

Pupil premium strategy statement 2021/22



This statement details our Academy'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 Academy.

School overview

Detail	Data
School name	Morecambe Bay Academy
Number of pupils in school	919 (Years 7-11) 169 (Sixth Form) 1088 (TOTAL)
Proportion (%) of pupil premium eligible pupils	36.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs H. McClurg
Pupil premium lead	Mrs E. Pearson
Governor / Trustee lead	Mr P. Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,015.00
Recovery premium funding allocation this academic year	£50,388.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£368,403.00

Part A: Pupil premium strategy plan

Statement of intent

Research has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. Therefore, as an Academy, we are using focussing the effective implementation of a small number of priorities in areas that are likely to make the biggest difference:

It is our intention that children in receipt of Pupil Premium achieve to the best of their ability, addressing any barriers to learning that may present themselves.

It is our intention that children in receipt of Pupil Premium have high levels of attendance and receive support for this where it is necessary.

It is our intention that children in receipt of Pupil Premium have as many opportunities as possible to experience extra-curricular activities and educational trips, regardless of barriers to this.

Challenges

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

Challenge number	Detail of challenge
1	To improve the reading proficiency of pupils identified in early testing as not currently meeting age-related expectations [This links to Priority 1 of our Academy Improvement Plan]
2	To address lost learning from the Covid-19 pandemic [This links to Priority 3 of our Academy Improvement Plan]
3	To address any attendance issues – particularly those at risk of being at the persistent absence level. This applies particularly to the Year 11 cohort (21/22) [This links to Priority 6 of our Academy Improvement Plan]
4	To enable engagement with extra-curricular activities and educational trips, addressing financial barriers where needed [This links to Priorities 3 and 5 of our Academy Improvement Plan]

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 in receipt of Pupil Premium funding increase their Reading proficiency	Data led demonstrable impact from Bedrock Software and potentially Endeavour English/Literacy data
Pupils in receipt of Pupil Premium funding achieve in line with expectations	Reduce the gap in Attainment 8 and Progress 8 between children in receipt of the Pupil Premium and those who are not.
Further develop a programme of early intervention behaviour support.	Reduction in the percentage of children in receipt of the Pupil Premium who are excluded as a proportion of all incidents resulting in this sanction. Ensure early intervention for support with behaviour.
Increased attendance of children in receipt of the Pupil Premium – particularly in Years 10 and 11.	Reduce the gap in attendance rates between children in receipt of the Pupil Premium and those who are not.
Increased number of children in receipt of the Pupil Premium attending extra-curricular activities and educational trips.	Statistical data to demonstrate an increase in the uptake of extra-curricular activities and targeted educational trips for children in receipt of the Pupil Premium.

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: £117,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	EEF Toolkit – Collaborative learning, Learning Styles, Mastery learning and Metacognition	1 & 2
Support staffing	EEF Toolkit – Teaching assistants	1 & 2
Support for Newly Qualified and early careers Teachers	EEF Toolkit – Collaborative learning, Learning Styles, Mastery learning and Metacognition	1
Reading & Literacy strategy across subjects (incl Bedrock mapper)	EEF Toolkit – Reading comprehension strategies	1

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

Budgeted cost: £92,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Support	EEF Toolkit – Reading comprehension, Digital Technology, Internal data, bedrock learning assessments	1
Small group support work for English intervention.	EEF Toolkit – Small group tuition	1
Small group support work in Maths via intervention groups.	EEF Toolkit – Small group tuition	2
Targeted revision across subjects.	EEF Toolkit – Individualised instruction	1 & 2

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

Budgeted cost: £158,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children in receipt of the Pupil Premium in Year 7 and 8 to be offered music tuition with a peripatetic music tutor. Those pupils who choose to continue this beyond year 8, we will continue to fund in this provision.	EEF Toolkit – Arts participation	4
Uniform help and assistance where necessary to ensure a sense of belonging and inclusion	EEF Toolkit – School Uniform	3
Revision guides for GCSE subjects where appropriate	Previous GCSE results	1 & 2
Homework club (Printing, resources, and stationary packs) to ensure no barriers to learning and progress.	EEF Toolkit – Homework Extending school time	1 & 2
Duke of Edinburgh Funding extra-curricular opportunities	EEF Toolkit – Outdoor adventure learning	4
Breakfast club and access to food before school for all pupils to ensure the best start to the day	Evaluation of Breakfast clubs in school - DfE March 2017.	3
Careers Education, Information, Advice and Guidance (CEIAG) provision and guidance with in-school careers advisor.	EEF Toolkit – Aspiration interventions Pupils achieve equal access to careers provision.	4
Access to extra-curricular activities across all subjects and educational trips.	EEF Toolkit – extending school time and Aspirations.	4
Attendance linked to rewards to offer praise where necessary for those pupils making improvements. This will be used to offer prizes to those pupils who are working hard to keep an excellent attendance or for those who are improving.	National data on attendance and achievement.	3
Counselling offered to address social and emotional barriers to learning.	EEF Toolkit – Social and Emotional learning	3

The “Phoenix Hub” facility used as an on-site alternative provision and nurture unit for a range of social, emotional, medical, attendance related issues	EEF Toolkit – One to One/Small group tuition	3
Summer School provision to aid the transition process from Year 6 to Year 7.	EEF Toolkit – Summer schools	1, 2, 3 & 4
Educational psychologist provision where appropriate.	Required for some external support such as EHCPs.	3
Industry Mentoring with outside employers for 6 th Form	EEF Toolkit – Aspiration interventions EEF Toolkit - Mentoring	4

Total budgeted cost: £ £368,403.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022. The data for these two years is based upon the CAG/TAG grades awarded. Progress 8 figures for these years are subsequently indicative based upon the large collaborative data set for all schools nationally who buy into SISRA Analytics.

	2019	2020	2021
Student in Cohort	225	228	215
Non Pupil premium students in cohort	162 (72%)	162 (71%)	163 (76%)
Pupil Premium students in cohort	63 (28%)	66 (29%)	52 (24%)
Progress 8: All Pupils	-0.46	0.02	0.12
Progress 8: Non Pupil Premium	-0.33	0.15	0.31
Progress 8: Pupil Premium	-0.78	-0.32	-0.47
Attainment 8: All Pupils	40.81	43.21	45.93
Attainment 8: Non Pupil Premium	43.37	45.81	48.48
Attainment 8: Pupil Premium	34.25	36.81	37.92
9-4 in English & Maths: All Pupils	130/225 (57%)	149/228 (65%)	140/215 (65%)
9-4 in English & Maths: Non Pupil Premium	104/162 (64%)	123/162 (76%)	115/163 (71%)
9-4 in English & Maths: Pupil Premium	26/63 (41%)	26/66 (39%)	25/52 (48%)
9-5 in English & Maths: All Pupils	74/225 (33%)	67/228 (29%)	90/215 (42%)
9-5 in English & Maths: Non Pupil Premium	62/162 (38%)	56/162 (25%)	77/163 (47%)
9-5 in English & Maths: Pupil Premium	12/63 (19%)	11/66 (17%)	13/52 (25%)

Attendance Data (3 year trend) by percentage

<i>Rounded to 1dp</i>	2018-19		2019-20		2020-21	
Year	Pupil Premium %	Non Pupil Premium %	Pupil Premium %	Non Pupil Premium %	Pupil Premium %	Non Pupil Premium %
7	89.4	94.0	93.0	95.6	89.0	96.6
8	91.5	95.8	92.1	95.5	88.4	94.8
9	89.3	95.5	91.4	95.1	89.0	94.9
10	92.5	94.4	86.4	94.8	87.8	93.8
11	82.9	87.5	92.7	93.8	77.2 *	80.8 *
Overall %	89.4	93.4	91.2	94.8	87.1	90.9
Overall Gap %	4		3.6		3.8	

* Percentages are lower due to Study Leave for Yr11 in Term 6

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
MyMaths	Oxford University Press
Hegarty Maths	Sparx Limited
MathsWatch VLE	MathsWatch Ltd
Bedrock	Bedrock Learning
Kip McGrath Platform	Kip McGrath