

# Pupil premium strategy statement (Including ACE)

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	Cleeve Park
Number of pupils in school	1013
Proportion (%) of pupil premium eligible pupils	30% (295)
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	November 22
Date on which it will be reviewed	October 23
Statement authorised by	<a href="#">Alex O'Donnell</a>
Pupil premium lead	<a href="#">Jake Stone</a>
Governor / Trustee lead	Caroline Mapstone

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,000
Recovery premium funding allocation this academic year	£74,244
Recovery premium funding carried forward from previous year (enter £0 if not applicable)	£25,372
<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	£364,616

## Part A: Pupil premium strategy plan

### Statement of intent

The ambition is for Pupil Premium students at Cleeve Park will make, at least, expected progress in reading, writing and maths, through quality first teaching, pastoral support, rigorous intervention programmes that support in school and home learning.

We offer pastoral support through year group leads, behaviour mentors, pupil mentors and our ACE teams. We aim to increase the engagement in school through the promotion of positive relationships between, school, mentors, students and families. Through this we can achieve increased attendance of PP students which allows more exposure to the curriculum on offer and enables us to close the gap between dis-advantaged and non-disadvantaged pupils.

We aim to improve the 'cultural capital' of our PP students by offering a wide range of enrichment inside and outside of school. Students will have access to a strong extra curricular programme and be provided with the opportunity to learn outside the classroom.

**ACE: A Champion for Every Child Programme:** Every Pupil Premium pupil (and their families) have regular one-to-one contact to build relationships and overcome barriers.

Our ACE programme is part of the rollout of the TKAT pilot started in September 2021, which has been externally evaluated by TKAT and their ACE regional lead.

Since our pilot in 2021/21 we have added an additional full time ACE mentor along with a part time ACE mentor. Having the additional staff in the ACE team means we are now able to offer ACE mentoring to all PP students in Key Stages 3 & 4 (280). PP students receive 1-1 mentoring weekly and group mentoring fortnightly. We have also added a ACE room within the school that provided a mentoring hub, breakfast club and homework support club.

"Overall the evaluation from the ACE programme's pilot year sees promising evidence of impact, particularly on pupils' attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future." ImpactEd September 2021

## Challenges

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

Challenge number	Detail of challenge
1	Attendance - disadvantaged students often have a lower attendance due to the low importance placed on school by some parents.
2	School Engagement including Goal orientation, motivation, self-efficacy and behaviour - often with PP students they will have low aspirations as the importance isn't placed on the school environment.
3	Attainment - students struggle to access the exam papers due to high reading ages on test papers and lower reading ages for disadvantaged students.
4	Take-up of school opportunities - lack of transport when needed to attend intervention / enrichment opportunities mean that disadvantaged students have less access than the non-disadvantaged.
5	Home school communication - often difficult with lower literacy skills of disadvantaged students and their parents.

## 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
<ul style="list-style-type: none"> <li>PP pupils with ACE Tutors, over time and relevant to the context, will have:</li> </ul>	Every PP student (and their families) have regular one-to-one contact to build relationships and overcome individual barriers. The profile of PP pupils will be raised within the school with all staff being aware of the students needs.
<ul style="list-style-type: none"> <li>Rapidly improving attendance or attendance that is at or above the national average for all non-Pp pupils.</li> </ul>	Attendance of identified PP students increases and the gap between PP and non PP narrows.
<ul style="list-style-type: none"> <li>Rapidly improving or good pupil engagement compared to their peers</li> </ul>	Pupils surveys reflect enjoyment in school combined with improved attitude to learning. PP students attend a wide range of extra curricular activities.
<ul style="list-style-type: none"> <li>Rapidly improving outcomes or outcomes that are at or above the national average for all non-Pp pupils.</li> </ul>	PP students are in line with their FFT50 P8 score. Students in years 7 improve their reading ages upon entry to Cleeve through the bedrock foundation and literacy support intervention.
<ul style="list-style-type: none"> <li>Increased uptake of opportunities offered by the school outside of the</li> </ul>	All PP students attend careers meetings and outcomes shared with ACE tutor. PP

classroom including raised career aspirations.	students in post 16 apply for University, whilst PP students in year 11 apply for post 16.
<ul style="list-style-type: none"> <li>Increased communication between school and home with rapid intervention or referral processes, as required</li> </ul>	Students are provided with full pastoral care and regular phone calls to home improve relationships. Students' negative behaviour logs decrease whilst their positive logs increase. Guidance and support through ACE tutors improve the self esteem and resilience of the students.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff and HoDs have CPD around levels of support to use for PP students in lessons. This includes seating plans	All staff devise seating plans that ensure that all staff are aware of who their PP students are within their classrooms. Introduction of class charts can support this  Whilst lessons are taught and students are working, staff are able to live mark students books and ensure they get feedback.	2,3
ACE tutor employed (part time)	Pilot scheme within TKAT shows that PP students who have ACE tutor have increased attendance & engagement with school. This supports closing gaps in KS4.	2,4,5
Literacy mentor	Students have low reading ages based on the baseline testing. Literacy mentor allows gaps to be closed so that students will be able to access the exam papers in KS4.	2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
ACE tutor programme	1-1 mentors for PP students. We have allocated an ACE mentor. The ACE tutor will also improve liaison between school / home / teachers. Evidence in record keeping of meetings and data drops.	1,2,3,4,5
Literacy intervention	Evidenced through reading ages improving & data drops in english.	2,3
Bedrock Learning (vocabulary instruction)	A digital literacy and vocab curriculum software to support the development of students' use of language through a range of tested units. Designed to rapidly improve reading ages and gives evidence of students journey through the platform. This has a measurable impact.	3,4
Rapid Plus Reading Intervention		3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint and train Lead and Tutors	Pilot evaluation see <a href="#">“The Kemnal Academies Trust: ACE evaluation summary” 2020-21 (ImpactEd)</a>	1,2,3,4,5
Link Tutors and pupils according to need		
Communicate programme in and out of school		
Implement recording and tracking system		
Support Tutors to ensure pupils have appropriate goals/targets		
Provide supervision support for Tutors		

Paula Kerr - Recharge	Group & 1-1 mentoring. Boosts attendance and re engages students with learning.	1,2
Extra curricular activities - transport supported where needed	Wider range of extra curricular activities available to all PP students.	2,3

## 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.

All PP children had barriers towards learning and culture capital removed. Students in years 7 & 10 took part in the pilot scheme for ACE mentoring where they had the highest attendance of the PP students in school. Within this group of year 7 students we also saw an increase in reading ages through the support of the mentors and literacy programme. Our year 10 ACE students had an early careers appointment with our career's advisor this academic year and have been through a programme of reliance training.

There is still a gap between PP and Non-PP for overall attendance and this will continue to be a priority in the next Pupil Premium strategy to continue to close the attendance gap. However there has been an improvement in the persistent absence figure which has reduced.