Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Reach Academy Feltham
Number of pupils in school	845 (Reception-Year 13)
Proportion (%) of pupil premium eligible pupils	39.43% Primary 41.45% Secondary
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1st September 2021-31st August 2024
Date this statement was published	8th December 2021
Date on which it will be reviewed	30th April 2022
Statement authorised by	Rebecca Cramer (Executive Headteacher)
Pupil premium lead	Manjit More (Secondary) Tilly Browne (Primary)
Governor / Trustee lead	Tom Sawbridge (Trustee and Chair of LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,270 (Primary) £120,330 (Secondary) TOTAL: £343,600
Recovery premium funding allocation this academic year	£43,645 (£145 per eligible pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£387,245

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Not applicable

Part A: Pupil premium strategy plan

Statement of intent

Vision

Our aim for students eligible for pupil premium funding can be encapsulated by our whole school mission which is to transform the lives of all of our pupils by providing them with the skills, attitudes and academic qualifications to flourish in any career and live happy and fulfilled lives. The school has been founded in order to empower our community to access opportunities that hitherto have been preserved for the elite. In order to achieve this vision, we will ensure that pupils make excellent progress across the curriculum.

The importance of this issue has been heightened due to the events of the past eighteen months. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

Principles

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Strategies and decision-making based on the most recent evidence so we only implement what has been shown to close the gap.
- The plan will be centred on improving the quality of teaching. All academic evidence strongly suggests that high-quality teaching is the 'best bet' we have in closing the attainment gap.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Thoroughly involve governors in the decision making and evaluation process.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Outstanding CPD, including individual coaching to all staff will be used to increase the quality of teaching in the school.
- Providing a world class education and beyond through the work of the Reach Children's Hub.

- Fully utilising our all-through model to identify under achievement and patterns as early as possible to allow action to be taken to address the issues in a timely manner.
- The small nature of the school will allow students to receive a personalised approach. We pride ourselves on having a deep understanding of every student and family.
- Review and change. We will review the PPG plan each term and remove actions that are not having a positive impact on our desired outcomes.
- The plan will be underpinned by drawing upon the EEF's Teaching and Learning Toolkit meta-analyses and research reviews. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium
- School leaders should focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

Intent

The academy aims to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils. Our current pupil premium strategy plan is designed to improve outcomes, attendance and build strong relationships with pupils to fulfil our vision.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with students across primary show that disadvantaged students have generally lower reading comprehension compared to their non-disadvantaged peers. End of KS2 reading data in 2021 showed a 12% gap between disadvantaged and non-disadvantaged students meeting GDS and a 15% gap meeting EXS+. Phase 3 assessments show a 16% gap between disadvantaged and non-disadvantaged students meeting their end of year target.
2	The maths attainment of disadvantaged students in Year 8 is generally lower than that of their peers. End of year assessments showed a -0.5 gap between our disadvantaged and non disadvantaged students. The gap in other year groups is not statistically significant.

3	Writing and correlation with speaking. Assessments and observations of students has shown that disadvantaged students are less articulate when expressing their verbal responses in class.

End of KS2 data showed a 10% gap between disadvantaged and non-disadvantaged students meeting EXS+ and 12% gap meeting GDS. |
| 4 | Parental understanding of how to support effective home learning |
| 5 | Our multi-disciplinary early intervention team and processes have identified an increase in the number of vulnerabilities our disadvantaged students are experiencing following the pandemic. Resulting in an increased number of children and families presenting with social and emotional issues.` |

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
Pupils make outstanding progress through the EYFS.	100% of disadvantaged students meet the GLD in all of the prime areas of the EYFS.
Pupils all pass the phonics screen	100% of disadvantaged students pass the phonics screen.
Students achieve outstanding outcomes in Key Stage 1	70% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths.
Students achieve outstanding outcomes at Key Stage 2	85% of disadvantaged students achieve combined EXS+ in Reading, Writing and Maths.
The attainment gap does not increase, and in most cases, begins to close during Key Stage 3.	90% of disadvantaged students meet their end of year aspirational target.
Students achieve outstanding outcomes at Key Stage 4.	The Progress 8 Score of disadvantaged students is significantly higher than national and inline with non disadvantaged students within the school cohort.
Students achieve outstanding outcomes at Key Stage 5.	Disadvantaged students achieve a minimum of a 3 ALPS score in all of their subjects.

100% of disadvantaged students achieve a D-D** grade at BTEC. |
| All students will be able to have a life of choice and opportunity. | We will have a minimum of 50% of our disadvantaged students choosing to attend a Redbrick or Top Third University. |
| Students will have access to an outstanding enrichment offer. | All disadvantaged students will participate in at least one extra curricular enrichment club. |

Our behaviour policy will ensure that students are taught habits and routines that will support them to achieve the best possible outcomes.	The % of disadvantaged students who incur demerits and further sanctions are inline with the whole cohort.
No attainment gap in our Yr 8 maths cohort.	No attainment gap in the end of year assessment.
Yr 10 PPG gap, which is currently the largest on entry to the school, to be closed by the end of Year 11.	Disadvantaged students achieve a P8 score which is significantly above national and inline with their non-disadvantaged peers.

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: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Programme focused on practice and developing teacher habits. The CPD programme is underpinned by the latest research and evidence. We will review our provision every academic year to ensure that our CPD offer is inline with what research says will close the attainment gap. *CPD will be run two out of three weeks for staff in secondary and weekly for staff in primary. CPD will focus on whole school strategies as identified in our Teaching and Learning Handbook. Then, at Secondary department level these strategies will be revisited allowing colleagues to see what each technique will look like in their department. In Primary, we will then revisit these in different subject areas.* Loadings- kept low for SLT to triangulate the	A large body of academic evidence has made it clear that the biggest factor determining the outcomes for disadvantaged students is the quality of teaching. Therefore, it suggests that CPD for teachers should be where Senior Leaders and schools invest a majority of their time and money. https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Designing_Professional_Development_for_Teacher_Change_-_Harry_Fletcher-Wood_1.pdf https://www.crownhouse.co.uk/the-cpd-curriculum https://dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Spectator%20talk.doc	1,2,3

implementation of this & teachers to plan for impact.		
Teacher retention is high through centralised school systems, reductions and a feedback policy that allows departments to decide how to best move students forward in their respective subjects. *All departments have centrlaised resources to support with their planning.* *Teachers have low loadings to support wellbeing and retention*	The Department for Education has produced the School workload reduction toolkit and this has guided our overarching strategic principles in the school. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. https://www.gov.uk/government/collections/reducing-school-workload https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,3,4,5
Coaching of teachers to ensure that the quality of teaching and learning remains outstanding.	In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. Instructional coaching is also in contrast to a more traditional coaching model where the coach asks a series of open questions in order to draw out the answer that the practitioner is already aware of. Instructional coaching assumes that there are some areas where the teacher being coached is more novice and that the coach, being more expert, will be able to guide their improvement in those areas. *https://samsims.education/2019/02/19/247/* https://www.ambition.org.uk/blog/what-instructional-coaching/#:~:text=Instructional%20coaching%20of%20teachers%20seeks,bite%2Dsized%20steps%20for%20improvement.	1,2
Data analysis to have a specific focus on the progress of disadvantaged students.	Pupil Progress Meetings (PPM's) will focus on the progress of disadvantaged students. Meetings have been adapted for the academic year 2021-2022 to not only have a more specific focus on progress of disadvantaged students from their starting points but also look at how we can amend our curriculum to better support any gaps in what Michael Young has identified as powerful knowledge.	1,2,3

	https://www.amazon.co.uk/Updated-Practical-Guide-Pupil-Premium/dp/1909717630	
Oracy	Researchers are in agreement that effective oracy provision is vital to the success of students, both in relation to students' cognitive development and learning, and their preparation for participation in the wider world (Millard and Gaunt, 2018). Both of these factors are in alignment with the core Reach vision of preparing students for lives of choice and opportunity. This responsibility includes giving students the ability to articulate themselves and express their own opinions confidently and persuasively, to prepare them for deep collaborative thinking and for a variety of professional situations. The Education Endowment Foundation also identifies the importance of 'structured talk' as one of the essential features of effective disciplinary literacy within schools (EEF, 2021). Oracy, therefore, must be treated as a core element of building wider student literacy, which is essential to high-level student attainment and opportunity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Data reviews after each summative assessment to lean more on the content of the curriculum rather than surface level conversations purely on the data.	At Reach Academy, we believe that all children should enjoy lives of choice and opportunity. This means equipping them with the knowledge, skills, attitudes, behaviours and experiences that will both enrich their current lives and prepare them for the next stage of life. At the centre of this mission is the curriculum, which sets out exactly what, as a school, we promise to pass onto our pupils. We are always reviewing and adapting our curriculum to ensure that it's best serving the needs of our students. At Reach Academy, we consider the curriculum a process and not an event. It is an ongoing conversation, under constant debate, review and improvement. Curriculum is the conversation of humankind, and we invite our pupils, our families and everyone else to join it. https://impact.chartered.college/2019/03/06/tackling-disadvantage-selected-research/	1,2,3

Work with Oak Academy has helped our understanding with online learning and providing our students with high quality online lessons if/when required.	Creating resources for Oak Academy has supported the school in its approach to setting homework. Using the work of Oak National and Ambition Institute we have created homework that is accessible for all students. https://www.ambition.org.uk/research-and-insight/remote-teacher-development-guide/	4,5

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

Budgeted cost: £128,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
At Reach we have an extended school day to facilitate homework catch up master classes for Year 11 students and homework club which provides a space for students to complete upcoming homework. These run on a daily basis.	Research conducted by the EEF and Daniel Willingham have shown that completing homework is one of the ways in which students can access the curriculum and commit knowledge to long-term memory. In addition, it is a scholarly habit which supports students in successful exam results in Y11 and post-16. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4,5
Highlighting the attainment and progress of disadvantaged students during our termly Pupil Progress Meetings. Clear actions are set and reviewed during the following meeting.	The work of Marc Rowland has highlighted the importance of analysing the data of disadvantaged students so they get a greater profile and staff can look at student's starting point and therefore not assume that disadvantaged students have low prior attainment. https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=pd_lpo_1?pd_rd_i=1913622452&psc=1	1,2
Curated library	We want to support pupils to identify books they like and to access new genres to extend their horizons. Pupils	1

	who enjoy reading, read more and develop greater proficiency. A curated library is key to this.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf | |
| *Form time reading introduced. By reading to pupils, we are able to supplement the text with valuable context that boosts student knowledge and understanding.* | https://www.greenshaw.co.uk/learning/tutor-group-reading-programme/tutor-group-reading-programme

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf | 1 |
| *A series of talks for parents around common issues such as sleep and diet alongside workshops with academic foci such as phonics and reading* | We want to ensure that we both engage and support our parents to have the knowledge and skills to support their child at home and to participate in conversations about their education.
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 4 |
| *Century Tech* | Use of AI to effectively identify pupil gaps and provide instruction on these. It is particularly effective where pupils with AEN may need support outside of their current year group.

https://www.century.tech/news/how-edtech-is-supporting-send-students-at-alt-bridge-school/ | 2 |
| *Introduction of Fresh Start Phonics* | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 |

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

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Health and Wellbeing Champion	Advocated for by the Youth Sport Trust who comment, "Health and Wellbeing Leads are beacons of practice in using PE, sport and physical activity to improve the wellbeing of students in order to improve their achievement and life chances. They help to create and deliver innovative solutions that address the physical, social and emotional decline in wellbeing of target groups and work in partnership with internal and external services for children's health to create a 'Well' ethos across the whole school. They are particularly focussed on the issues of obesity, inactivity, mental health and social connectedness and ensuring there is robust evidence for funders and Ofsted." https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5
Health and Wellbeing Clubs and extracurricular subsidy for pupil premium children	COVID has impacted pupil fitness, impacting their health and wellbeing in turn. By improving their access to enrichment opportunities, particularly those related to sport, we aim to address this. We have an outstanding enrichment offer using a range of internal and external staff/organisations.	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Social worker employed as Deputy Designated Safeguarding Lead to support vulnerable pupils	By having a social worker we hope to create social change for children who do not have a safe or stable home, by developing excellent social work practice and leadership. https://socialworkers.blog.gov.uk/2021/05/13/social-workers-in-schools-bringing-our-expertise-into-educational-settings/	5
Additional English teacher to support literacy interventions	Small group tuition has an average impact of four months' additional progress over the course of a year. https://journals.sagepub.com/doi/abs/10.1177/1367493513516391	1,2
Family support worker employed to support vulnerable pupils	We hope to offer practical and emotional support to failies experiencing short or long term difficulties. Our Family Support Worker has built outstanding relationships with our families and provides a range of support https://journals.sagepub.com/doi/abs/10.1177/1367493513516391	5
Residential trips subsidy for pupil premium children (board and lodging)	The importance of resilience in supporting children to address health inequalities is demonstrated in this report https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf from Public Health England. We know that residentials are vital in building young people's independence and in turn their resilience.	5
Reading Club (Primary)	We aim to provide a reading club for students who struggle to read at home. We know that for certain pupils the absence of a quiet space to work at home or parents childcare commitments an inhibit this happening. We are going to see whether we can use this as a time to link up with sixth form students to ensure meaningful all-through.	1

Embedding principles of good practice set out in DFE's Improving School Attendance advice. *The work of the Attendance Officer will be more integrated into the whole school with work with a clear tiered approach being introduced to improve the attendance of our disadvantaged students.*	The first part of this document sets out the principles underpinning an effective whole school strategy for attendance. The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA). https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,3,4,5
PASS Data used to identify students and their learning behaviours to coordinate behaviours at a curriculum level	Social and emotional wellbeing is essential for effective learning, yet there will always be pupils who lack confidence in their learning and who don't always feel connected with school and their teachers. PASS takes the guesswork out of understanding why this might be, focusing on three broad areas – how a pupil feels about themselves, their engagement with the curriculum, and their feelings about school. https://www.gl-assessment.co.uk/assessments/pass/	5
The development of a behaviour curriculum.	Tom Bennett has shown that behaviour needs to be 'taught rather than told.' We have a whole school focus, running across primary and secondary on teaching students effective learning habits. https://www.amazon.co.uk/Running-Room-Teachers-Guide-Behaviour/dp/1913622142	1,2,5
Family dining	Family Lunch is the beating heart of Reach Academy. It is where children are taught the soft skills of conversation, good table manners and kindness. All of our students are provided with a wholesome healthy and not only clean up after themselves, they clean up after each other. Children demonstrate kindness and a sense of personal and collective responsibility.	4,5

Total budgeted cost: £388,000

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was inline with previous years despite the impact of Covid-19 and subsequent school closures. The EBacc entry has also stayed consistent from previous years. Data outlined in the challenges highlights the gaps in reading and Maths that have developed in Years 7&8. One reason for this is the rigour that we have used data to spot underachievement earlier. This was a key reason why some aspects of our pupil premium plan, 2020-2021 was not fully realised. .

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of our teachers using pre-recorded lessons based on the principles of Ambition Institute and the EEF:
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

Crucially, our small size allowed an extremely personalised approach. Disadvantaged students were communicated with on an almost daily basis in order to provide academic, personal and social support. During the pandemic the school became a beacon of the community by distributing food and Chrombooks so students could access online learning. We remained open to our most vulnerable families providing one to one support where necessary.

Our quantitative and qualitative data has shown that our disadvantaged students have been most impacted by the pandemic in relation to physical and mental health. We will be fully maximising the Hub model of the school to support personalised support to students and families who have been most acutely impacted.

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KS4 Data

Although no external examinations took place in 2020 and 2021 we have continued to analyse data and identify gaps and trends when it comes to our disadcantaged cohort. Although not published publicly, our results for 2020 and 2021 can be seen below.

KS4 Overall	2019			
	All	**Disadvantaged**	**Local**	**National**
4+ Eng	95%	89%	83.7%	76%
5+ Eng	78%	71%	70%	61%
4+ Ma	87%	79%	76.6%	70%
5+ Ma	71%	64%	57%	49%
4+ E&M	87%	79%	72%	65%
5+ E&M	67%	61%	51.2%	43%
% EBACC entered	71%	61%	59%	40%
EBACC with 4+ EM	**57%**	46%		25%
EBACC with 5+ EM	**38%**	25%		17%
Attainment 8	53.97	49.7	49.33	46.69
EBACC av. Points	5.27		4.79	4.07
Progress 8	0.35	0.06	0.37	-0.03

KS4 Overall	2020			
	All	Disadvantaged	Local	National
4+ Eng	98%	**100%**	86%	98%
5+ Eng	82%	77%	71%	82%
4+ Ma	93%	90%	81.2%	93%
5+ Ma	71%	73%	62.8%	71%
4+ E&M	91%		77.5%	91%
5+ E&M	65%		57.9%	65%
Progress 8	0.91			0.91

KS4 Overall	2021	
	All	Disadvantaged
4+ Eng	96%	88%
5+ Eng	74%	80%
4+ Ma	90%	86%
5+ Ma	75%	72%
4+ E&M	88%	82%
5+ E&M	66%	70%
% EBACC entered	84%	70%
Attainment 8	58.54	53.45
Progress 8	0.90	0.62

Externally provided programmes

Programme	Provider
Use of AI to effectively identify pupil gaps and provide instruction on these. It is particularly effective where pupils with AEN may need support outside of their current year group.	Century Tech.
Phonics provision.	Read Write Inc.