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# Pupil Premium 3 Year Plan

April 2023 – July 2026

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| **LONG-TERM PLAN (3 YEAR TIMESCALE):** |
| 1. Fully embed a culture of excellent behaviour and academic conduct amongst disadvantaged students.2. Ensure disadvantaged students make at least the same progress as national non-disadvantaged students across all year groups.3. Improve the attendance and punctuality of disadvantaged students to be inline or better than that of their non-disadvantaged peers, nationally.4. Ensure all staff know and understand the barriers to learning for disadvantaged students and provide effective CPD which ensures all staff can support disadvantaged pupils.5. Ensure all disadvantaged students and their parents/ carers are fully aware of, and understand, further education choices and that all pupils receive high quality CIEAG.6. Fully engage disadvantaged students by providing opportunities to increase their ‘culture capital’ by exposure to a range of extra-curricular learning experiences.7. Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts and effective literacy intervention. |

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| **Objective** | **Actions** |
| Fully embed a culture of excellent behaviour and academic conduct amongst disadvantaged students. | * Restructure SLT to strengthen the pastoral team, including appointment of a new headteacher, deputy headteacher and assistant principal with specific remits around conduct, standards, and ambition.
* Reset the behaviour policy and provide CPD and increased support to staff to ensure they have high expectations at all times, both inside the classroom and around the academy.
* Develop and deliver a character curriculum to teach explicit routines and desired behaviours to all pupils.
* Regularly gather staff, student, and parents’ voice regarding behaviour and conduct in lessons and around the academy.
* Work with Leaders to ensure that staff have CPD to support with any issues raised. Track the common issues that lead to reflective conversations. Work with students/ parents to ensure progress improves and is then maintained.
* Update staff regularly via whole-academy briefings on the Pupil Premium Policy and ensure they are fully aware of current context and issues relating to PP students.
* Homework detentions to be re-introduced with rigorous monitoring of the amount and timing of homework. PHOYs to work with students and parents to identify any barriers.
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| Ensure disadvantaged students make at least the same progress as national non-disadvantaged students across all year groups. | * All disadvantaged students to be fully aware of assessment dates, coursework dates. This is delivered through form time and assemblies.
* HODs to fully analyse data at each AP to ensure underperformance is highlighted in the first possible instance and interventions can be actioned in a timely manner.
* PP lead analyses data each September to identify where departments have had the most success and share good practice with the EALT.
* Class teachers are aware of PP data, target children and common barriers and gaps in learning. They identify barriers to learning and work with PP lead, pupils, and parents to ensure these barriers are removed.
* Interventions and 4-5pm catch-up tutoring in place for students who are under-performing.
* Leaders to create and update a list of students who are at risk of underperformance, missing exams etc. Leaders meet with parents to discuss the indicators which suggests this is possible.
* Teachers ensure they identify and meet their needs through rigorous assessment for learning, literacy and numeracy strategies, and targeted interventions.
* Promote Modern Foreign Languages to PP students from the start point in year 7 to ensure entry rate and entry rate to EBacc matches proportion of non-disadvantaged students.
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| Improve the attendance and punctuality of disadvantaged students to be inline or better than that of their non-disadvantaged peers, nationally. | * New daily timetable in place for the pastoral year leaders to increase their focus on improving attendance.
* Attendance Team to ensure daily home visits are made for targeted students.
* Letters sent home every term, to highlight current attendance. The attendance team then sends letters when attendance improves, celebration letters and postcards are sent when attendance improves significantly.
* Attendance highlighted every Monday is the headteacher’s weekly assembly.
* Year Leaders to meet with the relevant SLT each day to feedback on attendance for their year group.
* All safeguarding staff to ensure they are fully aware of their CPOMS alerts. Staff will then be fully informed and be able to support as required.
* ‘In it To Win It’ competition draw every three weeks for all pupils with 100% attendance.
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| Ensure all staff know and understand the barriers to learning for disadvantaged students and provide effective CPD which ensures all staff can support disadvantaged pupils. | * PP Lead to provide termly updates and training to staff on current barriers, gaps emerging and the latest research to support improving attainment and progress of PP pupils.
* SLT and sg team to highlight the contextual factors affecting some of the most vulnerable students. Teaching staff to be provided with CPD from staff who work closely with disadvantaged students to make sure they have a more detailed awareness of life outside the academy.
* Safeguarding team to ensure CPOMS is up to date. SG and attendance to ensure all relevant staff are trained in how to use CPOMS with regular reminders termly.
* Any disadvantaged student who needs resources – revision guides / uniform for PE/ uniform access to extra -curricular provision is supported where this is appropriate. This is coordinated by HOYs, AHTs and HODs who are aware that this support is available for PP students.
* All disadvantaged students will have a careers appointment in year 10. This will include advice and support on further education, apprenticeships etc.
* PP students to be offered earlier appointments in year 9 when required, to motivate and provide aspirational targets.
* Leader for Careers to ensure there is an up-to-date spreadsheet showing applications, choices, needs for every student in Year 11 and year 10, regular meetings with the headteacher to discuss those pupils at risk of becoming NEET (not in education, employment, or training).
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| Ensure all disadvantaged students and their parents/ carers are fully aware of, and understand, further education choices and that all pupils receive high quality CIEAG. | * All disadvantaged students will have a careers appointment in year 10. This will include advice and support on further education, apprenticeships etc.
* PP students to be offered earlier appointments in year 9 when required, to motivate and provide aspirational targets.
* Leader for Careers to ensure there is an up-to-date spreadsheet showing applications, choices, needs for every student in Year 11 and year 10, regular meetings with the headteacher to discuss those pupils at risk of becoming NEET (not in education, employment, or training).
* Regular written communication to be sent home for PP students regarding carers provision, careers advice and to signpost sources of support available at no cost to parents/ carers.
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| Fully engage disadvantaged students by providing opportunities to increase their ‘culture capital’ by exposure to a range of extra-curricular learning experiences. | * Enable all pupils, regardless of background, to access the Springs Promise. This is our academy pledge and includes opportunities such as attending a residential-visit and other enrichment activities.
* Support the accessing of experiences relevant to curriculum and learning through additional financial support.
* Provide support to pupils to enable them to experience university visits and experiences which will help forge higher aspirations in later life.
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| Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts and effective literacy intervention. | * Whole School Literacy Lead to launch and embed literacy program which includes introducing a whole school reading program. Students will read for enjoyment with their tutor group every week.
* Accelerated Reader programme and catch-up intervention to continue. Lexia to begin from September 2023.
* Reading ages assessed three times per year to ensure intervention support is robust and applied in a timely manner.
* CPD for staff to ensure all students receive the same high-quality support with reading and vocabulary development in all subject areas.
* Adjustments to be made to provision where needed, one-page profiles to be shared with teaching staff and reminders about the importance of using these.
* Disadvantaged students, identified as having receptive and expressive language difficulties, to be identified at the earliest point and supported.
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