



Pupil Premium Grant – Statement of Intent 2022-2023

Our intention is that all students, irrespective of their background or challenges they face, develop as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged students make good progress and achieve high attainment across all areas of the curriculum, particularly in Maths and English.

The focus of our pupil premium strategy is to support our disadvantaged students to be fully active in academy life, and to ensure that they make accelerated academic progress. We will also focus on other vulnerable groups including students on the child protection register and students with a mental health need that is preventing them from fully accessing the academy curriculum.

As an academy our Academy Development plan has the following intentions, with the aim that support for disadvantaged pupils are catered for specifically through these intentions:

1. Teaching

Have high quality teaching that deliberately develops the primary ‘GLC’s’ [competencies of curiosity, creativity, communication and critical thinking] in every lesson, every day.

2. Curriculum

Have access to: a curriculum that develops young people as active and thriving citizens within a diverse, truly fair and equal community.

3. Additional and Different

Pupils have comprehensive and ambitious additional and different strategy (timetables of provision) for all student groups.

4. Language and Communication

Pupils can talk confidently to a range of audiences in different contexts, using classical and modern foreign languages with clarity and using age-related vocabulary.

5. Early Years

Pupils have an excellent start to their journey through the GLC across all aspects of learning and development through a unified approach to Early Years provision.

6. Reputation and communication

The Trust delivers its stated mission, operates under an agreed set of values, improves upon its best and ‘makes the weather’.

7. Support Services

The Trust makes further effective use of centralised processes and back-office functions to empower schools to focus on improving the quality of education.

8. Expansion and Growth

The Trust explores opportunities for growth and expansion in order to develop our wider civic responsibility and advance education for the public good in the communities we serve.

Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation.

- **Strand 1** – Teaching and learning - Quality first teaching and learning to close the attainment gaps.
- **Strand 2** – Targeted Academic Support - Education Recovery, supporting students whose education has been disproportionately affected throughout the pandemic
- **Strand 3** – Wider Strategies - remove potential barriers to learning and provide children with skills, opportunities and resources to achieve well; now and in the future.

By using robust data we are able to respond to the individual needs of our disadvantaged students. Our strategy strands complement each other and staff work quickly and effectively to ensure that;

- Disadvantaged students have high quality teaching across all areas of the curriculum as part of the universal offer, in addition we deploy six core teaching strategies to target the disadvantaged:
 - Maintain high expectations and possibility thinking.
 - Know your underperforming disadvantaged pupils and target questioning.
 - Prioritise marking and feedback (verbal / written)
 - Invite pupils to rise and shine and say it again better.
 - Use think out loud
 - Make the learning journey clear.
- Targeted academic support that links classroom teaching to structured academic tutoring has a positive impact on student progress by:
 - Planning activities to ensure each under-achieving disadvantaged pupil makes rapid progress;
 - Employing a wide range of teaching and learning strategies which promote the engagement of disadvantage pupils and enables rapid progress across the curriculum
 - Setting ambitious targets for disadvantaged pupils in order to close the gap between themselves and their peers; ensuring they are ready for the next stage of their education
 - Tracking their data each half-term [or more frequently as necessary] and use other information such as question-level-analysis to plan interventions as appropriate
- Whole child challenges that negatively impact upon student's academic progress and attainment are tackled quickly.