

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Somercotes Academy
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	50.22%
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)	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr J Bailey, Principal
Pupil premium lead	Mr D Ruck, Associate Assistant Principal
Governor / Trustee lead	Mr P Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,208
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£197,208

Part A: Pupil premium strategy plan

Statement of intent

Somercotes Academy is a smaller than average mainstream, non-selective secondary academy that recruits students from both a rural and coastal catchment. As such, there is a higher-than-average population of children eligible for Pupil Premium. It is the intention of Somercotes Academy to 'narrow the gap' in attainment for students from disadvantaged backgrounds and ensure high attainment for all students. Through delivery of a high-quality education, we intend to accelerate the progress of all students, regardless of background or the challenges that they face.

The focus of this strategy is to support disadvantaged students and the challenges which these students face will be considered, however, the activities outlined in this statement of intent are intended to support all students whether they are disadvantaged or not.

In line with EEF guidance, Somercotes Academy will implement a three-tiered approach to the Pupil Premium, focusing on improving teaching, targeted support and wider strategies.

High quality teaching across the curriculum is fundamental to our approach. The Academy supports the EEF view 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 rightly be a top priority for pupil premium spending."

A key part of our approach is targeted support which includes increasing access to intervention, including additional tutoring.

The final strand of our approach is to raise aspirations and to increase opportunities for all students. This will be addressed through increased pastoral support for vulnerable students, support from external agencies, and access to additional curriculum-based provision, particularly in the Arts and in Sport.

Our Pupil Premium Strategy is founded on the following principles and practices:

- A tiered approach to Pupil Premium spending.
- Identifying a small number of key priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- Selecting approaches on the basis of external evidence including research as well as our own knowledge of our students and context.
- Embedding our Pupil Premium Strategy within our broader strategic implementation cycle. This document should be read alongside the Catch-Up Strategy and the Academy Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower levels of literacy of Pupil Premium students on entry may prevent them from making good progress.</p> <p>Year 7 have significantly below national KS2 scores on average and this pattern is seen across our intake. Although PP GCSE outcomes from summer 2024 (-0.13) are significantly above the national P8 score (-0.57) there is still an attainment gap between the disadvantaged cohort and their non-disadvantaged peers when they leave the Academy even though it is narrowing over time. GCSE outcomes for English with a Standard Pass or above in Summer 2024 were 54.2% for Disadvantaged students compared with 71.9% for non-Disadvantaged students.</p>
2	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Year 11 GCSE outcomes in Maths in Summer 2024 shows that 64.1% of non-disadvantaged students achieved a Standard Pass or above, compared to 62.5% of disadvantaged students.</p>
3	<p>Attendance rates have nationally suffered following the COVID pandemic, and are nationally sitting significantly below the 95% target for all students. National attendance levels are 92.8%, while Somercotes Academy is 89.4%, which is higher than the locality average of 87.7%. Attendance for disadvantaged students in the Academy is 88.2%, compared to 87.7 % for non-disadvantaged students. This attendance has become a significant barrier to narrowing the attainment gap for students, however disadvantage students' attendance was slightly higher than non-disadvantaged.</p> <p>Authorised absences for disadvantaged students are 7.2%, and 3.4% unauthorised. Non-disadvantaged students are 8% and 4.3% respectively, again a higher figure than disadvantaged students.</p> <p>Evidence nationally strongly indicates a direct correlation between attendance and student attainment.</p>
4	<p>Our, and external agency's, observations and assessments suggest that SEMH needs have a significant impact on these students' ability to access their education. In line with several national studies, we have found that the pandemic has adversely impacted upon student mental health. Since March 2021, the numbers of students referred for counselling has increased by 200% (a level which has maintained now</p>

	for three academic years, with waiting lists still persisting), and the Academy has doubled the number of individual counselling sessions offered on a weekly basis, as well as training internal staff to deliver "Mental Health First Aid" and small group sessions. We have found that these challenges particularly affect disadvantaged students, including their attainment.
5	Great teachers have a more positive impact on outcomes for all students, including those that are disadvantaged. Therefore, embedding quality first teaching and cultural capital to their school experience is essential. This is the case for all members of staff, including those that are less experienced such as ECTs. Focussing on embedding effective strategies that support all students, including those that are disadvantaged, will over time support in the narrowing of the attainment gap and access to cultural capital.

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
1. To further close the gap between disadvantaged and non-disadvantaged students in all subject areas (where there is no gap, maintain this position), particularly in English and Maths.	By the end of our current plan in 2027/28, KS4 outcomes demonstrate that disadvantaged pupils achieve: Average Attainment scores in both English and Maths that are in line with their non-disadvantaged peers.
2. Literacy levels of disadvantaged students will have increased from entry so that they can successfully access the secondary curriculum allowing students will make their expected levels of progress. Increased numbers of students in receipt of the disadvantaged will also read for pleasure.	Our reading strategy takes a 3-tiered approach, of which will benefit all students including those that are PP. The three tiered approach consists of Tier 1 – developing reading for pleasure Tier 2 – targeting intervention for the lower 20% of readers and more specific intervention for the lower 5%. Tier 3 – curriculum specific strategies to raise literacy levels Reading ages are assessed regularly, to measure impact.
3. Raise disadvantaged student attendance to at least the national average for all students. Sustain this improvement	Whole Academy attendance to be at 95% by 2027/28.

over the duration of the plan for all students, particularly those in receipt of the Pupil Premium.	The annual attendance percentage of disadvantaged students will be at least in line with the national figure, if not higher.
4. To increase early identification of students with SEMH needs and to increase access to internal and external support as appropriate in order to achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Internal data shows an increase of students accessing targeted support as appropriate to the level of need. Student and parent discussions and teacher observations demonstrate sustained high levels of wellbeing from 2027/28, and a reduction in referrals for external agency support.
5. Increased confidence amongst all teachers (including early career teachers) in supporting disadvantaged students across the curriculum.	Regular drop-in observations should indicate that all teachers, particularly ECTs, are increasingly confident in using a range of quality first teaching strategies to support disadvantaged students in the classroom e.g. meta-cognition, scaffolding etc. Student and teacher feedback, observations and work scrutiny suggest that disadvantaged pupils are keeping with their non-disadvantaged peers and engage well with the Academy enrichment offer (cultural capital). This should be measurable in the reduction of the attainment gap for disadvantaged students.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £118,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Take a data-rich approach to teaching all students, including the use of internal data, standardised GL	Research suggests that frequent low stakes assessment gives give a better holistic view of the students' progress which, therefore, improves student outcomes. EEF research states that Standardised tests can provide	1,2

<p>assessments and continuing to use SISRA to provide staff with low stakes feedback and FFT as tools to inform future planning.</p>	<p>reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	
<p>Promoting literacy across the curriculum, particularly the reading of extended texts across the curriculum via the introduction of 'Somercotes Reads' and of reading for pleasure in tutor time. This will require the purchasing of additional resources including a variety of texts, subject specific materials and a reading scheme.</p>	<p>Whole school approaches, which address multiple elements of school provision, can produce substantial improvements in academic outcomes (e.g. Sharples et al., 2011). We will follow the approach to disciplinary literacy and the seven recommendations made by the EEF in line with the view that: "literacy is key to academic success across the curriculum" and an awareness that "Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave". (EEF Improving Literacy in Secondary Schools).</p>	2
<p>Develop the teaching of English, Mathematics and numeracy in the Academy through review and enhancing of the Maths curriculum and classroom practice. We will work with the wider trust, our feeder primary schools and the local Maths hub to identify areas requiring focus and to access quality resources and CPD. Purchasing of quality-approved mathematics teaching resources such as Sparx Maths, with a focus on English and</p>	<p>EEF's KS2 and KS3 Maths Guidance (2017) indicates that: "The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught." The Academy will follow the eight recommendations highlighted in this report. For English, the embedding of English Mastery to support in raising outcomes over time.</p>	1

<p>Maths mastery working with the L.E.A.D Teaching School Hub and providing opportunities for staff to undertake specific NPQ courses.</p> <p>Further investment in the quality of education team including the recruitment of an additional member if the wider SLT with a remit for Teaching and Learning</p>		
<p>Offer enhanced support and CPD opportunities for ECTs and recently qualified teachers, particularly focusing upon strategies relating to quality first teaching.</p> <p>Further investment in visualisers for every classroom, to support teachers with modelling in the classroom. We will also invest in a number of pastoral staff for each key stage and an isolation manager to support teachers in behaviour management, alongside a centralised detention system to support teacher workload</p>	<p>EEF evidence identifies the need for new and recently qualified teachers to feel supported in order for them to make good progress towards their targets and to teach high quality lessons resulting in good student progress. Our research and discussion with student groups and parents indicates that lack of subject specific and general educational resources is a key barrier to learning for a number of students.</p>	5
<p>Implement a whole Academy approach to</p>	<p>EEF research suggests that this programme, if implemented effectively, can accelerate student learning by 7 months.</p>	1,2,5

understanding, using and embedding strategies of Metacognition and Self-Regulation.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £49,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
To supplement the school-led tutoring grant in order to face-to-face opportunities for students to access additional tutoring sessions initially in maths and English and then to address identified gaps for students across the wider curriculum.	The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.	1,2
Additional screening to be undertaken for all students who present as having difficulties in accessing the curriculum; ensuring suitable access arrangements are in place for examinations. Identified students with low literacy levels to have curriculum time for reading tutorials (taught in reduced group sizes). Reading and spelling levels to be assessed and	Small groups taught by specialists allow for targeted skill development and high-quality feedback. The Sutton Trust found that "Mastery learning" had a "moderate impact for a very low cost". By focusing on mastery and quality feedback ("high impact for very low cost" students at Key Stage 3 are able to focus on making progress against their own starting points, building deeper learning and skill development in preparation for GCSE study. The Sutton Trust found that reducing class sizes through the additional of extra groups had "moderate impact". It allows for more targeted teaching and more teacher contact. Taking this approach from Year 7 onwards is in line with Ofsted's 2013 recommendation of taking "a long-term view" rather than focusing	1,2

<p>interventions put in as appropriate. Small group support to be delivered by teaching assistants for identified students. The continued use of Lexia and phonics support</p>	<p>only on Year 11 interventions. Each reading tutorial is staffed by a specialist teacher and 2 teaching assistant, allowing for bespoke targeted support. Sutton Trust "Recommendations for the Best Use of Teaching Assistants" suggests both that "it is important that TA's supplement rather than replace the teacher" and that for maximum impact TAs should be "fully prepared for their role in the classroom", this is done through clear schemes of work and defined roles. The EEF Toolkit finds that teaching "Reading Comprehension Strategies" has high impact for very low cost based on extensive evidence.</p> <p>Whilst the Sutton Trust found 1 :1 and small group interventions had "moderate impact for high cost", this is mitigated through using interventions with proven impact and research bases e.g. "Lexia".</p>	
<p>To use internal staff to offer additional face-to-face and remote opportunities for students in all years to access additional sessions in English, Maths, and the wider curriculum.</p> <p>To provide students in care the opportunity for additional online tutoring via the use of 'My Tutor'</p>	<p>Staff members who are already working in the Academy have good relationships with students and are aware of their learning needs and gaps. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. All sessions are taught by specialist teachers.</p>	1,2
<p>Pupil Premium students will have access to suitable personalised support so they can make expected levels of progress. 1: 1 / small group academic mentoring to be given to all students in</p>	<p>Targeted mentoring has a positive impact historically in the Academy. Academic tutorial focuses on teaching learning skills. Sutton Trust research found "developing pupil Meta-cognition and self- regulation" resulted in "High impact for very low cost, based on extensive evidence".</p>	1,2,5

receipt of the Pupil Premium, particularly focusing on metacognition and self-regulation to reinforce work done in lessons.		
<p>Revision sessions in holidays, weekends, evenings and lunchtimes. The provision of Sparx Maths and Sparx Reader lunchtime clubs to support those without technology outside of school.</p> <p>Regular use of weekly 'Pizza Nights' revision sessions for year 11, providing both academic and nutritional offer</p>	<p>On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. Summer schools without a clear academic component is not usually associated with learning gains. A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance. Offering a range of different additional sessions maximises attendance opportunities. All sessions are run by specialist teachers.</p>	1
Breakfast revision sessions prior to examinations	<p>A Cardiff University study reveals the link between eating breakfast and academic performance. Children who eat breakfast before school are two times more likely to score highly in tests and assessments than those who start learning on an empty stomach.</p>	1

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

Budgeted cost: £29,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish links with external organisations	Raising aspirations, awareness, opportunities and support for young people will encourage them to aim for	4

<p>e.g. local universities to raise aspirations of students and establish positive role models. Continue to have access to internal services to offer support and guidance to young people e.g. careers advisor, school counsellor. Additional sessions during parents evening to increase parents' awareness of post-16 courses and increased access to employers and work- based learning opportunities</p>	<p>higher grades and achieve their full potential.</p> <p>Engaging with providers of further education and businesses improves the probability of students going on to further study and employment, therefore reducing NEET figures.</p>	
<p>Attendance Team to meet regularly to monitor and track students with attendance concerns. Recruitment of Pastoral Assistants for September 2024 to improve monitoring and first response to attendance issues. Use EWO time and first day absence response provision as part of a robust approach to attendance. Attendance surgeries and early intervention from pastoral team. Incentives such as monetary rewards vouchers for 100% attendance and competition amongst tutor groups to win the weekly trophy to improve attendance. Embedding principles of good practice set out in DfE's Improving School Attendance advice. Continued use of the 'Magical Breakfast' to</p>	<p>A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance. Student attainment is linked to attendance. If a student is not attending they cannot be taught. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3</p>

<p>encourage students to get to the academy on time in the mornings</p> <p>Improvement of communication with parents/carers through the introduction of BromCom and MCAS parent app.</p>		
<p>Increase the access of students in receipt of the Pupil Premium to wider/ extracurricular activities including educational trips and other enrichment opportunities. The Academy to ensure that there is free music tuition and instrument loan offered to Pupil Premium students.</p> <p>The Academy will use Pupil Premium funding to fully support these students in attending any educational visits.</p> <p>The running of the Duke of Edinburgh award</p> <p>Investment in the school gym</p>	<p>Though the Sutton Trust rate "arts Participation" as low impact for low cost, increasing the range of experiences and therefore aspirations for pupils is a "long Term" (Ofsted 2013) strategy. Of "raising aspirations and broadening experiences" as detailed by case studies in the 2014 Ofsted report.</p>	<p>5</p>
<p>Implement a whole academy approach to understanding, using and embedding strategies of Meta-cognition and self-regulation.</p> <p>CPD opportunities to staff from organisations such as BOSS and Educational Psychologists</p>	<p>EEF research suggests that this approach, if implemented well, can accelerate learning by 7 months over a secondary students' time in education.</p>	<p>1, 5</p>
<p>To provide additional pastoral support and targeted SEMH support for student wellbeing and mental health support, including behaviour support.</p>	<p>There is evidence from the EIF report on Adolescent mental health to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties, finding good evidence that CBT interventions support young people's social and emotional skills and can</p>	<p>4</p>

	<p>reduce symptoms of anxiety and depression. The Neale-Wade Academy case study demonstrates that effective pastoral interventions raise attainment. The Sutton Trust found that dedicated "Social and Emotional Learning" had a moderate impact. Engaging with the needs of this cohort through appropriately selected interventions with proven impact builds resilience and self-esteem. Behaviour interventions are found in the EEF Toolkit to have moderate impact for moderate cost based on extensive evidence.</p>	
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Total budgeted cost: £197,208

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attendance in the academic year 23/24 was 89%, 3.4% lower than the national average. Disadvantaged students' attendance was just 88.2%

The percentage of disadvantaged students in year 11 was 41.5%

Year 11 outcomes show that there is still an attainment gap between the disadvantaged cohort and their non-disadvantaged peers when they leave the Academy though it is narrowed during the time students are at the Academy.

GCSE outcomes for English with a Standard Pass or above in Summer 2024 were 54.2% for Disadvantaged students compared with 71.9% for non-Disadvantaged students

Year 11 GCSE outcomes in Maths in Summer 2024 shows that 64.1% of non-disadvantaged students achieved a Standard Pass or above, compared to 62.5% of disadvantaged students.

Extra-curricular activities thrived in 23/24, with the introduction of two Showcase events for music and performing arts, participation in sporting clubs (including accessible sports) increased, as did performance at fixtures.

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

Programme	Provider

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The proportion of students in receipt of the Service Premium in the Academy is less than 0.5%. These students are identified and assigned an academic mentor who regularly meets with them to support their wellbeing and academic progress.

Participation of these students in extracurricular and enrichment activities is encouraged and monitored.

The impact of that spending on service pupil premium eligible pupils

Students in this group have made positive progress on internal tracking data and have fully participated in the wider life of the Academy.