

The Gateway Academy Pupil Premium Strategy Statement

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	The Gateway Academy
Number of pupils in school	1097
Proportion (%) of pupil premium eligible pupils	43% (476 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2026/27
Date this statement was published	November 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Mrs Grainne Mc Laughlin
Pupil premium lead	Mrs Kate Kitsiou Assistant Principal
Governor / Trustee lead	Hilary Hodgson, GA Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£451,260
Recovery premium funding allocation this academic year	is £118,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
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	£569,940

Part A: Pupil premium strategy plan

Statement of intent

The Gateway Academy – Context

GA was established in 2006 (a fresh start school following the closure of two failing secondary schools) and students moved into the state-of-the-art building in 2008.

The Gateway Academy [GA] is part of The Gateway Learning Community [GLC]: a locally focussed multi-Academy trust comprising GA and four primary schools.

GA is a popular school and was oversubscribed for the academic year 2023-2024 with 82% of students coming from the GLC feeder schools.

Most of the students at GA come from the local area of Tilbury, which has the highest level of deprivation in Thurrock. The GA is acutely aware of the role it plays in supporting the transformation of the local area and is clear of its mission 'to develop active and thriving citizens within a diverse, truly fair and equal community'. The GA is proud to serve the local community and be part of the transformation of Tilbury.

Our Intention

Our intention is that all students, irrespective of their background or challenges they face, develop as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged students receive a quality educational experience, make good progress and achieve high attainment across all areas of the curriculum, particularly Maths and English.

The focus of our Pupil Premium Strategy is to support our disadvantaged students to be fully active in Academy life and to ensure that they make accelerated academic progress. At Gateway Academy this looks like all pupils having a positive experience of school which prepares them well for their next step post-16. This will be in evidence when our disadvantaged students experience the curriculum in the same way as the rest of the cohort and therefore achieve parity in outcomes and destinations. This quality educational experience will be evident when pupil premium students show a parity in their aspirations, engagement and enjoyment of school. We will also focus on other vulnerable groups including students on the child protection register and students with a mental health need.

Our strategy is broken down in to three strands that are rooted in research from the Education Endowment Foundation

- **Strand 1** – Quality first teaching and learning. It is clear that high quality teaching is at the very heart of closing the attainment gap.
- **Strand 2** – Targeted Academic Support with a focus on Literacy.
- **Strand 3** – The whole child, understanding Maslow's 'five tier hierarchy of needs' and the need to meet lower level needs (food, warmth, security etc) and emotional needs (friendship, belonging) before focusing on the next set of needs, esteem, accomplishment and self-actualisation.



We want to overcome the barriers disadvantaged pupils' experience. We want to consider the barriers relevant to students at Gateway Academy and build the strategy plan around these. Pupil premium funding will be used to support activities across the school that address these specific barriers. There will be an academic focus on literacy and numeracy in order to support wider access to the curriculum. English and Maths at Key Stage 4 will be a focus because of the importance of these subjects to next steps for students and their life choices. The funding will support continued professional development relating to high quality teaching, in this instance aspects of teaching and learning such as assessment and feedback that are known to have an impact and are a part of the school development plan.

Well-being and attendance will continue to be a focus of the strategy plan. The funding will support systems and services we have in place across the school to support well-being and attendance whilst also funding support targeted at individual students.

Finally, a lack of cultural capital can hinder pupils in their futures due to lacking relevant 'real life' experiences on which to draw, this can be limiting both in education and at interview for higher education and employment. The funding will be used to make sure Pupil Premium students have access to the wide range of enrichment activities the school has to offer.

By using robust data, not assumptions, about disadvantaged, we are responding to the individual needs of our disadvantaged students. Our strategy strands complement each other and are most effective by staff working relentlessly, at pace, together and responding quickly and effectively.

In summary the strategy plan is based on the specific issues facing pupil premium students at our school. The strategy plan is underpinned by the driving principle of the school to 'improve upon our best.'

Challenges

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

Deprivation	<p>According to the Index of Multiple Deprivation 2019, Tilbury contains the majority of the Lower Super Output Areas (LSOAs) which have the highest IMD scores in Thurrock, Tilbury also has some of the most deprived LSOAs in the country, 3 of its LSOAs are amongst the 10% most deprived in England.</p> <ul style="list-style-type: none"> • Highest quintile [IDACI index highlights Tilbury wards in the top 5% for deprivation]. • Tilbury is the most deprived area in Thurrock with a deprivation score of 1. • 56.4% of children in Tilbury live in poverty. • 64% of households claim housing benefit. • 44.8% of households claim Employment Health Allowance for a mental health condition.
Crime	<ul style="list-style-type: none"> • Tilbury is a high crime area. 21% of all recorded crime is for antisocial behaviour (2021). • The most common crimes in Tilbury are violence and sexual offences.
% of adults with higher education qualifications	<ul style="list-style-type: none"> • 28% of residents have no formal qualifications.
Over-crowded housing	<ul style="list-style-type: none"> • The average number of persons per household for both Tilbury wards is 2.65, which is higher than the national average of 2.36 and the Thurrock average of 2.52.
Life expectancy/ Health	<ul style="list-style-type: none"> • On average, 10 years less than the Thurrock average, in part due to poor diet and lifestyle. Obesity and dental hygiene are major issues.

From KS2, 45% of disadvantaged students arrive meeting expected standards in reading, writing and maths compared to 71% nationally.

Challenge number	Detail of challenge
1	<p>Attainment and Progress Gap – Maths</p> <ul style="list-style-type: none"> • Students enter the Academy on average 5% below NA for expected in Maths and 5% below in Greater Depth (Yr. 7 Sep 2023). • APS on entry is the lowest in the Borough 101.8 (Yr. 11 2023). • Disadvantaged progress for Maths 0.56 (Non-PP 0.62 – gap of 0.06) academic year 2022-2023. • Disadvantaged average attainment for Maths 8.07 (Non-PP 10.02 – gap of 1.95) academic year 2022-2023 • Gap of 16.8% of students achieving 9-4 in Maths (PP 62.5%, Non-PP 79.3%) • Gap of 23.6% of students achieving 9-5 in Maths (PP 42.5%, Non-PP 66.1%) • Gap of 9% of students achieving 9-7 in Maths (PP 12.5%, Non-PP 21.5%) • When focusing on females the disadvantaged progress gap increases to 0.44 (PP -0.10, Non-PP 0.34) (PP boys outperform Non-PP boys by 0.22)
2	<p>Attainment Gap – English</p> <ul style="list-style-type: none"> • Disadvantaged progress for English 0.02 (Non-PP 0.22 – gap of 0.20) academic year 2022-2023. • Disadvantaged average attainment for Maths 8.20 (Non-PP 9.98 – gap of 1.78) academic year 2022-2023 • Gap of 20.5% of students achieving 9-4 in English (PP 58.8%, Non-PP 79.3%) • Gap of 17.8% of students achieving 9-5 in English (PP 42.5%, Non-PP 60.3%) • Gap of 15.6% of students achieving 9-7 in English (PP 10%, Non-PP 25.6%)

	<ul style="list-style-type: none"> When focusing on females, the disadvantaged progress gap is -0.55 (PP -0.20, Non-PP 0.35) (PP boys outperform Non-PP boys by 0.16 (PP 0.34, Non-PP 0.18))
3	<p>KS3 Targeted Reading Programme</p> <ul style="list-style-type: none"> Students enter the academy on average 8% below NA for expected reading and &% below in Greater Depth (Yr. 7 Sep 2023) 2023 - On entry, 38% of students are not at their chronological reading age. Our reading assessments indicate that disadvantaged students have lower levels of reading comprehension than their peers. There is a gap between PP and the rest of the cohort on entry from KS2 results. For our current Year 11 the average scaled score for reading was 102.96 for all students. For PP students this falls to 100.69. This has a significant impact on the ability of PP students to access the curriculum.
4	<p>Literacy – Vocabulary Acquisition / Oracy Development</p> <ul style="list-style-type: none"> Students’ speaking and listening skills have been identified across the school as an area that needs to be focused on. The habits and behaviours associated with effective speaking and listening require a more consistent approach from teaching staff to ensure all students, particularly disadvantaged, are developing the social skills that are intrinsic to their post-16 success. Vocabulary acquisition is also another area we have identified that needs improvement in order for students to be able to access the curriculum fully. ‘Chunk-Stop-Do’ Question strategy embeds the explicit teaching of procedural knowledge and use of success criteria when answering questions, particularly extended writing responses. ‘Chunk-Stop-Do’ Reading strategy provides students with specific questions that help them to decode words with increasing independence (inside - outside - beyond)
5	<p>Pedagogy – ‘Pitch it Up’ – Challenge and Precision</p> <ul style="list-style-type: none"> Our observations, student feedback and analysis of data indicate that many a number of lower attaining disadvantaged students lack metacognitive/self- regulation strategies when faced with challenging tasks, notably when asked to apply factual knowledge to a related topic question or solve a problem. This is a barrier to our disadvantaged students in particular reaching higher grades
6	<p>Pedagogy – Assessment and Feedback</p> <ul style="list-style-type: none"> Our observations alongside detailed research and disadvantaged student surveys have highlighted the importance of quality feedback to improve the understanding of how to improve their work. Our observations, student feedback and analysis of summative assessment indicate that disadvantaged students do not spend sufficient time working on revision activities or home learning. This reduces their ability to perform effectively during summative assessment.
7	<p>Cultural Capital</p> <ul style="list-style-type: none"> We want to remove barriers to social mobility, these are more evident amongst the PP cohort. Increasing experiences and opportunities for students will provide pupils with the opportunity to develop the knowledge, language and intellectual skills expected to be educated citizens.

8	<p>Social, emotional and mental health needs</p> <ul style="list-style-type: none"> • Our surveys, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment.
9	<p>Attendance</p> <ul style="list-style-type: none"> • Average attendance rate of disadvantaged students at the Gateway Academy is well above national averages. However, there is a gap in attendance between PP and the rest of the cohort. Current attendance data shows PP attendance to be on average 2% lower than the rest of the cohort across Years 7-11. The correlation between attendance and attainment has been well demonstrated.
10	<p>Parental Engagement</p> <ul style="list-style-type: none"> • There are some parents of disadvantaged students who are not fully engaged with the Academy or do not fully know the most effective methods to support their children in their learning. Attendance at parents' evenings is lower for disadvantaged students in comparison to their peers.
11	<p>Embed a culture that priorities the needs of Pupil Premium students within high quality teaching</p> <ul style="list-style-type: none"> • Maintaining a culture in which the needs of Pupil Premium students are well understood and prioritised. Achieving this through a framework of high quality CPD that develops staff across all stages of their career including a focus for leaders on the needs of Pupil Premium students.

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
<p>1. Key Stage 4 Progress Gap- Maths Improving the progress of disadvantaged students in Maths with a focus on GCSE outcomes.</p>	<p>By the end of our current plan in 2026/27 KS4 outcomes demonstrate that disadvantaged students achieve in line with peers and any gaps between progress, attainment or gender are eradicated.</p>
<p>2. Key Stage 4 Progress- English Improving the progress of disadvantaged students in English with a focus on GCSE outcomes.</p>	<p>By the end of our current plan in 2025/26 KS4 outcomes demonstrate that disadvantaged students achieve in line with peers</p>
<p>3. KS3 Targeted Reading Programme Improve the reading age of Pupil Premium students to have a positive impact on the ability of PP students to access the curriculum.</p>	<p>KS3 Outcomes: The progress gap between PP eligible pupils and non-PP pupils narrows.</p> <p>Gap in reading age of Pupil Premium students and rest of the cohort closes.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Thinking Reading addresses fluency and comprehension for readers below 85th percentile (Y7). Peer Reading Scheme addresses fluency and reading miles for readers below 95th percentile (Y7). Reading curriculum embedded alongside the English curriculum to build students' reading skills and miles.</p> <p>Academic Reading strategy promotes the use of high-quality academic texts in teaching and learning across all curriculum areas. 'Chunk-Stop-Do' Reading strategy provides a structured, sequence approach to the teaching of reading across all curriculum areas, including supporting students with decoding unfamiliar words.</p>
<p>4. Literacy – Vocabulary Acquisition / Oracy Development</p>	<p>Embedding speaking and listening aptitudes as a focus of teacher's in-class practice will make this a focus for all staff. Lesson observations on learning walks, progress days, external</p>



	<p>reviews will demonstrate improvement to students speaking and listening habits and behaviours. This is not, by any means, a challenge that is confined to disadvantaged students but there will be a reduction in the disparity between those disadvantaged students who do need to develop these skills and those who are more confident and articulate speakers and effective listeners.</p> <ul style="list-style-type: none"> • Vocabulary Acquisition strategy provides sequenced teaching steps to support the learning of key vocabulary in class. • Academic Reading places high-quality academic texts at the centre of the curriculum, exposing students to a wider range of texts and engaging them at a deeper level with the taught content. • ‘Chunk-Stop-Do’ Question strategy embeds the explicit teaching of procedural knowledge and use of success criteria when answering questions, particularly extended writing responses. • ‘Chunk-Stop-Do’ Reading strategy provides students with specific questions that help them to decode words with increasing independence (inside - outside - beyond)
<p>5. Pedagogy – ‘Pitch it Up’ – Challenge and Precision</p> <ul style="list-style-type: none"> • Improved metacognitive and academic independence among disadvantaged students across all subjects in order to challenge with an insistence on precision. 	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning.</p> <p>Teaching is judged to be at least good across the Academy on a consistent basis with strategies specifically in place to support disadvantaged students judged to be at least good.</p>
<p>6. Pedagogy- Assessment and Feedback</p> <p>Consistent implementation of assessment across the curriculum.</p> <p>The quality of student feedback both verbally and written is improved leading to improved GCSE outcomes.</p>	<p>Reviews demonstrate consistency in robust assessment linked to the subject curriculum.</p> <p>Progress reviews, learning walks and faculty monitoring show consistency in the quality of feedback to disadvantaged students.</p> <p>Reviews judge the progress disadvantaged students are making is at least good.</p>
<p>7. Cultural Capital</p> <p>PP students participate in the wide variety of enrichment opportunities that the school has to offer to develop cultural capital, improving their opportunities for social mobility.</p>	<p>Tracking pupil premium attendance and involvement in extra-curricular activities, parity between disadvantaged and other students in involvement.</p> <p>Student voice and case studies as a measure of access and involvement in cultural capital activities</p> <p>CEAIG support and final destinations as a measure of aspirations. Final destination information used to analyse changes in ongoing destinations, NEETs figures etc. Using the Gatsby benchmark a higher proportion of disadvantaged students assessing level 5+ qualifications.</p>
<p>8. Social, emotional and mental health needs</p> <p>Social, emotional and mental health needs of disadvantaged students are supported and met. Disadvantaged</p>	<p>Student voice from disadvantaged students showing they are engaged and happy members of the school community.</p> <p>Case study evidence from students who have received targeted services support.</p>



<p>students self-regulate and are engaged and happy at school.</p>	
<p>9. Attendance Attendance of PP pupils to be in line or better with non-PP pupils</p>	<p>Effective intervention to support strong attendance of disadvantaged students in place.</p> <p>Disadvantaged students given priority with school systems for tracking and acting upon attendance issues. Aiming for 97% or better.</p> <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ol style="list-style-type: none">1. The overall absence rate for all students being no more than 5% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to under 1%.2. The percentage of all students who are persistently absent being below 20% and the figure among disadvantaged students being no more than 4% lower than their peers.
<p>10. Parental Engagement Parents of disadvantaged students feel well supported by the school and can take a positive role in their child's education.</p>	<p>Parental feedback from surveys is positive.</p> <p>Attendance of disadvantaged students at parental events is equal to or greater than the rest of the cohort.</p>
<p>11. Embed a culture that prioritises the needs of Pupil Premium students within high quality teaching</p>	<p>A high quality CPD framework in place for all stages of career, ITT, Early Career Teachers to Leadership.</p> <p>Pupil Premium running as a thread through all professional development.</p> <p>Qualitative feedback from staff on the impact of CPD.</p>

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.

Strand 1: Teaching

Budgeted cost: £280,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality professional development structure. Developing skilled staff from ECT through to Middle leaders to SLT. Understanding the needs of disadvantaged students as an ongoing theme throughout this training structure.</p>	<p>A clear and highly organised plan for assessment periods, motivates and supports disadvantaged students to participate more and understand effective study techniques. This will have a positive impact on performance.</p> <p><u>EEF effective professional development- Guidance report.</u></p> <p>https://www.greatteaching.com/.</p>	<p>1, 2, 3, 4, 5, 6, 11</p>
<p>Professional development for teaching staff focused on the application of the science of learning to improve student learning.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>EEF effective professional development- Guidance report.</u></p>	<p>1, 2, 3, 4, 5, 6, 11</p>
<p>Professional development for teaching staff focused on the effective use of questioning and equally if not more important student elaboration.</p>	<p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p> <p>https://www.greatteaching.com/</p> <p><u>EEF effective professional development- Guidance report.</u></p> <p>How Learning Happens - Seminal works in Educational Psychology and what they Mean in Practice.</p> <p>Shimamura's MARGE model of learning in action - Nimish Lad</p> <p><i>'At its core, elaboration is about adding knowledge to existing knowledge, which we have identified as being key to the learning process. It also allows learners to reactivate, reshape and reuse their knowledge through the</i></p>	<p>1, 2, 3, 4, 5, 6, 11</p>

	<i>practice of putting it into their own words.'</i>	
Professional development for staff with a focus on effective assessment and feedback.	<p><u>EEF toolkit - Guidance report -Teacher feedback to improve student learning, States.</u></p> <p><i>"All teachers understand the importance of providing meaningful feedback. Done well it supports student progress, building learning, addressing misunderstandings and thereby closing the gap between where a student is and where the teacher wants them to be".</i></p> <p><u>EEF effective professional development- Guidance report.</u></p>	1, 2, 6, 11
Professional development for staff with a focus on effective assessment cycles that include clear revision guidance, support and materials.	<p>Developing effective study skills while not in the care and guidance of the Academy staff is vital to promote life-long learning.</p> <p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Make It Stick: The Science of Successful Learning. P. Brown, L Roediger.</p> <p>Rosineshines Principles in Action. T. Sherrington.</p>	1, 2, 6, 11
Professional development for staff focused on tracking progress and intervention	<p>Understanding how to use the new data system is essential to support student progress. Time will be provided to understand the full extent of the SISRA system to drive student progress forward.</p> <p>https://www.sisraanalytics.co.uk</p>	1, 2, 6
<p>Active overstaffing in Maths/Science/MFL/English/Art/PE to provide additional support within lessons and to ensure when cover is required subject specialist can support.</p> <p>Trainee teacher programme that supports the Academy to always be fully staffed with specialists.</p>	<p>Ensuring high quality teachers are in front of students is essential. The Academy has made the decision to employ trainees and quality staff where and when appropriate even when that could mean overstaffing.</p> <p><i>The EEF Student Premium Guidance report states that 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority.</i></p>	1, 2, 3, 4, 5, 6, 11

<p>Enhancement of our Maths and English teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths and English Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV. UK (www. gov. uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: KS2 KS3 Maths Guidance 2017. pdf (educationendowmentfoundation. org. uk)</p> <p>PiXL Teaching and Learning</p>	<p>1, 2, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools PiXL Disciplinary Literacy</p>	<p>2, 3, 4, 5, 6</p>
<p>Vocabulary Acquisition and Curriculum Reading will look to place high quality academic texts at the centre curricular across the school.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap. pdf (oup. com. cn)</p>	<p>2, 3, 4</p>
<p>Targeted Reading Programme</p> <p>SET Reading will place the development of reading skills at the centre of what students are required to focus on when they are sent out of lessons.</p>	<p>academic vocabulary and schema building, which is complemented by a better and broader blog by Tom Sherrington on schema building.</p> <p>curriculum development is a teacher development challenge. For instance, teachers need to know about reading challenges that mediate the curriculum, and so on.</p> <p>PiXL Reading</p>	<p>3</p>
<p>Improving provision and attainment for SEND lower attaining disadvantaged students across the Academy.</p>	<p>Special Educational Needs in Mainstream</p> <p>https://d2tic4wvo1iusb. cloudfront. net/guidance-reports/send/EEF_SEND_Evidence_Review. pdf</p> <p>Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation. org. uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4, 5, 6</p>

Strand 2 Targeted Academic Support

Budgeted cost: £65 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Reading Programme	<p><u>Improving Literacy in Secondary Schools</u></p> <p>“High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support—in the form of high quality, structured, targeted interventions—to make progress.”</p> <p>“Students who start secondary school with low levels of literacy are a group in particular need of support. In 2018, 25% of students began secondary school without having reached the ‘expected standard’ in their Year 6 SATs reading assessment. The trajectory of similar students in previous cohorts is stark; in 2018, fewer than 1 in 5 of the students who had not reached the expected level in reading at primary school went on to achieve a 4 or above in GCSE English. Crucially however, the consequences of their low literacy are highly likely to be felt across the curriculum.”</p>	3
Provide a targeted tutoring programme for key disadvantaged students in every year group	<p>EEF teacher toolkit “On average one to one tuition is very effective at improving student outcomes. One to one tuition might be an effective strategy for providing targeted support for students that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Small group tuition - moderate impact for low cost on moderate evidence</p>	3
Provide additional opportunities during holidays and weekends for students from all year groups to take part in academic and enrichment activities	<p>3+ months additional progress made according to the EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	1, 2, 3, 4, 7, 8, 10, 11

Strand 3 Wider Strategies

Budgeted cost: £224,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions. Also built throughout the curriculum.</p> <p>This includes training for school staff, collaboration with the Mental health school teams and the school wellbeing service</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><u>Cognitive Behavioural Therapy - Youth Endowment Fund</u></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</u> <u>Early Intervention Foundation (eif.org.uk)</u></p>	8
<p>Students' wellbeing and engagement remain high and academic progress is at least good as a result of wider support strategies. Providing support for student mental health through outreach work.</p>	<p>Research from <u>Mind</u> suggests that returning to school post pandemic has had a significant mental health impact on children. Group/ individual support and treatment. Surveys post pandemic would agree.</p> <p><u>https://www.gov.uk/government/publications/better-mental-health-jsna-toolkit/5-children-and-young-people</u> suggest risk factors and ACES which would support student Wellbeing.</p> <p><u>https://www.unmc.edu/bhec/_documents/ace-handout-ne-specific.pdf</u> - link ACEs to engagement and PON.</p>	8
<p>Embedding principles of good practice set out in DfE's Improving</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><u><a 841="" 844="" 913"="" 963="" href="https://www.gov.uk/government/publications/school-</u></p> </td> <td data-bbox=">8, 9</u></p>	

School Attendance advice.		
Attendance team will target key students, creating individual plans to improve attendance and attainment.	attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf	8
Increase the opportunities for parents to engage with the academy through a variety of face to face events including a specific partnership with parents and carers event for every year group	EEF suggests +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8, 9, 10

Total budgeted cost: £ 569,940

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 2022 to 2023 academic year.

For the academic year 2022/2023 exam result data indicates that the performance of our disadvantaged students was once again improved on previous years with NA progress for disadvantaged students 2023 -0.41 yet progress for disadvantaged students 2023 is +0.13. Disadvantaged students at GA are achieving over half a grade better than NA. In 7 subjects, disadvantage students out performed non-disadvantage in 2023 Summer exam results. (History, Geography, Further Maths, Photography, PE, Drama and Creative-imedia)

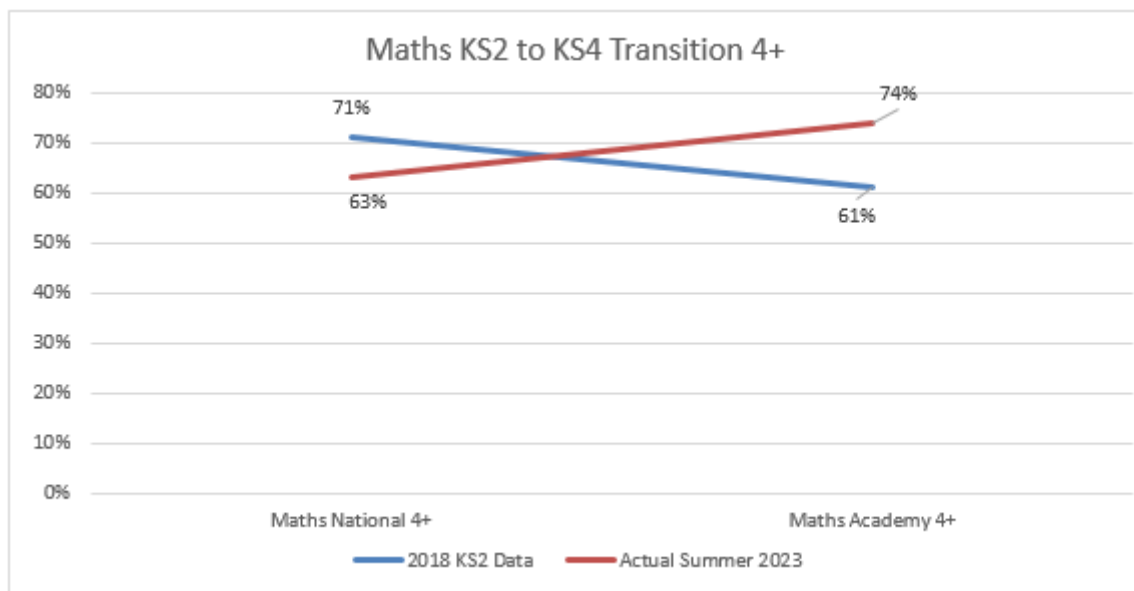
The Academy had the lowest KS2 APS in the Borough for academic year 2022-23, however, progress for disadvantaged students (0.13) in the 2nd highest in the Borough.

When analysing Essex schools with disadvantaged over 20%, English and Maths 4/5+ GA is 8th highest in the county.

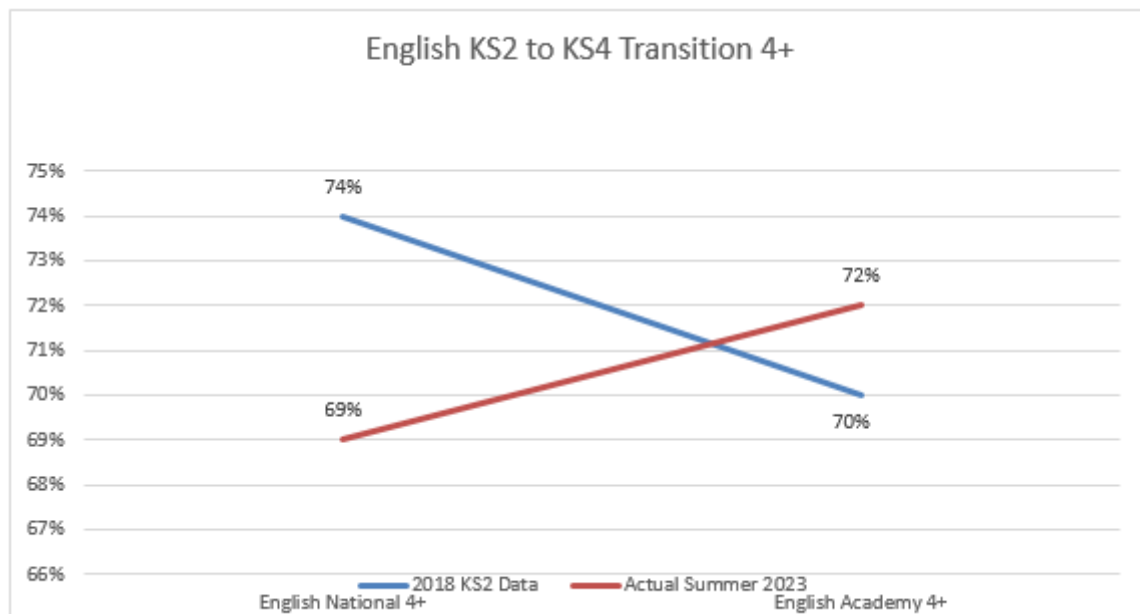
LOCAL DATA – ESSEX SCHOOLS

Essex Schools with Disadvantage over 20% - English & Maths 4/5+								
School Name	Area	% pupils Dis	English & Maths % achieving 4+			English & Maths % achieving 5+		
			All	Dis	Non-Dis	All	Dis	Non-Dis
West Hatch High School	Epping Forest	21.4%	71.8%	56.9%	75.9%	47.5%	37.3%	50.3%
Philip Morant School and College	Colchester	22.5%	68.5%	45.7%	75.1%	48.6%	32.9%	53.1%
Colne Community School and College	Tendring	20.3%	68.4%	43.8%	74.6%	45.6%	27.1%	50.3%
The Ongar Academy	Epping Forest	22.3%	67.0%	44.0%	73.6%	39.3%	12.0%	47.1%
Alec Hunter Academy	Braintree	25.8%	66.7%	43.8%	74.6%	41.4%	20.8%	48.6%
Maltings Academy	Braintree	24.1%	66.5%	46.3%	72.9%	38.8%	22.0%	44.2%
Tabor Academy	Braintree	22.0%	64.7%	30.3%	74.4%	37.3%	18.2%	42.7%
The Gateway Academy	Tilbury	40.0%	64.5%	53.8%	71.4%	44.2%	34.6%	50.4%

Maths Deep Dive September 2023 - all areas judged to be good or better.



English Deep Dive October 2022- all areas judged to be good.



Vocabulary Acquisition - in 79% of Deep Dives academic year 2022-2023, vocabulary acquisition was embedded.

Deep dives to-date in academic year 2023-24 demonstrate effective use of vocabulary acquisition strategies over time in 95% of lessons observed.

‘Chunk-Stop-Do’ Question - (test case) Geography Section D Paper 3 - Overall Grade +1.7 compared with 2022; 16 mark question + marks compared with 2022.

‘Chunk-Stop-Do’ Reading - decoding strategy observed in x(TBC over year) lessons.

Thinking Reading- Pupils who began TR in June 2023- 86.66% made 6 months progress. 26.66% made 1 year + progress.

Our teaching and learning overall was deemed good with real strengths in some areas of the school during multi deep dives. The current plan will embed the strengths identified in to all areas and any improvements have been addressed in this strategy plan.

At the start of the year, our disadvantaged students were less motivated and needed a lot of additional support to meet the expectations.

We used pupil premium money last year to provide wellbeing support predominately for our disadvantaged students. We are further building on this approach this academic year.

We used pupil premium funding to provide support for targeted students, which is heavily weighted towards support for our disadvantaged cohort. We are building upon this approach in our current plan.

Attendance in 2022/2023 for disadvantaged students was strong and well above the national average. We are looking to build on this in the current plan.