

Pupil premium strategy statement – Erdington Academy

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	Erdington Academy
Number of pupils in school	586
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Simon Mallett, Academy Principal
Pupil premium lead	Elizabeth Cross, Vice Principal and Shelly Boreland Assistant Principal
Governor / Trustee lead	Manni Hussan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£582,188
Recovery premium funding allocation this academic year	£156,078
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme	£38,947
Total budget for this academic year	£ 738,266 Inc NTP £777,213

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

We are committed to supporting all pupils within our Academy, irrespective of their starting point or the challenges they face. Through this statement our aim is that all students make good progress and achieve high levels of attainment across the curriculum including the EBacc, so they succeed in and beyond Erdington Academy.

The aim of our Pupil Premium strategy is to change our pupils both academically and socially, by giving them new knowledge and experiences through the curriculum both taught and untaught. We are committed to ensuring that students leave Erdington Academy with at least the basic standard in English (literacy and oracy) and Maths (numeracy) and the relevant knowledge and experiences that will enable them to contribute and engage in society in a meaningful way.

Great teaching is at the heart of our Pupil Premium Strategy as this is proven by research to be the highest lever in pupil outcomes and in closing the disadvantage attainment gap. To overcome any potential barriers and equip our students with 'powerful knowledge', we invest in our staff through continued professional development, irrespective of their career stage, so they can respond to the needs of our students and be equipped with strategies that will continue to break down the barriers our students may face

Robust diagnostic assessment is integral to our strategy to support and respond to the needs of our students enabling them to access all aspects of the curriculum.

While this strategy is designed to support disadvantaged pupils, we have also made sure our strategy supports all students and supports the wider Academy and Trust plans for sustained improvement and as such it is our intention that the outcomes of all students improve.

Challenges

Challenge number	Detail of challenge
1	<p>Cultural Capital</p> <p>Our assessments and observations of students show that our disadvantaged students lack both the cultural capital and foundation knowledge of their more advantaged peers.</p>
2.	<p>Attendance</p> <p>Our level of persistent absence is above national average and whilst this is a national issue, we strive to reduce this in our Academy. We recognise the impact this has on all students, but this disproportionately affects our disadvantage students educationally, socially, and economically.</p>
3.	<p>Basic Skills – Literacy</p> <p>Our KS2 data continues to show that our students enter the Academy below national expectations in all measures. Furthermore, a significant percentage of students enter the Academy with reading ages below both the national average and their chronological age and therefore these students are not able to access the curriculum in the breadth and depth they need to thrive in the classroom. We also have students who are functionally illiterate so have difficulty with basic reading and writing skills, which significantly impact their progress in all subjects.</p>
4.	<p>Basic Skills - Numeracy</p> <p>Our KS2 data c show that the numeracy level of our students is below national average. This will affect their overall educational experience and future academic success.</p>
5.	<p>Resources</p> <p>Historic deprivation, coupled with the national cost of living crisis means that there is a growing number of students who do not have access to the resources to fully access the curriculum. The digital poverty our students experience means some have limited access to digital technologies and the internet. Furthermore, the current climate means that some parents are short on time to support their children.</p>
6.	<p>Social Skills</p> <p>Our assessment, observations, and discussions with students, has identified that a considerable number of our students lack educationally appropriate skills and the ability to self-regulate their behaviour especially at unstructured time.</p>
7.	<p>Aspirations</p> <p>Our assessment, observations and discussions with students suggests they are not aware of the wealth of opportunities available to ensure they realise their potential.</p>
8.	<p>Resilience</p> <p>Our analysis of data and discussions with colleagues and students suggests that a large proportion of students lack resilience when faced</p>

	with educational challenges. This is particularly evident when students are presented with extended writing tasks. We also have a significant proportion of 'just about managing (JAM) students 'who whilst they have not met certain thresholds are still a group that requires are not This is impacting students' attainment and progress particularly in the EBACC subjects.
9.	Community Engagement National and local data shows that there is a high level of deprivation and crime in the local area, which can in turn impact students' attainment and engagement within school.
10.	Contextual Safeguarding and wellbeing School data has identified SEMH, financial hardship and criminal exploitation as barriers based on our local context.
11.	Mutual Respect and Tolerance Reflecting on current affairs and our local context we want to instil in students the importance of treating others with respect, regardless of the differences in race, religion, ethnicity, sexuality, and background.
12.	Parental Engagement Historically parental engagement with the academic performance of our students has been low.

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
Sustained improved attainment across the curriculum specifically at the end of KS4 and with a focus on EBacc subjects.	<ol style="list-style-type: none"> 1. Students in receipt of Pupil Premium funding continue to make similar or better progress compared to their peers nationally with similar starting point. 2. To increase the current attainment 8 measure for students in receipt of Pupil Premium funding (currently 38.24) by 8% by 2024 so they are in line with their more advantage peers. 3. Increase the % of students in receipt of Pupil Premium funding achieving a strong pass (5+) in both English and Math by a further 5% by 2024 (currently 32%) which would be on average 12% above the national average for this group of students.

	<ol style="list-style-type: none"> 4. Increase the uptake of EBacc subjects by our students in receipt of Pupil Premium funding by 50% compared to the 2023 figures. 5. Increase the attainment in the EBacc measure so that by 2024 10% are achieving a strong pass rising to 15% to be closer in line with the 20% nationally. 6. By 2025, 75% of disadvantaged students make similar progress to non-disadvantaged students nationally in English and maths 4+. To achieve this, the aim will be 63% 2024 and 75% 2025. 7. Increase the % of students achieving a standard pass in languages so they are in line with their more advantage peers. The gap should close from the current 6% to 0 by 2024. 8. Increase the % of students achieving a strong pass in humanities so they are in line with their more advantage peers. Th gap should close form the current 12.4% to 0 by 2024.
Improved attainment in EBacc subjects by our disadvantaged students.	By 2025 pupils in receipt of Pupil Premium funding see an increase of 0.5 in their average point score. This would mean their APS increase from the current 3.05 to 3.55.
Improved attendance of students in receipt of Pupil premium funding.	Attendance of disadvantaged students will be 3% above the national average of 88.6%.
Improved attendance of SEND students in receipt of Pupil premium funding.	Attendance of Pupil Premium funded students with Special Education Needs will be in line with the overall attendance figures of the school.
The curriculum is continually adapted to ensure all students have access to qualifications which will secure them an ambitious and appropriate destination for post-16 and beyond.	<p>Destination data is above national average (94.00)</p> <p>Destination data shows that a larger % of students are accessing L3 qualifications at both post 16 and sixth form college.</p> <p>The % of disadvantaged students studying level 3 or equivalent increases by 10% by 2024 so at least 59% of the cohort are moving to a I3 or equivalent.</p> <p>Students who are at risk of NEET receive at least two careers advice and guidance sessions.</p>
Improved character and personal developments through exposure to a wide range of enriching extra and supra curricular activities.	At least 75% of PP students participate in at least one extracurricular activity by September 2024. 90% student and parental satisfaction with the range of extra-curricular opportunities offered at the Academy.
Improve the literacy levels of students withing the Academy	Reading ages of all students will increase in line with or close to, chronological age. Measured using NGRT and other approved reading ages.

so that they can access the whole curriculum.	In year 7 (by the end of 2024)-50% of the students who entered at a phonic level have increased inline with their peers, moving to 100% by 2025.
The KS2 Gaps students entered the Academy with have closed so that students are at least in line with their peers nationally.	The gap between students making expected progress closes by 4 % each academic year so that there is no gap by the time they are in Year 11.
Sustained parental engagement with the academic performance of students.	Improved attendance to parents' evenings and other parental support workshops so that a sustained number of parents are attending 65%

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: £ 388, 606

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3,4 8
Step into teaching graduates supporting small groups of students in the EBacc subjects. to ensure identified gaps in KS3 and KS4 are diminishing over time.	EEF research demonstrates smaller groups = 2+ Months progress Small group Tuition up to +4 month progress. Targeted Teaching Assistant intervention + 4 months progress.	3, 4, 7, 8

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Improving literacy across all subjects through the introduction of a literacy programme during the extended form time 2 days per week. Teachers read to students to improve the reading fluency of students.	Improving literacy in secondary schools Word-gap.pdf. EEF toolkit - Reading comprehension- +6 months EEF toolkit- Oral language interventions- +6 months EEF toolkit- Phonics - +4 Improving literacy in secondary schools Word-gap.pdf.	1, 3, 4, 7, 8, 11
Introduction of ReadingWise programme to rapidly improve the reading ages of those students identified as functionally illiterate.	Improving literacy in secondary schools Word-gap.pdf. EEF toolkit - Reading comprehension- +6 months EEF toolkit- Oral language interventions- +6 months EEF toolkit- Phonics - +4 Improving literacy in secondary schools Word-gap.pdf.	1, 3, 4, 7, 8, 11
High Quality Curriculum and professional development resources to support staff development and student outcomes. <ul style="list-style-type: none"> • IRIS Connect • Tom Sherrington Walkthurs • Educational visits to outstanding schools 	EEF- Digital Technology- + 4 months US Department of Education, June 22 – Video based teacher coaching improves achievement by an equivalent of 2.5 + months. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-developmentx	1,2, 3,4, 5, 8
Professional Development package at all stages which includes: <ul style="list-style-type: none"> • Instructional coaching. 	The EEF guidance on 'Effective Professional Development' https://educationendowmentfoundation.org.uk/education-	1,2, 3,4, 5, 8

<ul style="list-style-type: none"> • Access to supervision to all leaders and or those implanting new strategies/ • NPQs 	evidence/guidance-reports/effective-professional-development	
<p>Introduction of embedding formative professional development programme across the school. The aim of the programme is to improve pupil outcomes by embedding the use of formative assessment strategies across a school.</p>	<p>EEF- A project to test a professional development programme, which enables schools to embed formative assessment practices.</p> <p>2 months progress</p> <p>Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)</p>	7, 8

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

Budgeted cost: £ 194, 303

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Interventions for all pupils in KS3, with additional support provided to the lowest 10 % of readers to help develop reading fluency, comprehension of texts and address vocabulary gaps.</p>	<p>https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>EEF Teacher Tool kit – Small group interventions</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	3, 7, 8
<p>Engaging with the National Tutoring programme to provide a blend of tuition 1-3 and 1-6 mentoring through tuition partners and</p>	<p>EEF research indicates that small group tuition can make up to 4 months additional progress.</p> <p>DFE- School led tutoring guidance- 4+months</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

school led tuition for identified students.		
Access to a career's advisor to provide additional support to PP students and PP of which are SEND.	Gatsby & the careers and enterprise company research shows the impact of careers leaders as improving outcomes.	7, 8
Provision of and access to extra and supra curricular activities to develop students' hinterland knowledge and wider cultural capital.	EEF- Arts participation - + 3 months Arts participation EEF (educationendowmentfoundation.org.uk)	1, 2, 6, 9 and 11
Deployment of TAs within in Faculty to support the development of high areas of need and provide expert advice and collaborative work. TA's also provide one to one and small group interventions.	The EEF guidance report on Making the Best Use of Teaching Assistants. The EEF Toolkit teaching assistant interventions. EEF blog: The Impact of Teaching Assistants – A Holistic Picture EEF (educationendowmentfoundation.org.uk)	3, 4, 8,
Targeted development of student's study skills across KS4 aimed at both students and parents.	Healthy Minds EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	7, 8, 9, 12

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

Budgeted cost: £ 194,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support to the attendance to get Pupil Premium and SEND students into school		
Sports Coaches employed at social times to develop students' social skills and encourage engagement with sport.	<p>EEF research indicates that SEL interventions not only seek to improve pupils' decision-making skills, but also raise the attainment of students leading to on average four months additional progress.</p> <p>EEF-Managing Behaviour 2019</p>	6, 9, 10, 11
Specific Academic Mentoring for the most vulnerable disadvantaged students by achievement leaders and pastoral mentors.	<p>EEF research indicates that SEL interventions not only seek to improve pupils' decision-making skills, but also raise the attainment of students leading to on average four months additional progress.</p>	7, 8, 9
Homework Club after school to support independent work and homework completion.	<p>Homework 5 months impact Homework EEF (educationendowmentfoundation.org.uk)</p>	5, 9, 10, 12
Targeted communication and support of community and parents by developing parental skills and encouraging support with	<p>The EEF Toolkit has a strand on parental engagement.</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning</p>	1,7, 8, 9

reading and homework.		
Deployment of a family support worker to engage with the hardest to reach families.	Parental engagement 4 months Parental engagement EEF (educationendowmentfoundation.org.uk) Understanding the use of Attendance & Family Liaison Officers... EEF (educationendowmentfoundation.org.uk)	10, 12
Resources for students to access the full curriculum offer including support with cooking ingredients and uniform.		5. 10
Contingency funding for acute issues that arise throughout the year.		

Total budgeted cost: £ £777,213

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 2022 to 2023 academic year.

In accordance with our commitment to transparency and accountability, we present the Pupil Premium Impact statement for Erdington Academy for the academic year 2022-2023. The statement outlines the allocation and utilisation of Pupil Premium funds as well as the impact on eligible students.

Total Pupil Premium Allocation for 2022/2023: £600, 850

Number of Eligible students:537

Key Initiatives and interventions

We directed our Pupil Premium funding towards several key initiatives and interventions aimed at improving the educational outcomes and well-being of our disadvantaged students. These initiatives included:

Improving the quality of Teaching through Continuous Professional Development and recruitment of staff.

Targeted academic support.

Wider strategies related to attendance, parental engagement, behaviour, and well-being.

Impact and outcomes

The utilisation of the Pupil Premium funding resulted in several positive outcomes during the academic year 2022-2023.

Attendance

The attendance of students in receipt of Pupil premium funding was 87.3% for 2022-2023 which is 1.3% below the national average of 88.6. This is still an area that continues to feature heavily in our new plan for 2023-2023 considering the national picture with particular focus pupil premium students with Special Education needs.

Improved Academic outcomes.

The attainment gap between our Pupil Premium students and their more advantage peers is narrowing. In 2019 the gap in Attainment 8 was 6.61 compared to 2.90 in 2023 and the average Attainment 8 grade for pupils has increased from 3.08 to 3.82. The overall attainment 8 figure for 2022-2023 is 38.24 which is higher than the national figures for 2019 and 2022. In terms of progress, our students in receipt of Pupil Premium funding achieved a positive Progress 8 score (0.16). This is an outstanding achievement for our students who on average made better progress than the national average from

key stage 2 to key stage 4. Students achieving grades 9-5 in English and Maths is 32% which is 7.3% higher than the national average in 2019 and 2.4 % higher than the national average in 2022. Students achieving grades 9-4 in English and Maths is 47% which is 2.3 % higher than the national average in 2019.

These successes can be attributed to continuous Improvements in quality first teaching, sustained improvements in the learning environment for students, students taking more ownership for their learning though efforts to improve their study skills and the pastoral support offered to our students.

Improvements in teaching

Though our robust CPD programme and curriculum development initiatives, we continue to improve the quality of teaching in the Academy, and this was validated in our most recent Ofsted inspection where the quality of education was graded good. The participation in lessons has improved though our implementation of cold calling as a whole school strategy where all students are expected to answer every question and feedback given immediately. 78% of the lessons observed showed that questioning was at least embedded overall. When surveyed, 100% of staff felt they understood the learning process and how it connects with the teaching for excellence model. Of those 30% felt they strongly agreed and 70% agreed. 87% of students surveyed felt the level of support and challenge is correct (Student Voice, Feb 2023)

Improvement in Reading Age of students

Through more rigorous and frequent testing, we are in a better position to monitor and evaluate the reading interventions at the Academy. The standardised testing done twice a year shows that the reading ages of our students are improving which directly impacts their attainment and progress in all subjects. Through the library lessons, additional support in lessons and targeted reading interventions we have seen improvements in reading ages of our students with some groups making over 2 years progress over the 12-month period. The reading age of Pupil Premium funded students has increased by 1 year for year 7 students, 2 years for year 8 students and 2 years for year 9 students. We acknowledge however, that our Pupil Premium funded students' reading age is below their chronological age and these interventions will continue with particular focus on students whose reading ages are significantly below their chronological age.

Increase in participation of students across the school.

Whilst there have been improvements in attendance to extracurricular activities, this remains an area that we endeavour to continue developing. The introduction of Sport Coaches to improve our offer at social times has been successful and this initiative will continue and be enhanced further in the new academic year. Student surveys show that students are overwhelmingly positive about the activities on offer at social times.

Additional support offered to our students.

The impact of our instrumental music program is evident as the number of students opting for GCSE music has grown significantly. From a modest group of nine students, there has been a surge in enrolment, with the current intake reaching the mid-twenties. The deployment of a family support worker was instrumental in getting some of students back into school. We supported 38 Pupil Premium funded students and their family on a long-term basis. This support led to students returning to school after long-term absences, improved behaviour, and wellbeing. The family support worker also supported 78 families to access the Governments Household Support Fund, 100% were Pupil Premium students. We have also supported our students through various initiatives to ensure that they have the resources they needed for example purchasing cooking ingredients which meant all Pupil Premium student could access this educational life skill. We supported with uniform, mental health support and the increased pastoral support all of which made for a better educational opportunity for our students.

Destination data

The destinations data shows that 97% of our students are accessing further education or training with 94 % accessing L3 qualifications. 94% of our Pupil Premium funded students are accessing L3 qualifications.

Areas we endeavour to continue developing include:

Improved attendance of our Pupil Premium funded students.

The number of Pupil Premium funded students achieving 5 standard passes including English and Maths has increased slightly from 39% to 40% since 2019 but this an area that we will continue to work on to show more significant improvements.

Increased parental engagement.

Increase the number of Pupil Premium students entered for the EBacc qualification.

Even though we have more Pupil Premium funded students than non-pupil premium students achieving the EBacc qualification it remains an area we endeavour to improve to further enhance their success in the next phase of their learning.

Continue with our initiatives to improve the reading ages of our students through targeted support plans for students.

Continue to enhance the offer to students during social times.

The Pupil Premium funding allocated to Erdington Academy during the academic year 2022-2023 has been instrumental in improving the educational outcomes and wellbeing of our disadvantaged students. We are dedicated to building on these successes to provide every eligible pupil with the opportunity thrive academically and personally.

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