

Pupil premium strategy statement – Erdington Academy

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	942
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Simon Mallett, Academy Principal
Pupil premium lead	Elizabeth Cross, Head of Academy and Shelly Boreland Assistant Principal
Governor / Trustee lead	Manni Hussan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£569,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£569,100

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

At Erdington Academy we are fully committed to supporting every student, regardless of their background or the challenges they face. Our Pupil Premium Strategy is underpinned by the core values of **Ambition, Dedication, Integrity, Excellence, and Tradition**, demonstrating our firm belief in each student's ability to realise their full potential and contribute meaningfully to society.

We have very high aspirations for all students, encouraging them to achieve outstanding progress across the curriculum. We strive to equip our pupils with the essential skills in literacy, numeracy, and the relevant knowledge needed to engage meaningfully with society. We work tirelessly to ensure that students are in school because central to our strategy is the belief that great teaching is the most significant factor in improving pupil outcomes and closing the disadvantage attainment gap. We have a strong focus on developing **academic resilience**—helping students to persevere through challenges, learn from setbacks, and maintain a positive mindset in the face of adversity. We prioritise the professional growth of all our staff, empowering them with the skills and strategies required to support the varied needs of our students.

Beyond academic achievement, we are dedicated to nurturing personal growth through enriching experiences and **increased out of hours learning opportunities** that build confidence, character, and resilience. Our **character rewards system** recognises and reinforces behaviours that reflect our values and celebrates the achievement of them.

In alignment with the **Erdington Way**, we establish clear standards, expectations, and behaviours that govern our academy community. We promote respect, responsibility, and resilience, fostering a culture of where we are all contributing to the goal of improving the lives of our students that will undoubtedly transform their futures.

We use **frequent and robust assessments**, to enable us to identify and respond to the specific needs of our students. This ensures that gaps are quickly identified, and all learners are supported to access every aspect of the curriculum and achieve their potential.

Our Pupil Premium Strategy is designed to support our disadvantaged pupils and is integral to our goal of improving the outcomes and opportunities for all students. Through our Pupil Premium Strategy, we aim to transform the academic and social experiences of our pupils, providing them with the powerful knowledge and skills they need to improve their lives and contribute to society.

Challenges

Challenge number	Detail of challenge
1	Attendance 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.
2.	Basic Skills – Literacy 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.
3.	Cultural Capital Our assessments and observations of students show that our disadvantaged students lack both the cultural capital and foundation knowledge of their more advantaged peers.
4.	Basic Skills - Numeracy 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.
5.	Resources 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.
6.	Social Skills 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.
7.	Aspirations Our assessment, observations and discussions with students suggests they are not aware of the wealth of opportunities available to ensure they realise their potential.
8.	Resilience

	Our analysis of data and discussions with colleagues and students suggests that a large proportion of students lack resilience when faced 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.

	<p>4. Increase the uptake of EBacc subjects by our students in receipt of Pupil Premium funding by 50% compared to the 2023 figures.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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.	<p>At least 75% of PP students participate in at least one extracurricular activity by September 2024.</p> <p>90% student and parental satisfaction with the range of extra-curricular opportunities offered at the Academy.</p>
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: £ 284,550

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 reading lessons	EEF research demonstrates smaller groups = 2+ Months progress Small group Tuition up to +4 month progress. Targeted Teaching Assistant intervention + 4 months progress. https://educationendowmentfoundation.org.uk/education-	3, 4, 7, 8

	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. • Access to supervision to all 	The EEF guidance on 'Effective Professional Development' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2, 3,4, 5, 8

<p>leaders and or those implanting new strategies/</p> <ul style="list-style-type: none"> • NPQs 		
<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: £ 142,275

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://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>Access to a career's advisor to provide additional support to PP students and PP of which are SEND.</p>	<p>Gatsby & the careers and enterprise company research shows the impact of careers leaders as improving outcomes.</p>	7, 8
<p>Provision of and access to extra and supra curricular activities to develop students' hinterland knowledge</p>	<p>EEF- Arts participation - + 3 months</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 6, 9 and 11

and wider cultural capital.		
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.	<p>The EEF guidance report on Making the Best Use of Teaching Assistants.</p> <p>The EEF Toolkit teaching assistant interventions.</p> <p>EEF blog: The Impact of Teaching Assistants – A Holistic Picture EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 8,
Targeted development of student's study skills across KS4 aimed at both students and parents.	<p>Healthy Minds EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF Parental Engagement Guidance Report.pdf</p>	7, 8, 9, 12
Engaging with CoachBrite and Brilliant Club to offer academic support for PP students.	<p>EEF research indicates that small group tuition can make up to 4 months additional progress. DFE- School led tutoring guidance- 4+months</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £ 142,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support to the attendance to improve the attendance of Pupil Premium/ SEND students into school	Students in the Academy whose attendance was above 90% in 2023-2024 made 0.24 progress.	
Sports Coaches employed at social times to develop students' social skills and encourage engagement with sport.	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. EEF-Managing Behaviour 2019	6, 9, 10, 11
Specific Academic Mentoring for the most vulnerable disadvantaged students by achievement leaders and pastoral mentors.	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.	7, 8, 9
Homework Club after school to support independent work and homework completion.	Homework 5 months impact Homework EEF (educationendowmentfoundation.org.uk)	5, 9, 10, 12
Targeted communication and support of community and parents by developing parental skills and encouraging	The EEF Toolkit has a strand on parental engagement. The EEF guidance report on 'Working with Parents to Support Children's Learning	1,7, 8, 9

support with 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.	N/A	5. 3, 10
Contingency funding for acute issues that arise throughout the year.	N/A	5,3,13

Total budgeted cost: £ 559.100

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 2023 to 2024 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 2023-2024. The statement outlines the allocation and utilisation of Pupil Premium funds as well as the impact on eligible students.

Total Pupil Premium Allocation for 2023/2024: £582,188

Number of Eligible students: 588

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 2023-2024.

Attendance

The Pupil Premium absence has improved more than the whole school absence rate; this is from an above average starting point for the Pupil Premium cohort of students which indicates the strategies in place including daily texts home, numerous home visits, daily attendance calls by the pastoral team and '100% week' raffle are continuing to have a positive impact on sustaining and improving the attendance of these students. National average rate of absence for Pupil Premium students is around 14% and for the for Pupil Premium students attending this Academy the rate is 9.9%. The gap between our PP and not PP continues to narrow from 2.0% in 2023 to 1.9% in 2024.

	Absence		
	2022/23	2023/24	Difference
All	10.1%	9.9%	-0.2%
PP	12.1%	11.8%	-0.3%
Gap	2.0%	1.9%	-0.1%

This is still an area that continues to feature heavily in our new strategy for 2024-2025 and in the Academy Improvement Plan. Considering the national picture and our local context our focus will also include pupil premium students with Special Education needs and students who are persistently disadvantaged. New strategies for this year include Pastoral Team EHA training and the introduction of triaged 3-day absence home visits.

Academic outcomes.

The progress of PP students has declined compared to all students however, the progress of these students would still be classed as significantly above the national average for this group as the lower confidence interval is above the national average figure. With that, said there are several subjects where the progress of Pupil Premium students have made significant progress including the single sciences, combined science, food, Religious Studies and Health and Fitness. The National average P8 score

for PP students is -0.60 with a tolerance of +/- 0.10, our Pupil Premium students have a progress 8 of -0.18. The percentage of PP students achieving a strong pass (5+) in English and Maths is 24%, an increase of 1% from the previous year. While we fell short of our goal to align with the national average, this upward trend is encouraging. In 2024, 40% of PP students achieved a standard pass in English and Maths (4+) which highlights the need for continued focus on supporting our disadvantaged students in these core subjects.

The number of PP students entered for EBacc subjects remained consistent at **12**, but improvements have been made in terms of the number of PP students achieving a strong pass 5+ increasing by over 100%. This demonstrates that our targeted interventions are beginning to yield positive results in this area, despite overall participation remaining lower than previous years. The Average Point Score has improved from 3.05 in 2023 to 3.18 in 2024.

Years 7-9 sat their progress tests in English and Maths and the results show an increase in standard age scores in both Maths and English in most years. There was a slight decline in Year 7 maths and year 8 English, that is being addressed in lessons.

Improvements in teaching

Through our robust CPD programme and curriculum development initiatives, we continue to improve the quality of teaching in the Academy. This year we invested in the Embedding Formative Assessment programme. The programme was launched with all stakeholders in September 2023. Over the course of the academic year staff attended 8 TLC sessions focusing on various formative assessment strategies. In conjunction with this launch, we also launched 1. IRIS to support filming lessons to give/receive feedback and 2. The EEP (everybody expected to participate) focusing on 3 core AFL strategies. Both were further supported using faculty DDs (departmental development). The initiatives have resulted in:

- All staff logged on to IRIs and regularly filming/sharing clips to receive/give feedback
- SLT QA data shows that formative strategies (namely the EEP ones) are a standard part of all lessons.
- QA data shows that the quality of the EEP strands is improving
- Staff voice at various parts during the academic year show the positive attitude towards the format and content of the CPD programme.

Improvement in Reading Age of students

PP funding has been used to support with driving literacy intervention across the Academy and improve the reading ages of students, as well as their proficiency in language use. This has involved purchasing form time reading books so that form tutors can model fluent reading to students and support them with building positive vocabulary and schemas that can be transferred across subject curriculums. In addition to this, we work with our intervention partner, Reading Wise to support students who are functionally illiterate. We dedicated curriculum time to support with students' understanding of phonics and the decoding of words and support with their

cognition and comprehension of their reading. These initiatives better enabled students to process information and ask meaningful questions that will benefit their learning. In part, these have contributed to the fruitful results in reducing the number of those functionally illiterate across the Academy, with an average reduction of 17%.

NGRT/STAR reading data was used to identify PP MPA/HPA students for the **Step Into Teaching graduates** to work with, in the guided reading lessons. The expectation was that the class teacher works with the weakest readers/SEND and the librarian worked with the HPA, with the SIT as inspiration for the middling/stagnant students. The impact is outlined below

	Start of Year RA		End of Year RA		
Year	PP	NPP	PP	NPP	PP Change
7	10.11 SIT 13.09	12.05 (-1.06 gap)	11.03 SIT 13.06	12.04 (-1.01 gap)	+6m SIT -3m
8	11.05 SIT 13.09	11.04 (+0.01 gap)	12.10 SIT 14.08	13.03 (-1.03 gap)	+1y5m SIT +11m
9	12.04 SIT 10.08	13.01 (-0.09 gap)	13.01 SIT 15.08	13.11 (-.10 gap)	+ 9mths SIT +4y10m

Increase in participation of students across the school.

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. HPLs were appointed to drive the participation of students within their house. House Participation Leaders targeted students to attend after school programmes and get involved in. At the end of 2023-24 the percentage of NPP participating was 86% an increase of 4% on the previous year and the percentage of PP students increased by 7% to 82%

Destination data

Last year's year 11 embarked on a range of different journeys in their 16-18 education. 53% of our year 11 students are now attending further education colleges, with a further 45% going to study in sixth form colleges and schools or beginning apprenticeships. The subjects and courses are both broad and varied, reflecting the varied interests and ambitions of those taking them. They range from traditional A level courses in Science, Humanities, Maths and English, to social sciences such as Psychology, to football scholarships and T levels in engineering, midwifery and carpentry.

Students who are in SEND in Year 11 were identified through a meeting with the KS4 SEND Lead and prioritised for careers guidance appointments. Twenty of these students were PP and Careers Advisor worked closely with the SEND lead, meeting with her on a weekly basis to ensure that they applied to do suitable courses and were able to obtain conditional offers. After the SEND students had careers appointments, the other priority group was looked after children. The remaining 107 PP students were then prioritised for careers appointments. 87% of PP students had at least one careers appointment and 19% had more than one. As a result of the careers guidance they were provided with, students knew what they were going to do post-16. 68% percent of PP students were able to obtain a conditional offer by July 2024. The destination data for 126 PP students is as follows:

% Who have gone on to do a L1 qualification - 14%
% Who have gone on to do a L2 qualification - 29%
% Who have gone on to do a L3 qualification - 49%
% Who have gone on to do an apprenticeship or traineeship - 4%
% Who are NEET / no destination data yet received – 2%

Additional support offered to our students.

Pupil Premium funding has greatly enriched musical education for a diverse group of students, including those with SEND and LAC. This support has provided 78 students with instruments and opportunities for weekly lessons, group sessions, and performances, significantly impacting their academic and musical development. 83% (61 pupils) had weekly lessons, while 17% (12 pupils) benefited from one-off enrichment activities. The funding also enabled the provision of instruments for use at home and school, supporting four major concerts and several assemblies.

The Pupil Premium funding allocated to Erdington Academy during the academic year 2023-2024 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