

# Pupil Premium Strategy Statement 2023-26 for Q3 Academy Great Barr

This statement details our Academy's use of Pupil Premium and Recovery Premium funding to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

## Academy overview

Detail	Data
Number of students in the Academy	1176
Proportion (%) of Pupil Premium eligible students	24%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr M Arnull Headteacher
Pupil Premium lead	Mrs H Perry
Governor lead	Mr D Lomax

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 266,106
Recovery premium funding allocation this academic year	£ 68,172
Pupil Premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 334,278</b>

# Part A: Pupil Premium strategy plan

## Statement of intent

At Q3 Academy Great Barr, within the Mercian Trust, we are committed to achieving social mobility and social justice. We strive for all students to reach their full potential across a broad and balanced curriculum, preparing them for healthy, happy, and successful futures. Every child is entitled to the highest standards of teaching, academic support, and pastoral care.

Our ambition is for:

- ✓ outstanding outcomes for all students (we aim for our Pupil Premium students to achieve a Progress 8 score above zero);
- ✓ high aspirations, especially among our disadvantaged students;
- ✓ all students to read confidently, and for weaker readers to catch up with their chronological age year-on-year;
- ✓ high attendance rates among disadvantaged students;
- ✓ strong engagement with students' families;
- ✓ a continued focus on high-quality teaching, including implementation of our Deliberate Practice Framework;
- ✓ high expectations in the quality of work produced by disadvantaged students, as exemplified by each subject's Expected Standards;
- ✓ complete, 100% buy-in from all staff, with colleagues conveying positive and aspirational messages to all students;
- ✓ expanded opportunities for personal development, informed by local and national priorities;
- ✓ excellent use of data collection and analysis to identify targeted intervention strategies;
- ✓ impeccable student behaviour and attitudes towards learning;
- ✓ comprehensive career education, information, and guidance for all Year Groups.

## Challenges

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

Challenge	Detail of challenge
1	There is a gap between the attainment of students classed as disadvantaged versus their non-disadvantaged peers.
2	Reading age data shows there is a gap between the reading age and chronological age of disadvantaged students that is more significant than that of non-disadvantaged students. In particular, our disadvantaged students struggle with inference of text, which in turn affects their ability to access the curriculum as fully as their peers.
3	Attendance data from last academic year shows that disadvantaged students have lower attendance rates than their non-disadvantaged peers. (88.76% PP vs. 93.16% non-PP) This has been ongoing since closures during the COVID-19 pandemic.  There are a lower number of persistently absent PP students than non-PP students (5.3% PP vs. 6.75% non-PP), but their average amount of sessions missed is much higher (22.8% PP vs. 17.9% non-PP).
4	The suspension rate for Pupil Premium students is higher than for other students. This means that the impact of missed learning is greater on those individuals.
5	Information collected from students through wellbeing surveys and student voice interviews have identified social and emotional issues for many students, such as Academy-related anxiety and low self-esteem. This is partly driven by concern about catching up lost learning, and how they can effectively prepare for internal and external assessments.
6	Information collected from students through wellbeing surveys and student voice interviews show a considerable number of disadvantaged students have a limited view of their further education and career aspirations. This is evident in the uptake of the EBacc subjects of PP vs. non-PP students, in particular Separate Science.

## 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 attainment among disadvantaged students across the curriculum at the end of KS4, with a specific focus on the improvement of male, HPAs, and black/Caribbean students.	Attainment and Progress Score of students identified as PP and HPA/M/BCRB is in line with other cohorts, which is at least equivalent to National PP Attainment 8.
Improve reading ages among disadvantaged students with a clear focus across KS3 to support the transition for KS4.	<p>Gap between reading ages and chronological ages reduces for PP students in be equal to non-PP.</p> <p>Reading interventions are appropriately targeted to ensure appropriate representation of the Pupil Premium cohort.</p> <p>Recorded library borrowing and library use of students identified as Pupil Premium is in line to those who are not Pupil Premium (KS3).</p>
Improve attendance (and reduce persistent absence) for disadvantaged students so that it is at least in line with non-disadvantaged peers.	<p>PP attendance is in line with non-PP, which is at least equivalent to National Attendance and back in line with pre-pandemic levels for the Academy.</p> <p>Persistent absence is reduced to be at least in line with non-PP.</p>
Improve the behaviour of PP students so that the rate of suspensions is no higher than that of non-disadvantaged students.	<p>Percentage of students receiving one or more instance of suspension reduced to at least match non-PP.</p> <p>Percentage of students receiving one or more instance of Isolation reduced to at least match non-PP.</p> <p>Development of the Behaviour and Pastoral Mentor role to provide early intervention in addressing behavioural issues before they escalate.</p>
To improve wellbeing of disadvantaged students through a variety of support measures that will increase their confidence when preparing for examinations.	Feedback from surveys and student voice shows an improvement in positive feelings towards exam preparation and revision. Disadvantaged students can clearly articulate how to support themselves when preparing for examinations.
Improve the aspirations of disadvantaged students through a variety of support measures to decrease the difference between PP and Non-PP choosing to study the EBacc. Suite and Separate Sciences.	<p>Pupil Premium students attend at least one off-site educational visit or trip, and funding is provided to support the most disadvantaged in participating.</p> <p>Percentage of cohort studying Separate Sciences for PP is the same the percentage of non-PP cohort.</p> <p>Opportunities to meet with and interact with further education providers and timely careers advice are integrated into every year group.</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor Time Reading Programme	<a href="#">The Reading Framework (2021)</a>	1, 2
Development of Disciplinary Reading	<a href="#">EEF Reading Comprehension Strategies</a> <a href="#">EEF Improving Literacy in Secondary Schools</a> <a href="#">Improving Literacy in KS2</a> <a href="#">EEF: Oral Language Interventions</a> Addressing Educational Disadvantage in Schools and Colleges (2021), Marc Rowland, John Catt Publication	1, 2
Phonics intervention as part of the SEND offer (Fresh Start)	<a href="#">EEF: Phonics</a>	1, 2
CPD programme with a focus on improving the quality of deliberate practice in lessons	<a href="#">EEF Special Educational Needs in Mainstream Schools</a>	1, 2
Weekly best practice briefings which showcase the best Pupil Premium work in each subject	<a href="#">EEF Effective Professional Development</a>	1, 2
Coaching programme introduced for all staff.	<a href="#">Effective Professional Development   EEF</a>	1,2
LSA/LSP Training, targeted at appropriate intervention strategies and understanding disadvantage.	An Updated Practical Guide to the Pupil Premium (2015), Marc Rowland, John Catt Publication Learning Without Labels – Improving Outcomes for Vulnerable Pupils (2017), Marc Rowland, John Catt Publication <a href="#">EEF Making the best use of TAs</a>	1, 2
Raising Achievement Panel (RAP) meetings for years 10 and 11 held with key pastoral and curriculum staff to raise the profile of PP students and have strategies in place to support them academically.	<a href="#">EEF - Individualised Learning</a>	1, 2, 3, 5.

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

Budgeted cost: £100,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
Century Learning and Sparx Maths – Digital Learning Platforms	<a href="#">EEF - Homework Using Digital Technology to Improve Learning   EEF</a>	1, 2, 3
One-to-one tutoring delivered through external partners	<a href="#">EEF - Small group tuition</a>	1, 2
Free Peripatetic Music Lessons for GCSE Music students	Addressing Educational Disadvantage in Schools and Colleges (2021), Marc Rowland, John Catt Publication  <a href="#">EEF - Individualised Learning</a>	2, 6
Extended Academy Day for all Year 11 students to attend interventions		1, 5
Year 12 tutoring support in Maths and Science		1, 5, 6
Senior Leadership Mentoring	<a href="#">EEF: Metacognition and Self-Regulation</a>	2, 6
Purchase of Additional Reading Books	<a href="#">EEF Reading Comprehension Strategies</a> <a href="#">EEF Improving Literacy in Secondary Schools</a>	1, 2
Developed communication between Academy/Home regarding progress and achievement.	Addressing Educational Disadvantage in Schools and Colleges (2021), Marc Rowland, John Catt Publication Pg 43-47 (Relationships) <a href="#">EEF - Working with Parents to Support Children's Learning</a>	2, 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and Pastoral Mentoring and Support	<a href="#">EEF Behaviour Interventions</a>	2, 4
Development of the Personal Development programme, including RSHE, Tutor Time and assembly programme	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	2, 4
Developing a robust and rigorous re-integration process following suspension to reduce the prevalence of repeat offences.		2, 4
First day calling for absence; Second day home visits		2, 4
Use of external agencies to support with behaviour		2, 4
Personalised Text Messages to parents/carers regarding attendance and punctuality		<a href="#">EEF - Working with Parents to Support Children's Learning</a>
Use of External Agencies/Organisation to target intervention groups for Attendance (i.e. DWP, Action for Child Referrals, Sandwell Welfare Support Referral)	<a href="#">Using Digital Technology to Improve Learning   EEF</a>  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	3, 5
Use of Bounce Together surveys and other soft data collection to monitor wellbeing and changing opinions/perceptions in PP cohort.		4, 5
Use of attendance officer – time allocated to Pupil Premium provision.		5, 6
On-site Counsellor (3 days per week)		5
Provision of online platforms to support learning from home and parental support: Sparx Maths, Century Learning, LanguageNut	Addressing Educational Disadvantage in Schools and Colleges (2021), Marc Rowland, John Catt Publication Pg 43-47 (Relationships)	5
Appointments for PP students given priority for Parents' Consultation Events	<a href="#">EEF - Working with Parents to Support Children's Learning</a> <a href="#">Using Digital Technology to Improve Learning   EEF</a>	2, 3
Early Career Mentoring for PP students		2, 3

Support funding for trips and visits as well as resources within practical lessons (i.e. Food Technology)		2, 6
Use of Link Governor to support meeting/liaison with key families.		2, 6
Online Parents' Consultation Event platform to support ease with communication.	<a href="#">Working with Parents to Support Children's Learning   EEF</a>	3
Extended Senior Leadership Secondments to support Pastoral development.	<a href="#">EEF Behaviour Interventions</a>	1, 2, 3, 4

**Total budgeted cost: £334,278**



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

### Outcomes for disadvantaged students

Our overall Progress 8 score in 2023 was -0.14. Our Pupil Premium students achieved a score of -0.67, compared to our non-PP students who achieved 0.00. National and local figures for Pupil Premium students (-0.57 and -0.41 respectively) show that our students perform marginally lower than the national average, and there is a more significant difference at local authority level.

Our average Attainment 8 score in 2023 was 4.54. For our PP students this figure was 3.65, compared with 4.78 for non-PP. This is measured against a national average of 4.78. The advantage gap in our A8 data is 1.13.

Caution should be applied when comparing individual establishments with local and national data as there are still ongoing impacts of the COVID-19 pandemic, which affected establishments and individual students differently.

Our key focus groups within the PP cohort remain students with SEND, high prior attainers, and boys. Successful strategies used with other groups such as the Sixth Form tutoring programme and SLT mentoring will see these groups prioritised in their provision. We will also be trialling the use of one-page profiles for Pupil Premium students, in line with those for our SEND cohort. The purpose of which is to raise the profiles of PP students for teachers and share strategies for better engaging those students in lessons.

A significant challenge in the last academic year was a disproportionately higher number of PP students who were either dual registered or who refused to attend.

	Number of students		Suspension sessions	
	PP	NPP	% PP	% NPP
7	7	8	54	46
8	4	10	22	78
9	7	15	47	53
10	12	15	44	56
11	7	8	35	65

As a result of Persistent Absence increasing amongst Pupil Premium students, the overall percentage of Pupil Premium attendance has fallen. The increased Persistent Absence has been a result of more complex cases which in many instances have been referred to Children's Services. To support this the following strategies have been successful in supporting students:

- ✓ Employment of two counsellors (increased from one, 3 days per week) to support emotional needs of students;
- ✓ Employment of a Family Liaison Officer to support those identified as disadvantaged or vulnerable.
- ✓ Employment of an Attendance Administrator to track daily attendance, including provision for first day phone calls and second day home visits.

## Externally provided programmes

Programme	Provider
Diana Award Mentoring Programme	Diana Awards
Diana Award Anti-Bullying Programme	Diana Awards
CCF	CCF
21 <sup>st</sup> Century Child	Sandwell Public Health
More Talk, More Action	Hezron Brown
BOXCLEVER	Craig Jones
Albion Foundation	West Bromwich Albion
Round Midnight	Violence Reduction Partnership
Post-16 Options	Department for Work and Pensions