

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year 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	Sirius Academy North
Number of pupils in school	1255
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	
Statement authorised by	A Howe
Pupil premium lead	A Howe
Governor / Trustee lead	A Medicott-Revell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£665,153.09
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£665,153.09

## Part A: Pupil premium strategy plan

### Statement of intent

At Sirius Academy North we have high expectations of our students and believe that their potential has no limits. Our pupils will make see attainment in line with or better than other students nationally, with no significant gaps between those students that attract pupil premium funding and those who do not. This will be achieved primarily through high quality teaching and delivering an engaging curriculum that is bespoke to our context.

We will provide extensive SEMH support for all our students, ensuring that they can face challenges with resilience and determination. Our most vulnerable students will access a personalised learning pathway that supports their SEMH and SEND needs specifically to allow them to succeed.

It will be the task of all members of teaching and non-teaching staff to support the work of the attendance team and stress the importance of attending school, both in terms of successful outcomes but also social and emotional development. The Academy will work with our hardest to reach families to promote a culture of involvement and clarity that ensures students are supported both within the Academy and at home.

We will provide a large range of enrichment opportunities to students, utilising funding to remove barriers to all students accessing this. Students will be clear and positive about their futures through academic achievement and an inspiring careers programme.

### Challenges

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

Challenge number	Detail of challenge
1	High attaining pupils, particularly those who attract the pupil premium funding, are making less progress than middle or lower attaining pupils. This is especially apparent in year 8 and 9 and impacting student progress through to KS4.
2	We have identified a gap in the literacy levels of our learners who are disadvantaged vs non-disadvantaged. Some of the reading ages of our students are 2 or more years below expected when they first start at our academy. Also, evidence from the EEF shows that improved literacy

	levels can lead to greater student success both during school and beyond.
3	Low aspirations and disengagement from the curriculum, particularly through years 8 and 9. Our careers and enrichment calendars are ambitious and aimed at giving students real opportunities to grow and move successfully onto their next steps. Further work is however needed to increase the cultural capital of our learners.
4	Attendance remains a key challenge for our academy. Following on from the pandemic, national attendance figures have dropped, and our disadvantaged pupils have suffered from significantly lower attendance rates than our non-disadvantaged pupils.
5	A need for positive role models. We have a need for further high-quality staff CPD on teaching and learning. Our academy is focussed on developing our staff using evidence informed practice from the EEF on metacognition, literacy, and feedback.
6	A need for parental engagement – a number of our disadvantaged students need more support with academic progress, food, uniform, social skills, and cultural capital. Parental engagement has a high impact on pupil progress according to the EEF.

## 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 close the gap in progress between PP students and their non-PP peers through the consistent provision of Quality First Teaching.	<p>Quality assurance from curriculum studies, L1 drop-ins and lesson drop-ins shows teaching is good or better.</p> <p>P8 scores for PP students are closer to that of non-PP students.</p> <p>Pupil Premium students' achievement is in line with national figures.</p> <p>Progress measures for maths and English improve compared to 2018/19 scores.</p>
2 To focus on improving the literacy levels of all students, particularly in terms of reading and spoken language, to ensure that all students are in line with comparable national data.	<p>The gap between student's chronological age and reading age closes.</p> <p>There is a significant reduction in the gap between the reading ages of PP students and non-PP students.</p>

	<p>Students demonstrate a love of reading and have greater access to age-appropriate materials.</p> <p>Outcomes at KS4 show that students are more able to access the literacy demand of exam scripts.</p>
<p>3 To raise the aspirations of disadvantaged students, through a combined approach of promoting academic resilience and broadening academic and career horizons.</p>	<p>Implementation of an ambitious yet realistic careers calendar that broadens the horizons of our students and community.</p> <p>The number of NEETs in 2022-23 shows an upward trajectory so that all students are supported to secure ambitious next steps.</p> <p>The percentage of PP students continuing in further and higher education improves.</p> <p>The narrowed achievement gap between PP and non-PP students is evidenced in P8 and A8 data.</p>
<p>4 To ensure high levels of cumulative attendance and low levels of persistent absenteeism. To also ensure standards in behaviour are consistent for all students in the Academy.</p>	<p>Persistent absenteeism to be in line with schools in the local area.</p> <p>Closing the gap in attendance between PP students and non-PP students.</p> <p>There are equivalent rates of negative behaviour incidents for PP students and non-PP students.</p> <p>Overall negative behaviour logs show a trend of improvement.</p>
<p>5 To implement effective professional development for staff.</p>	<p>Consistently good practice observed during Monday night CPD.</p> <p>Planned twilights, briefings and inset days covering evidence informed practice.</p> <p>Feedback from staff CPD surveys shows that professional development is effective.</p>

<p>6 To focus on building relationships with our harder to reach families, and play a bigger part in the wider community.</p>	<p>Achievement of the Optimus Education “Leading Parent Partnership Award”.</p> <p>Improved parental attendance at events.</p> <p>Positive attendance rates at parent evenings.</p> <p>The percentage of PP parents that attend is equal to the percentage of non-PP parents.</p> <p>Parental surveys show the perception of the Academy is positive and families feel part of our Academy community.</p>
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## 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: £381,344**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of 5 No Limits coaches with a focus on ensuring high quality teaching is embedded across the academy. <b>£13,368</b> Sept 23	<b>EEF Professional Guidance</b> “An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.”	1, 2, 3, 5
Appointment of Lead Practitioners with a focus on leading CPD for PP teaching strategies  Sarah Steels Heidi Meeke Natasha Farrow Shannan Edgar Victoria Rigg Kate Hutchinson  2 hours a week  <b>£19,177</b>	<b>The Sutton Trust Report, 2011</b> - the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds, gaining 1.5 equivalent years of learning for every one year spent in education, compared to 0.5 equivalent with a poor teacher  <b>EEF Pupil Premium Guidance</b> principle 3 – Quality teaching helps every child	1, 3, 5
AHT to be a champion of the PP cause, monitor attendance; attainment and engagement	<b>Dr John Dunford: The pupil premium journey:</b> lessons learned during my two years as National PP Champion – shows a pupil premium champion can help to implement and monitor the effectiveness of all other aspects of the PP plan.	1, 3, 5

<b>£16,863</b>	<b>Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys</b> by C4EO also showed a rigorous approach to monitoring and acting upon data is essential to closing the disadvantage gap.	
Diamond pathway alternative provision offers a bespoke SEMH/SEND pathway for students with the highest needs  <b>£123,602</b>	DfE 2017: <b>Alternative Provision: Effective Practice and Post 16 Transition</b> ; Sue Tate shows effective in-house alternate provision can improve engagement and attainment of the identified cohort at KS4  <b>EEF teaching and learning toolkit</b> shows explicit social and emotional learning can add 4 months progress	3, 4
Impact KS3/4 Provision provides very small group education for the most disengaged students in a structured environment that supports SEMH needs and encourages attendance <b>£87,029</b>		
CAT/Reading tests for all pupils to enable correct setting/accurate starting points <b>£12,600</b>	<b>Closing the reading gap</b> – Alex Quigley suggests disadvantaged students are less likely to be able to access reading materials at home, and have significantly more limited vocabulary than their peers. To tackle this the reading ages must be known, for suitable intervention to be put in place.	2, 3
Subscription to national networks such as Pixl and the National College for online CPD <b>£5,335</b>	Internal school data and National data shows teachers with access to instant online CPD to improves Quality First teaching	1, 3
4 FT cover supervisors to	<b>Bad Form: Behaviour in Schools, Unison Survey</b> , 2016 showed that	3, 4

ensure consistency in approach for every lesson for students <b>£70,607</b>	cover supervisors can reduce the need for external supply to be brought into a school, improving consistency in maintaining routines and therefore reducing behaviour instances	
Printing of curriculum practice booklets that support knowledge recall and retention at KS3 <b>£15,000</b>	<b>Educational Psychology Review of Retrieval</b> , 2021 shows retrieval practice has moderate or large impact on learning in 57% of examples. <a href="#">Link</a>	1, 3, 6
Printing of literacy practice booklets and posters to support delivery of literacy integrated through the curriculum <b>£9,000</b>	<b>Ofsted report: Improving literacy in secondary schools: a shared responsibility</b> shows effective literacy practice is needed across all subjects to have maximum impact	2, 3
Direct instruction staff training and resources <b>£6,764</b>	<b>EEF</b> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1, 2, 3
External teacher CPD relating to Gatsby Benchmarks <b>£2,000</b>	<b>Gatsby Benchmarks for good careers guidance</b> - improves social mobility; preparedness for careers and outcomes <a href="#">Link</a>	3, 5, 6

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

Budgeted cost: **£49,254**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Fresh Start Phonics and Reading Plus <b>£7,200</b>	<b>EEF teaching and learning toolkit</b> – Reading comprehension strategies – additional 5 months progress, phonics – additional 4 months progress	2, 3
Reading books for all students, categorised by reading age to foster a love of	<b>How to close the vocabulary gap</b> , Matt Bromley 2019 <b>Research evidence on reading for pleasure</b> , Education standards research team 2012	2



reading for pleasure <b>£20,347</b>		
Revision guides for all students at KS4 to remove barriers to effective revision and study habits <b>£19,707</b>	Ofsted, 2013, <b>The Pupil Premium, How schools are spending the funding.</b>	3, 6
No-Limits Legends programme to target underachieving HA students with low aspirations <b>£2,000</b>	<b>Sutton Trust report – Potential for Success</b> , 2018, states pupil premium funding should be used to support highly able disadvantaged students, to ensure they have access to activities and programmes tailored to their particular needs	1, 6

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

Budgeted cost: **£256,353**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academy attendance team led by AVP to work with hard to reach families and reduce the number of PA, increase the number of students achieving the benchmark of 95%+ <b>£133,657</b>	<b>DfE</b> , 2012: pupils with absence of over 50% have only a 3% chance of achieving 5 or more GCSE grades at 4+, including English and maths.  Academy attendance data.	4, 5, 6
School Nurse/councillor providing physical/mental wellbeing support to encourage attendance and support families and the community <b>£21,000</b>	<b>Maslow</b> , 1943 Supports students with basic needs so that they can fulfil their potential and learn/create.  <b>Magic Breakfast</b> , EEF, 2017  <b>The acute effects of meals on cognitive performance</b> , 2005; Mahoney, Taylor and Kanarek	4, 5, 6
Provision of nutritional food through Academy breakfast club, free breaktime fruit and		3, 4, 5, 6

KS3 food technology curriculum <b>£15,000</b>		
Provision of basic stationary and equipment to remove barriers to attending school <b>£20,000</b>	Student/parent surveys.  Academy attendance data.	6
Rewards and trips linked to attendance and attainment, promoting academic excellence <b>£30,000</b>	<b>Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys</b> by C4EO shows raising aspirations has a significant impact on attainment, with a disproportionately higher impact on boys from disadvantaged backgrounds.	4, 5
Partnership with Motorvation Training Ltd and Orchard Training & Education		3, 4, 5
Subject parental engagement evenings to provide an opportunity for families to interact with the academy for positive reasons <b>£1,000</b>		6
Careers advisor providing 1-1 support for students as well as groups of students. Increase the number and variety of employer interactions. <b>£35,696</b>	<b>EEF teaching and learning toolkit</b> OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	5, 6

**Total budgeted cost: £686,951**

## 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 2021 to 2022 academic year.

Attendance figures:

Although attendance was a challenge in 2021-22, there was some progress, showing the attendance measures in place supported PP students to return to the Academy.

	<b><i>HT5 2021-22</i></b>	<b><i>HT6 2021-22</i></b>
<i>PP</i>	86.9	87.9
<i>Non-PP</i>	91.5	91.5

Whilst attendance has been a real hurdle to overcome, particularly following the pandemic, support across the academy has been strong. We have in place an attendance team that sends out daily attendance data. Students have all been given 100% attendance badges. Rewards are given to those students with excellent or improved levels of attendance. Challenges are issued and weekly assemblies drive home the link between attendance and growth, be it academic or personal.

We have in place an attendance lead and team who are developing relationships with students and families to support us.

A comparison of results 2018-2019 to 2021-2022:

In the 2018-2019 exam series, our A8 figure was 37.86 and 58.7% of our year 11 learners achieved a 4+ in English or Maths. Over 40% of our students achieved a grade 5 or above in English or Maths. In terms of those students categorised as attracting pupil premium funding, our A8 figure was 35.20, 54.1% of our students achieved English or Maths at a grade 4 or above and 35.7% of our students achieved English or Maths at a grade 5 or above.

In the 2021-2022 exam series, our A8 figure stood at 39.41, 74.4% of our year 11 learners achieved a 4+ in English or Maths and the average English grade was 4.38. More than 55% of our students also achieved a grade 5 or above in English or Maths. During this period, in terms of students attracting pupil premium funding, our A8 figure was 34.10, 62.7% of our students achieved English or Maths at a 4+ and 42.7% of our students achieve English or Maths at a grade 5+.

This means that in 2021-2022 our students A8 grade has improved by 1.55, 15.7% more students across the academy achieved English or Maths at a 4+, 15% more students achieved English or Maths at a 5+, 8.6% more students in our pupil premium cohort achieved English or Maths at a 4+ and 7% more of our pupil premium funded students achieved a grade 5+ in English or Maths.

From this it is clear that we have made some significant gains in attainment compared to pre pandemic figures, but we have much more to do. There is still a clear gap in the attainment of those students attracting the pupil premium fund and those who do not. Through the plan set out here, we will make significant progress and ensure that there are absolutely no limits in what our students can achieve.

Behaviour data:

A comparison of December 2018 to December 2022:

Whole school negative behaviour incidences have decreased from 642 in 2018 to 320 in 2022. This means that negative behaviour incidences have more than halved in this time and shows that we are making progress in effectively supporting our learners. To add to this, more serious incidents have decreased from 95 in 2018 to 71 in 2022 which means that our Academy is becoming even more purposeful and focussed on what matters – student progress, be that in terms of academic achievement, personal development, or the pursuit of ambitious next steps. Finally, our internal exclusion rates have dropped from 24 in 2018 to 13 in 2022 meaning that less students are missing out on our strong student offer.

A real positive is found with our proportion of expert learners increasing from 37.1% in 2018 to 42.5% in 2022. We do however still face the challenge of students attracting pupil premium funding being overrepresented in negative behaviour incidents. We must continue to implement the plan stated in this document to ensure that they are effectively supported so that there are no limits on what they can achieve.

## 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 (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A