaviour Toolkit</i>. - High expectations of attendance supported by robust monitoring and mentoring. - Strong partnership with parents with targeted support and training where necessary
<p>Aspiration All students have high expectations of themselves and of their future.</p>	<ul style="list-style-type: none"> - High quality career advice for both students and parents. - Wide range of experiences within school <i>Unleashing student potential</i>. - Developing self-esteem and interpersonal skills through the curriculum and mentoring. - High expectations on behaviour and attendance, supporting students in achieving this.
<p>Achievement All students achieve outstanding academic success.</p>	<ul style="list-style-type: none"> - High quality teaching and learning delivered through the academies <i>Grace 5</i>. - High quality curriculum delivered through the <i>Curriculum 4</i>. - Literacy, Oracy and Numeracy a core part of the curriculum, supported by specific and targeted intervention. - Robust progress tracking and intervention including academic mentoring and support - Developing student ownership of their own learning.
<p>Experience (Cultural Capital) All students leave with a wealth of experience to support them in the wider world.</p>	<ul style="list-style-type: none"> - Broad and balanced curriculum giving students access to the best which has been thought and said. - Carefully selected Enrichment activities giving students opportunities they may not otherwise have. - A <i>"cultural capital curriculum"</i> mapping out all experience's students will be offered at the academy, with the access to funding to ensure wealth is not a barrier to access.
<p>Additional activity</p> <p>Our pupil premium strategy will continue to be supplemented by other activities that are not funded by pupil premium or recovery premium. These include:</p> <ul style="list-style-type: none"> ● Utilise the national tutoring program to provide school-led tutors to support the progress of students through small group tutoring. ● 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. Disadvantaged students will be encouraged and supported to participate in these, their participation tracked to monitor impact.
- 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 to inform our planning and interventions.

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.

