



## Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium 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	Plume Academy
Number of pupils in school	1795
Proportion (%) of pupil premium eligible pupils	23% (416)
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Tom Baster – Joint Head of Academy
Pupil premium lead	Peter Carlsson / Gemma Wills
Governor / Trustee lead	Tim Bailey – Chair of Trustees

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£355,950</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Nationally, disadvantaged students achieve below their peers. By the time they sit their GCSE's, disadvantaged learners are on average 18 months behind their non-disadvantaged peers. Plume Academy is therefore committed to provide the highest quality teaching to all learners so they can achieve the best possible outcomes regardless of background.

Our Pupil Premium strategy sets out how we aim to improve the outcomes for our disadvantaged learners with the aim for them to achieve at least at the national average for all learners with a Progress 8 score of at least 0.

We have identified the main barriers that prevent many disadvantaged learners from achieving in line with their peers and this document address these alongside the strategies we have put in place to improve outcomes for students from low-income families.

Our main strategy is to provide high quality teaching to all learners as evidence suggest this is the most effective approach to improve outcomes for disadvantaged learners.

We also recognise that many disadvantage learners have less background knowledge than their peers when they study topics in the curriculum and their attendance in school is lower nationally than their non-disadvantaged peers. We therefore regularly evaluate the impact of our strategy to ensure we provide the support our vulnerable learners need to make the best progress they can and thus have the same opportunities in life as their non-disadvantaged peers.

We are all committed at Plume Academy to reduce the attainment gap for our disadvantaged learners. The gap was there nationally before the pandemic and widened during the pandemic and is still there. Our aim is to reduce the gap by providing opportunities for students and to regularly review the impact on students so they can thrive and excel in life.

Our strategy is based on evidenced, tried and embedded practice ensuring we focus on individual learning journeys. We are committed to provide the right resources to enable all students can make progress, no matter their background or circumstances.

### Key Principle

*"Our disadvantaged students do not lack talent or the ability to make significant contributions to our society, but they lack the opportunity to do so."*

## Challenges

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

Challenge number	Detail of challenge
1	Progress and Achievement of the disadvantaged cohort – Widening gap
2	Lower levels of literacy and numeracy
3	Lower levels of attendance
4	Recruitment and retention of teachers

5	Parental engagement. Our data shows that a lower proportion of disadvantaged parents attend parents' evenings and access progress reports.
6	Less engagement in cultural capital and extra-curricular activities.
7	Less access to home learning and support requiring finance.

## 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
Improved progress and achievement of the disadvantaged cohort	Improved P8 score for disadvantaged learners that narrow the attainment gap with non-disadvantaged peers
Improved levels of literacy and numeracy	Engagement in numeracy and literacy interventions. Literacy is measured termly in reading age tests. Numeracy measured on assessments in mathematics.
Improved levels of attendance	Attendance team to continue to work on reducing the attendance gap between disadvantaged and non-disadvantaged pupils
Successful recruitment and retention of teachers	The academy recruits and retains teachers who consistently provide high quality teaching and learning.
Improved parental engagement	Increased attendance of disadvantaged families at parents' evenings and increased number of parents accessing progress reports.
Improved engagement in cultural capital and extra-curricular activities.	Active promotion and systematic tracking and of the engagement of disadvantaged learners in extracurricular activities.
Improved access to home learning and support requiring finance.	The PPG coordinator liaise with disadvantaged families to use learning credits to support home learning.

## 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: £113,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide High Quality Teaching First to all students, including disadvantaged learners based on Rosenshine's Principles and Sherrington's & Caviglioli's Walktrus.	<a href="#">Evidence from Cognitive Science</a> support the use of Retrieval practice, spaced learning and other aspects of Rosenshine's principles to improve learning.	1
Recruitment of a primary-trained teacher to support/teach Secondary-not-Ready students in English and other core subjects in Yr7.	KS2 data indicate some learners benefit from developing English and Mathematics skills to support transition to secondary school.  <a href="#">Successful transition from Primary school</a>	1,2,4
Small group focus/intervention e.g Frech and Biology Mathematics intervention support groups at GCSE.	<a href="#">Small group tuition</a> has an average impact of four months' additional progress over the course of a year	1,2
Faculty Focus reviews to identify and action subject specific CPD to develop curriculum delivery.	<a href="#">Subject-specific CPD</a> is more effective than the one-off generic pedagogic activities that UK schools have traditionally favoured.	1,4
Use of INSET days and quality CPD to support the implementation of whole school disadvantaged agenda.	<a href="#">Effective Professional Development</a>  High quality teaching can narrow the disadvantage gap in education.	1
Regular review of the quality of teaching is improved at all levels, evidenced through book looks, typicality walks, student forums, and student progress.	<a href="#">Learning walks</a> and <a href="#">book-looks</a> provide insights into the quality of teaching and learning.	1
Maintaining a broad curriculum that meets the needs of all learners.	<a href="#">A broad and balanced curriculum</a> meets the needs of all learners.	1

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

Budgeted cost: £112,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of reading intervention specialist to facilitate, lead and support in the programme to further progress.	<a href="#">Reading intervention is effective</a> when reading is taught explicitly and consistently  <a href="#">Improving Literacy in Secondary Schools</a>	1, 2, 4
Reading intervention programme supports PP students in Year 7, 8 and 9 to access learning and engagement.	<a href="#">Reading intervention strategies</a> enables learners to access and engage with the curriculum.	1, 2, 4
Tutor time intervention with under-performing groups in Maths, Science, and French.	<a href="#">Small group tuition</a> has an average impact of four months' additional progress over the course of a year	1, 2
Reading and Numeracy SEND intervention includes a significant proportion of PP students.	<a href="#">Numeracy intervention</a> provided one to one can lead to improved outcomes.	1, 2
Purchase of subject-specific revision guides and resources provide vulnerable learners with further opportunities to improve progress and outcomes.	<a href="#">Effective use of revision guides</a> enhance learning.	1, 2
Purchase of SENECA Premium to support independent study in year 10 and 11.	<a href="#">Digital technology can improve</a> learning.	1, 7
Revision skills evenings for Yr11 PPG learners with experienced senior staff.	Developing learners' metacognitive and <a href="#">revision skills</a> have a positive impact on progress.	1, 2
Weekly Yr10 and Yr11 PP intervention group supporting study skills and engagement.	<a href="#">Small group tuition</a> approaches can support pupils to make effective progress.	1, 2
Faculty marking, quality assurance and standardisation to take place with a focus on monitoring the progress disadvantaged learners.	<a href="#">Quality first teaching</a> benefits disadvantaged learners.	1, 2
Purchase of Go4Schools to monitor progress and effectiveness of intervention of PPG learners.	<a href="#">Monitor disadvantaged learners</a> progress have positive impact	1
Use of MyTutor to provide online subject specific tutoring to eligible key stage 5 PP learners.	<a href="#">The use of digital technology</a> for learning can improve outcomes.	1, 7

Raise aspirations of disadvantaged students through mentoring and learning conversations.	<a href="#">Disadvantaged learners</a> do not have lower aspirations than their peers, but have fewer opportunities to realise them.	1, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £129,866

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a new PPG coordinator.	Strategic strategies support outcomes for <a href="#">disadvantaged learners</a> .	1, 3, 5, 6, 7
Promote Breakfast and afterschool clubs amongst disadvantaged students.	Programmes that <a href="#">extend school time</a> have a positive impact	7
Homework club every Tuesday at MRC and Thursdays at FRC, with the libraries on both sites open every day with staff supporting.	<a href="#">Homework clubs</a> offer both access to learning resources and a social environment that is conducive to study	1, 7
Support with mental health by SEMH Coordinator and counsellor.	<a href="#">Mental health support</a> has a positive impact on the wellbeing of young people. <a href="#">Mental health intervention</a>	1
Implement system to chart attendance of PP students' attendance on trips and visits, including PE events, with clear guidance on the use of learning credits to access events.	<a href="#">Research</a> has found strong evidence of a link between extra-curricular activities and educational outcomes.	7
The use of learning credits for equipment, uniform, lunch credits etc to facilitate engagement with the school.	<a href="#">Improving outcomes for Disadvantaged learners</a> (Gov)	1, 7
Development and expansion of the reflection room.	The development of the reflection room provides an environment conducive to learning.	1, 2
Improve parental engagement through phone calls, emails, and text-messages to and support reading,	<a href="#">Parental engagement</a> Parental engagement has a positive impact on pupils' progress.	1, 5

homework completion, and engagement in progress reports and parent/carer's evenings.		
Attendance and the Maximising School Attendance Team monitor poor attendance and provide early intervention for students supported by Aquinas.	<a href="#">DFE Improving school attendance</a> Students with high attendance in school achieve better outcomes.	1, 3
Laptop provision for home use to support completion of homework and independent study.	<a href="#">Research evidence</a> and advice on remote learning and digital equality	1, 7
Bespoke curriculum and timetable created for students taking part in the Princess Trust and alternative provision arrangements.	<a href="#">A broad and balanced curriculum</a> meets the needs of all learners.	1

**Total budgeted cost: £ 355,950**

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

### Outcomes for disadvantaged pupils

We analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrate that the percentage of DA learners achieving a grade 4 or above in both English and Mathematics increased this year by 3.7 percentage points compared to last year. The Attainment 8 figure for our disadvantaged pupils also increased and is now on par with the Essex average for disadvantaged learners.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrate that disadvantaged learners at the academy are still achieving below their non-disadvantaged peers in the academy and with about an average of -0.5 of a grade. This attainment gap is slightly narrower than the national picture. The attainment gap increased year on year after the pandemic but has in the last two years been stable with improved outcomes in some measurements for our Disadvantaged learners as set out above.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. This data indicate that the average attendance of disadvantage learners last year was 6.2 percentage points below that of their peers.

Based on all the information above, the performance of our disadvantaged pupils are increasingly meeting expectations, and we are increasing the performance of our disadvantaged learners as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the reading interventions and the additional support in English and Mathematics had positive effect on progress for disadvantaged learners in those elements.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class, book-looks, and conversations with students and teachers to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.



## 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader/STAR Reading	Renaissance
Numicon	Oxford University Press
Hegarty Maths	Hegarty Maths
Sparx Maths	Sparx Maths
Seneca Premium	Seneca Learning
Go4Schools	Go4schools
Satchel One	Satchel One