



Albany Academy

Pupil Premium Strategy Statement 2023-24

School overview

Detail	Data
Number of pupils in school	721
Proportion (%) of pupil premium eligible pupils	215 (29.8%)
Academic year that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Peter Mayland
Pupil premium lead	Emma Molyneux
Governor / Trustee lead	Paul Dyson Knight

Funding overview

Detail	Amount
--------	--------

Pupil premium funding allocation this academic year	£
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Statement of intent

Albany Learning Trust provides equitable access to educational opportunities for all pupils. All staff within the trust are committed to meeting the pastoral, social and academic needs of all pupils within the school environment, including the most disadvantaged. At Albany Learning Trust we are accountable to improve outcomes and diminish gaps in achievement to ensure that all pupils are fully prepared for the transition to their next stage.

School leaders within the trust, make well informed decisions on the spending of the PPG, using research based approaches as appropriate. All strategies are rigorously monitored and regularly evaluated to review and measure impact. The trustees reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being disadvantaged.

High-quality teaching is at the very heart of our approach to benefit all disadvantaged and non-disadvantaged pupils. Use of High Performance Learning (HPL) across the trust will have the greatest impact on closing the disadvantage attainment gap.

Our trust-wide approach ensures that we can respond to both common challenges and individual needs.

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	127	59%

Girls	88	40%
SEN support	26	12%
EHC plan	15	6%
EAL	8	3%
CLA	17	7%

Reading Intervention Pupils				
Category	Number of intervention students with this characteristic	% of all students with this characteristic	Number of intervention students without this characteristic	% of all students without this characteristic
EAL	4	22%	60	9%
FSM	29	15%	35	7%
LAC	4	24%	60	9%
PP	32	15%	32	6%
SEN	34	18%	30	6%

ASSESSMENT DATA 2022-23						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average		unavailable		-0.55	0.15	-0.03
Attainment 8 score average				37.5	52.6	48.7
Percentage of Grade 5+ in English and maths				29.5%	57%	50%
Ebacc entry (%)				26.9%	43%	38.7%
ASSESSMENT DATA 2021-22						
Progress 8 score average				-0.45	0.13	-0.03

Attainment 8 score average				36.7	50.3	46.7
Percentage of Grade 5+ in English and maths				24.7%	49.9%	43.2%
Ebacc entry (%)				27.5%	44.5%	40.0%

BARRIERS		
In-School Barriers		
A	Progress in Literacy and reading	
B	Attainment of disadvantaged pupils	
C	Absence and punctuality resulting in lost learning time	
D	Wellbeing, social and emotional difficulties impacting on attendance and learning	
External Barriers		
E	Support from home	
F	Uniform and resources	
G	Social & Emotional concerns within families	
Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	Narrow the gap in reading age and literacy levels throughout the school	All students will have a reading age and spelling age that exceeds or is in line with their chronological age. Evidenced through NGRT testing of all pupils and individual testing for targeted pupils accessing intervention.
B	All Year 11 exceed or are in line with their FFT50 target for English and Maths GCSE	Gap is reduced
C	Narrow the gap in attendance and punctuality	The gap between PP attendance and non-PP attendance will close by 0.5%

D & E	Pupils manage wellbeing, social and emotional difficulties well in order to attend school and learn.	Proactive use of monthly reports to target and intervene at early stages to improve attendance and increase learning time
G	No barriers to learning linked to uniform or lack of equipment	% of behaviour incidents due to uniform or equipment reduced
H	Positive working relationships between school and families are fostered to ensure that pupils are happy and learning in school	Proactive use of monthly reports to target and intervene at early stages to improve attendance and increase learning time

TEACHING PRIORITIES					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings	Success measure
1. Excellent teaching and learning prioritised alongside regular monitoring and intervention, to ensure curriculum and knowledge gaps are quickly closed to maximise individual achievement.	A & B	<p>We believe that the key to closing the gap is to provide consistently outstanding teaching and learning opportunities each day. We aim to spend the majority of our funding on developing our already outstanding teaching further. This includes using funding for the following:</p> <ul style="list-style-type: none"> • HPL • WalkThrus • EFA • Coaching programme • Phonics and Thinking Reading intervention • Literacy across the curriculum • Pupil passports for SEND pupils • SEND interventions (specialist teacher and in-house) • Homework adjustments • English, maths and science online platforms – Bedrock, Sparx maths and reading, Educake • MCG meetings to identify attendance and other barriers to learning 	Reviewed through the QA calendar schedule and data reports.		<p>Students are not disadvantaged due to prior circumstances and continue to access excellent teaching and learning.</p> <p>Staff have the highest expectations for the quality of work produced in and outside the classroom, targets and future aspirations.</p> <p>Students requiring curriculum or pastoral intervention are quickly identified and supported early.</p>

<p>2. Curriculum. All pupils, including PP, are able to access a challenging and appropriate curriculum which meets both their current and future needs.</p>	<p>A, B, C, D, E, H</p>	<ul style="list-style-type: none"> • EFA programme and coaching to develop a culture of sharing of best practice. • Use of EFA and Walk Thrus to ensure consistent high expectations for pupils' teaching and learning experience. • Continued focus on HPL to support recall of knowledge and fluency of key skills. • Ensure disadvantaged students are involved in student voice processes linked to curriculum, in particular student voice groups. • Ensure that potential cultural gaps that exist through social disadvantaged are identified and planned for within a lesson. • Continue to refine homework, including adaptations, to help address associated barriers. Homework set on Class Charts. • Ensure that the curriculum enrichment for each subject is clearly identified. • Effective use of formal data drops to ensure strategic tracking and intervention of disadvantaged students at both curriculum and pastoral levels. 			
---	-------------------------	---	--	--	--

TARGETED ACADEMIC SUPPORT

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings	Success measure
<p>1. Literacy across the curriculum and reading</p> <p>All pupils develop the skills and knowledge to communicate effectively through both spoken and written language and to equip them with the skills to become lifelong learners and capable world citizens.</p>	A, B, E & F	<ul style="list-style-type: none"> • KS3 pupils use Accelerated Reader, Bedrock or both. Reading is a priority in KS3 English lessons. Year 10 pupils use Sparx Reading. • Targeted phonics and Thinking Reading intervention for identified pupils at KS3 and KS4. • Reading and spoken communication are integral within tutor time activities. • Literacy across the curriculum priority including word of the week, chorus reading, 'Vocab Drop' for new vocabulary. 	Reviewed through the QA calendar schedule and data reports.		<p>Literate confidence increases life chances of all students whilst improving emotional and social wellbeing.</p> <p>No barriers to success in all qualifications across the curriculum and beyond.</p> <p>Students appreciate the value of reading for pleasure and personal fulfilment.</p>

WIDER STRATEGIES

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings	Success measure

<p>1 Attendance, behaviour and family relations</p> <p>All students feel school is completely inclusive with strong and positive relationships between school and home having a positive impact on attendance, punctuality and learning.</p>	<p>A, B, C, D, E, F, G</p>	<ul style="list-style-type: none"> • Our full-time Attendance and inclusion Manager supports pupils and families in attending school. She monitors, tracks and provides intervention for pupils who are falling below the expected level of national attendance. There is a priority focus on the attendance of Pupil Premium pupils. The attendance officer works alongside the Pastoral and SEND teams to track, identify and support pupils whose attendance is holding back their achievement. This may include: parental support; pick-ups and personalised transport arrangements and attendance action plans. • Every Child Matters – pupils know they have a point of contact within the pastoral hub. Alternative pathways for individuals to meet their needs. Pupils are provided with consistently high levels of care and understanding to foster high levels of trust and confidence. • The Pastoral Team consists of 5 non-teaching members of staff attached to each year group, 3 teaching key stage managers, a deputy head teacher, a non-teaching attendance and inclusion manager, 1.5 non-teaching admin staff, a non-teaching safeguarding and wellbeing coordinator and a safeguarding assistant head teacher. There are 4 DSL trained members of staff within this team along with the SENCo and another deputy in addition. <ul style="list-style-type: none"> • The Pastoral Team works with a targeted pupils in each year group to establish, restore or maintain a positive home-school relationship. • The Pastoral Team works to identify those most in need, including working families, who are struggling financially and appropriate support is provided. • There is a small team of Designated Teachers, led by the assistant Headteacher, each with an allocated caseload of CLA pupils. The DTs meet regularly with CLA pupils, liaise regularly with carers, parents and social workers as appropriate, prepare paperwork, attend PEP and CLA meetings to meet the individual needs of each CLA pupil. • Multi-Care Group meetings provide a coordinated approach to identifying need and appropriate intervention to meet individual needs. 	<p>Reviewed through attendance, safeguarding and pastoral QA processes.</p>	<p>Attendance is no longer a barrier for disadvantaged students.</p> <p>All disadvantaged students attend school and access excellent teaching, learning and extracurricular enrichment.</p> <p>Disadvantaged students and parents have a strong and productive relationship with school.</p>
--	----------------------------	--	---	---

	<ul style="list-style-type: none"> • The Intervention Pathway enables key staff to follow a structured APDR process for identified pupils, to meet both pastoral and academic needs. • We use a number of external providers to support pupils both pastorally and academically e.g. Cognitive Behavioural Therapists, the school nurse and the LCC Inclusion and Engagement Support Team. • Supervision for the Pastoral Team and SENCo to discuss individual cases – barriers, actions to implement and review and for on-going reflection of practice. • Knowledge transfers with a meaningful focus on safeguarding, attendance and pastoral matters for all staff, governors, pupils and parents. • Safeguarding newsletter for staff and governors, highlighting current patterns and trends, attendance data and relevant updates. • Safeguarding Dashboard meetings between DSLs to identify emerging patterns, required actions and reviews. • Staff PP funding request process to remove financial barriers for pupils. • All disadvantaged pupils receive a '£1 breakfast allowance' per day for use before school and at break time. • All students are rewarded via Class Charts positive points to maintain positive relationships and aspirations. Recognition of good attendance rewarded through certificates in celebration assemblies. • Whole school approach of 'CWA' – Chance, Warning, Action to deal with behaviour and conduct of pupils. <ul style="list-style-type: none"> • The Behaviour Pathway enables staff to use a staged approach to supporting pupils with behavioural needs. • Daily check of register to identify absence at the earliest opportunity. Instigate an immediate response if a student is absent in order to establish 			
--	--	--	--	--

		<p>the reason for absence and work with parents to resolve or remove any barriers preventing the child from attending.</p> <ul style="list-style-type: none">• Close working between safeguarding and attendance staff (all DSL trained) to identify concerns and respond accordingly.			
--	--	--	--	--	--

- | | | | | | |
|--|--|---|--|--|--|
| | | <ul style="list-style-type: none">• Use of Bitup to alert school and families of attendance that has fallen below 95%. Families are informed of the amount of days missed, rather than the percentage, which is more helpful to understand in terms of the impact on lost learning.• Proactive attendance meetings for identified pupils who are at risk of PA, at PA or SA to collaborate on individualised attendance action plans and reviews.• Involvement of LCC to attend action plan meetings for SA pupils and families.• Attendance Cup Challenge held in the autumn term to promote school attendance. Winners rewarded with a film and popcorn. | | | |
|--|--|---|--|--|--|