

## 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 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	North Durham Academy
Number of pupils in school	1017
Proportion (%) of pupil premium eligible pupils	53% (539 students)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022-23 2023-24 2024-25
Date this statement was published	Academic year 2023-2024
Date on which it will be reviewed	Termly review of progress
Statement authorised by	Mark Gray
Pupil premium lead	Kendra Brownless
Governor / Trustee lead	Joan Low

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	594,208
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	74,911
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	£669,119

## Part A: Pupil premium strategy plan

### Statement of intent

The government offers funding to tackle inequalities between children on free school meals and their peers called pupil premium. Pupil Premium payments have been allocated to schools as an additional amount to the main school funding.

Pupil Premium funding is allocated to a school based on the number of students:

- Who are in receipt of free school meals or have been in receipt of free school meals (eligible for free school meals at any point in the previous six years sometimes referred to as 'Ever 6')
- Who are Looked After by a local authority or have been in LA care for one day or more (CLA)
- Or those children whose parents are or were in the armed forces (Service Children) to have the same opportunities and outcomes as any other student.

We aim to do this by:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that when making provision for socially disadvantaged groups, not all pupils who receive or have received free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We allocate funding to support any pupils or groups of pupils the school identifies as being socially disadvantaged.

#### **Pupil Premium Funding at North Durham Academy**

Our aim is to ensure Teaching and Learning is at the heart of everything that we do. Every single pupil must receive the best possible teaching and the best possible learning.

This will ensure:

- All pupils have high expectations of themselves. They all set themselves high standards and have high aspirations to achieve their full potential.
- All pupils are well prepared in school to achieve and well prepared for the next stages after school, either further education, an apprenticeship or the world of work.
- All pupils develop and mature to be happy, healthy and responsible adults.
- All pupils have a full awareness of the needs, rights and responsibilities of themselves and all members of our community.

The main barriers that hinder learning and academic achievement of pupils in receipt of the pupil premium funding are:

- Low academic aspirations
- Low attendance
- Poor literacy and numeracy skills
- Limited access to resources e.g., books and IT resources including internet access and computers
- Lack of wider enrichment opportunities including visits to museums, the theatre, places of interest including trips abroad and a knowledge and understanding of further education.

Pupil Premium funding has been used in a variety of ways at North Durham Academy to ensure the barriers that can hinder learning and academic achievement are removed. We have an explicit aim of narrowing the attainment gap between the highest and lowest achievers. We have an explicit aim of narrowing the attainment gap between pupils who are or have ever been on free school meals, pupils who are looked after or are the children of parents in the armed forces (Disadvantaged Pupil Premium children) and children who are not. This includes investment in both academic and pastoral initiatives to provide enrichment or enhanced support for individual pupils. Attainment of Disadvantaged Pupil Premium children is monitored through subject area assessments (Data Capture), assessment meetings, in SLT Link Impact Meetings with subject leaders and at SLT Data Outcome meetings.

### **What are your ultimate objectives for your disadvantaged pupils?**

When creating our PP Strategy, we recognise the importance of considering the context of the school, and that over 50% of students are identified as PP Disadvantaged students. We use research conducted by the Education Endowment Foundation (EEF) to support decisions made around the usefulness and implementation of different strategies. Common barriers to learning

for disadvantaged students can include weak language and communication skills, lack of confidence, poor attendance, and more frequent behaviour issues. There may be complex situations that prevent children from achieving their full potential. We recognise that the challenges are varied and there is no simple solution to support achievement for all disadvantaged children.

Our aim is for all PP students to play a full and successful part in the academic and wider school community. To achieve this, we aim to:

1. Ensure that all PP students **participate** the academic and wider curriculum to the same extent as their peers
2. Ensure that PP students on average make **increasingly good progress** year on year (i.e., achieve at least national average Progress each academic year)
3. Increasingly address and **remove the barriers** faced by our PP students e.g., literacy, poor attendance, lack of social capital, etc.
4. Improve PP post 16 destination data, reflecting an increasing number of students accessing appropriate **level 3 courses and pathways**

#### **How does our current pupil premium strategy plan work towards achieving these objectives?**

To achieve these objectives, we place the greatest focus on promoting quality first teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning our three-year plan is the continued development of quality first teaching CPD, aided by the recruitment/retention of high-quality teaching staff, especially in the core subjects. As in previous years, internal data has suggested that weak literacy is a substantial barrier for many of our students, especially PP (Disadvantaged students) and therefore our continued development of literacy in both KS 3 and 4 (Reading Time Intervention) is core to this plan, alongside other specific interventions based on identified need.

Finally, there is strong evidence from both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students, especially for our CLA students. Consequently, funding is directed to ensuring that high quality pastoral care is available to all students, including a specific focus to support the most vulnerable students.

## What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's values of **"Inclusion. Progression. Excellence"**, regardless of disadvantage or need.
- That we are an **evidence-based school** and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF
- That **developing literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing **high quality pastoral and CEIAG support** is essential to meet the wider needs of all students with a specific focus on disadvantaged students' attendance and behaviour
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on **identified need**.
- That PP funding is used to benefit **as many students as possible**, including non-PP students.
- That PP funding promotes an ethos of **attainment for all and focusses on OUTCOMES for individuals** rather than just providing strategies
- That clear responsive leadership sets high aspirations for all students.

## Challenges

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

Challenge number	Detail of challenge
1	PP students nationally have lower levels of achievement than their peers and this gap continues to grow during KS3 & 4
2	PP students' attendance is lower than their peers
3	PP students' reading ages are lower on average than their peers on entry to the school
4	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort. Consistent quality first teaching is a focus across all areas of the school
5	PP students' Home Learning Environment, social capital and parental engagement (e.g., attendance at parents' evenings) is on average lower than their peers. With many students living in areas of significant deprivation, especially educational deprivation.
6	The impacts of Covid19 and Lockdown have had a disproportionate effect on PP students compared to their peers
7	PP students (especially Service Students) are significantly more likely to have moved schools than their peers
8	Cohesive Whole School Leadership and approach surrounding narrowing the gap

## 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
PP students make good progress in all year groups	Progress data for PP KS3 students to be comparable to the progress of non-PP students. Progress data for GCSE students shows a narrower / narrowing gap.
Improve student outcomes at GCSE	PP end of KS4 P8 scores are consistently positive and close the gap with non-PP students across the curriculum.

Improve quality of teaching and learning with “quality first teaching” in all classrooms	Learning walks, work scrutiny and subject “360 reviews” identify that all students experience lessons that enable at least good progress to be made. PP end of KS4 P8 scores are consistently positive and close the gap with non-PP students across the curriculum.
Increased focus and awareness of PP students by all teachers, form tutors, Year Managers, Heads of Year, within school. Regular dialogue with students and parents to support progress and improved outcomes	Regular contact made by Year Managers and Heads of Year to support progress for identified students Clear lines of communication within school regarding PP students to share information with teachers PP a standard item in subject, pastoral, and Leadership meetings, weekly bulletin to share key strategies and CPD High engagement of PP parents at school events and parent evenings
Improve attendance of PP students. Reduce the gap in attendance and for PP student attendance to be in line with national average	Attendance for PP in line with peers by 2024 and to be in line with national average
Improve PP students’ attitude to learning and reduce number of FTE and Consequences given to PP students so that it is in line with their peers	Student SRR data gap reduced between PP and non-PP pupils by 2024 Reward data between PP is in line with non-PP pupils by 2024 For the % of PP students who receive Suspensions from school to fall year on year, with the aim of being equivalent to their peers by 2024
Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.	Learning walks, Reward data and 360 Subject Reviews show effective use of behaviour for learning strategies and routines in line with whole school policy with positive impacts on student progress and outcomes.
PP students to engage in a wide range of enrichment activities to the same level as their Non-PP peers	An effective system of tracking of participation is put in place Levels of engagement for PP students is in line with Non-PP students by 2024
Provide high quality CEIAG provision to all PP students i.e.: <ul style="list-style-type: none"> <li>Improve access to further education paths in to post 16 education.</li> </ul>	Attendance of PP parents and students at College and Sixth Form open events in line with Non-PP by 2024. Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students. All Year 9-11 students to have 1 career related trip / experience per school year.



<ul style="list-style-type: none"> <li>• Ensure all PP students provided with at least two meaningful encounters with a career's adviser.</li> <li>• Improve attendance of PP students to careers related trips and experiences.</li> </ul>	
Improve the literacy of PP students through the KS3 Accelerated Learner programme and the KS4 Reading Time intervention and study support programme.	<p>Reading ages of PP Disadvantaged students in KS3 to be in line with non-PP students by June 2024</p> <p>Frequency of quizzes to be in line with non-PP students by June 2024</p> <p>Reading ages of PP Disadvantaged students in KS4 to be in line with non-PP students by June 2024</p> <p>Reading proficiency and confidence to be in line with non-PP students by June 2024</p>
Increase PP parents' engagement with school	Attendance at parents evening for PP is in line with their peers by 2024

## 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)

## Specific Focus on Literacy and Numeracy Support through Outstanding English and Mathematics Leadership and T&L

Budgeted cost: £234,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader – Deputy Principal, to oversee the PP Disadvantaged student strategy	Successful schools have clear responsive leadership. DFE “Supporting the Attainment of disadvantaged pupils: articulating success and good practice”. EEF Implementation Guide states “school leaders play a central role in improving education practices through high quality implementation by “defining both vision for, and standards of, desirable implementation”.	8
<p>Recruitment and retention of key specialist teachers - Making sure students have leaders and teachers who are consistency good practitioners.</p> <ul style="list-style-type: none"> <li>• Team of directors to support improvements in key areas: maths, English, Science, MFL, and SEND</li> <li>• Two seconds in subject in English and Mathematics with specific responsibilities to support pupil progress and outcomes.</li> </ul>	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher.	1, 4
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF Toolkit (2021) “significant improvement in learning through interleaving and questioning and assessment for learning and feedback”.	1, 4
CPD and T&L working party to develop a consistent high-quality behaviour for learning approach in all lessons impacting on pupil engagement and progress for all.	Effective CPD (EEF Toolkit 2021) “effective behaviour management strategies have a benefit of significant improvement in learning”.	1, 4
Literacy Lead to support whole school approach to raising literacy levels for all students with specific focus on PP Disadvantaged students	EEF Toolkit “Raising levels of literacy for pupils has a significant impact on pupil progress”.	1, 3

Continued development of the Accelerated Reader programme for year 7 and 8 students in 30-minute “Reading Time” sessions each day.	EEF Toolkit – “Reading comprehension has a significant impact on pupil progress”.	1, 3
Regular assessments to identify underperforming students and to signpost interventions.	EEF Toolkit 2021 “effective assessment has a significant improvement in learning”.	1, 4
QA led by teaching and learning Team, SLT and Subject Leaders to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teachers Standards “Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development”.	1, 4
Targeted In-School Intervention and small group tutoring – English and Maths 1 hour “Get Exam Ready targeted intervention and revision to support high levels of pupil progress in Core Subjects with specific impact on targeted PP pupils.	EEF Toolkit “Small group tuition has a significant impact on pupil progress”.	1, 5, 6
Targeted In-School Intervention and small group tutoring – English and Maths through weekend and planned revision sessions for targeted students with specific focus on year 11 and examination preparation.	EEF Toolkit “Small group tuition has a significant impact on pupil progress”.	1, 6
Targeted In-School Intervention and small group tutoring – English, Maths and science through Walking Talking Mock exam style rehearsal sessions for targeted students with specific focus on year 11 and examination preparation.	EEF Toolkit “Small group tuition has a significant impact on pupil progress”.	1, 5, 6

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

### **Specific Focus on Other Subject Intervention, Opportunities and Socialisation**

Budgeted cost: £167,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing subject specific revision and intervention sessions. 1 hour each week “Get Exam Ready” after school study support and revision for all year 11 students to support pupil progress in Science and non-core subjects.</p> <p>Tutor time small group study support and lunchtime catch-up / revision.</p> <p>Provision of specific revision material e.g. revision guides and IT support / laptops to ensure high levels of engagement.</p>	<p>Engagement of PP students during “school closure / lockdown” was lower than that of non-PP pupils. Gaps in knowledge and understanding widened resulting in the need for increased support for PP pupils.</p>	<p>1, 5 &amp;6</p>
<p>Targeted In-School Intervention and small group tutoring – English, Maths and science through Walking Talking Mock exam style rehearsal sessions for targeted students with specific focus on year 11 and examination preparation.</p>	<p>EEF Toolkit “Small group tuition has a significant impact on pupil progress”.</p>	<p>1, 5, 6</p>
<p>Targeted In-School Intervention and small group tutoring – Science and other non-core subjects through weekend and holiday revision sessions for targeted students with specific focus on year 11 and examination preparation</p>	<p>EEF Toolkit “Small group tuition has a significant impact on pupil progress”.</p>	<p>1, 6</p>
<p>Dedicated Careers Lead to develop a strategy to support students with “Next Steps and reduce NEETs through a programme of increased 1:1 career adviser Interviews</p>	<p>CEC Report 2020 highlights the importance of careers guidance. Careers interventions have a positive on student achievement.</p>	<p>1, 4</p>
<p>KS3 Accelerated Reader/Reading lessons for year 7 and 8, 9 students in twice weekly tutorial “Reading Time” sessions. Promote programme to staff across the school through dedicated CPD to ensure a consistent approach and high-quality support from Tutors in addition to specialised English teaching staff.</p>	<p>EEF Toolkit – “Reading comprehension has a significant impact on pupil progress”.</p>	<p>1,3</p>
<p>Reading interventions for students who are below target and chronological reading age with whole school CPD for reading.</p>	<p>EEF Toolkit – Reading comprehension has a significant impact on pupil progress”.</p>	<p>1, 3</p>

Small group tuition using National Tutor Programme to support students in all subject areas through in-school intervention, after school "Get Exam Ready" and after school Homework and Study Support for KS3 students in the library, intervention and weekend / holiday study support for targeted students.	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months benefit for pupil progress.	1, 6
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 267,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care including mentoring and support of vulnerable students by Year Managers	EEF Toolkit (2021) reports that pastoral support to communicate with parent / carers regarding students' welfare and dedicated mentoring programmes has a positive effect on pupil well-being and pupil progress.	1, 4
<p>Development of The Bridge to support continued learning for students who display challenging learner behaviours.</p> <p>Bridge with dedicated staff team to support students with a wide range of behaviour problems in addition to Internal Suspensions and students returning to school after External Suspension.</p> <ul style="list-style-type: none"> <li>Inclusion Team and SLT staff to provide INSET to class teachers for individual pupils they work with.</li> <li>Bespoke curriculum package established for learners at risk of PEX.</li> <li>External trips for pupils who are at risk of PEX.</li> <li>Reduce the number of External Suspensions and PEXs</li> </ul>	Behaviour intervention programmes have a significant impact on reducing behaviour issues and suspensions. This has a direct effect on improving pupil progress and raising attainment.	1, 4

<p>Targeted attendance activities, including:</p> <ul style="list-style-type: none"> <li>• Review and update attendance policy</li> <li>• Attendance Officer to closely monitor all PP students' attendance and build relationships with families with support from the dedicated YMs (Year Managers x1 for each year group) and implement strategies to improve attendance.</li> <li>• SLT Link and Attendance Officer to deliver CPD to YMs (Pastoral team) and the Tutor teaching team to ensure delivery of a consistent approach to improving attendance across the school</li> <li>• Dedicated transport to support home visits for targeted students. Potential provision of an attendance car to ensure all YMs can complete home visits for their year groups. Driver training as required</li> <li>• Incorporate attendance into transition planning</li> <li>• Work with PP parents and students to identify specific barriers to attendance</li> <li>• Target support based on specific barriers</li> </ul>	<p>DFE 2016 Research – The higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.</p> <p>Research presented by organisations such as the Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP students and therefore an impact on pupil progress and attainment.</p>	<p>1, 2</p>
<p>Work with partners to provide laptops and ICT access for all students</p>	<p>DFE: PP students have been significantly affected by the digital divide and especially during the pandemic</p>	<p>5, 6</p>
<p>Increase Parents Evening engagement by:</p> <ul style="list-style-type: none"> <li>• Developing early online booking for PP parents</li> <li>• Where PP parents have not attended, encourage alternative contact via Pastoral staff YMs</li> </ul>	<p>Internal research suggests that many PP parents are unaware of parent evenings or are reluctant to engage with school resulting in poorer attendance</p> <p>EEF Toolkit (2021) reports that effective parental engagement can have a significant impact on pupil progress.</p>	<p>5, 1</p>

Develop buddying system for students who are In-Year transfers with student mentors to ensure a successful transition	EEF - Buddying is suggested as an effective way of supporting the integration of students into schools as a result of mid-phase transfers.	7
Ensure that students can access a wide range of after school taught (academic support) and extra-curricular activities (arts, and sports) through our personal development programme of enrichments	EEF Toolkit reports +2 months benefit from both arts and sports participation.	5
Implementation of Class charts and We Duc (APPs to share information) to aid engagement and raise awareness of rewards and attendance	EEF Toolkit – Increased parent engagement supports student progress and outcomes	1, 5
Increase number of careers events attend by Yr9 -11 students to 1 per year	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions are likely to have positive effect on student achievement	1,4
PP Capitation Fund – to prevent individual PP students from being unable to access enrichment opportunities, have resources and equipment required for learning and cultural growth	EEF – Arts and Sports participation supports progress and outcomes	1, 2, 3, 4, 5, 6
Creation of “data team” to ensure robust tracking systems are in place. This team includes the Senior Leader DP to oversee the PP Disadvantaged student strategy, Heads of Year for each year group to closely monitor academic progress and YMs (Pastoral Support Officers) for each year group to monitor attendance, behaviour and student well-being.	The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement	1, 2, 3, 4, 5, 6

**Total budgeted cost: £ 669,119**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils in 2023 were lower than students that are classed as non-Pupil Premium with total attainment average for non-PP at 39.40 and PP at 32.24 and progress 8 for non-PP being -0.62 and PP being -0.94. The gaps in attainment and progress were higher in Maths and EBAC than they were in English, which is why the academy has continued to review (internally through academy subject reviews and trust wide subject reviews and using external colleagues) the curriculum, its intent, implementation and impact. The academy has increased access to a growing school improvement team of subject Directors in maths, English, MFL and Science as well as SEN to raise the quality of teaching and learning for disadvantaged pupils.

Last academic year saw a significant increase in the quality of teaching at North Durham Academy with an unrelenting focus on a new Teaching and Learning Policy. This year's PP Strategy will continue this focus by ensuring that students in receipt of the Pupil Premium grant are the focus of teaching and learning strategies in the classroom through reading and quality first teaching focusing on metacognition, feedback and high challenge. We believe that this improvement in the quality of teaching and the sharpened focus on Pupil Premium students in the classroom will see an improvement in outcomes for our disadvantaged students in 2024.

We have widened our extra-curricular offer to include Get Exam Ready sessions for key stage 4 students, which are targeted and bespoke to raise students' outcomes. Specific interventions offered through 121 tuitions will target pupil premium students and enable focused improvements for students' gaps in learning.

The employment of a Trust wide Reading Strategy will become a key focus this year supporting students that have a below chronological reading age to close these gaps and secure their curriculum knowledge. CPD for all staff will allow teachers to be trained in developing students' comprehension, with pupil premium students benefiting from chunked reading strategies.

Last year, we made improvements to our SEND provision with an in-depth SEND audit. Teachers now have access to ILPs – individual learning plans, which include detailed, supportive strategies that can be applied practically in the classroom and will improve quality first teaching whilst allowing the students' individual needs to be met. Increased monitoring of quality first teaching of SEND students will continue to support those students classed as double disadvantaged with PP status and SEND needs. LAC and PLAC students continued to be supported by the Pupil Premium plus funding.

Entering the second year of the Pupil Premium strategy plan, we are confident that the steps taken in the first year have ensured we are on track to have achieved all outcomes by the end of the strategy cycle in 2025.



### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>