

## Part B: Review of outcomes in the previous academic year 2022-2023

### 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 wellbeing.

#### 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 through efforts to improve their study skills and the pastoral support offered to our students.

#### Improvements in teaching

Through 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 through 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.