

Pupil premium strategy statement 2022/23



This statement details our Academy's use of pupil premium (and recovery premium for the 2022 to 2023 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	928 (Years 7-11) 144 (Sixth Form) 1072 (TOTAL)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr G Gomersall
Pupil premium lead	Mr M Salthouse
Governor / Trustee lead	Mr P. Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£338,884.00
Recovery premium funding allocation this academic year	£55,242.00
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	£394,126.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment, going onto sixth form, university or a higher level apprenticeship. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching of routines and assessment is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our strategy also includes our approaches to educational recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme and through academic mentoring of small group and one to one support.

Our approach will utilise a range of assessment to identify barriers to learning swiftly, we will analyse the data and then act on the need of pupils with the overwhelming aim of removing barriers to learning and pupils achieving their full academic potential.

Quality first teaching and harnessing the power of in class assessment and feedback are areas of focus. We understand the importance of ensuring that all teaching meets the needs of each learner, rather than simply relying on interventions to compensate.

The school serves a deprived area with families facing significant levels of socio-economic challenge. Our priority is to support students and their families to sustain high aspirations and go onto achieve those aspirations.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils in English and in particular maths is generally lower than that of their peers. (Academy Improvement Priority 1)
2	Internal assessments indicate that KS3 disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. (Academy Improvement Priority 1)
3	Using behaviour data, observations and discussions with pupils and families social and emotional barriers to learning have been identified as being significantly increased since COVID. These challenges particularly affect

	disadvantaged pupils meaning they can find meeting the school's expectations difficult. This in turn affects their own and other pupils' attainment. (Academy Improvement Priority 4)
4	Our attendance data indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils.
5	Quality first teaching is essential as the proportion of disadvantaged pupils in the school and disadvantaged pupil with SEND is significantly above average.

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
Improved attainment among disadvantaged pupils at the end of KS4 in English and maths	By the end of our current plan in 2024/25 45% of pupils will achieve a strong pass of 5+ English and maths.
SEND pupils in receipt of Pupil Premium funding thrive due to effective provision.	SEND pupils thrive in school. This is evidenced their attendance, achievement, transition to employment or further/ higher education and pupil and parent satisfaction.
Improved reading comprehension among disadvantaged pupils across KS3	Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils at KS3 by 2024/25.
To reduce unmet social and emotional needs of all pupils including those who are disadvantaged	A decrease in the number of disadvantaged pupils who receive suspensions from school. A narrowing of the gap in suspensions between disadvantaged and non-disadvantaged pupils.
Improved attendance for all pupils, particularly our disadvantaged pupils	High attendance by 2024/25 demonstrated by overall absence of disadvantaged pupils being in line with national average for all pupils. The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
Engagement of disadvantaged students in extra-curricular activities	No gap between the proportion of non-disadvantage and disadvantaged pupils who attend regular extra-curricular activities.

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: £100,545

Activity	Evidence that supports this approach	Challenge Addressed
Quality first teaching	EEF Toolkit – Collaborative learning, Learning Styles, Mastery learning and Metacognition	1 & 2
Support staffing	EEF Toolkit – Teaching assistants	1 & 2
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and guidance. Funded planning time for HoD and Assistant principal to plan curriculum, assessments and interventions.	EEF – Improving teaching and learning in maths	1, 3
Improve classroom routines and questioning through ‘STAR’/Habits of Attention, Door to Do Now and Plenary to Exit, ‘Cold Call’ and Show Me	EEF - Behaviour interventions (4) Lemov, D (2021) Teach Like a Champion	1, 2, 3
Bedrock programme embedded in English curriculum to develop reading and comprehension.	EEF – Improving literacy EEF Toolkit – Reading comprehension strategies	1, 2, 3

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

Budgeted cost: £124,932

Activity	Evidence that supports this approach	Challenge Addressed
Literacy Support	EEF Toolkit – Reading comprehension, Digital Technology, Internal data, bedrock learning assessments	1
Targeted revision across subjects.	EEF Toolkit – Individualised instruction	1 & 2
Using the National Tutoring Programme to provide a blend of on-line tuition.	EEF – One to one tuition EEF – Small group tuition	1, 2, 3
Additional tutoring programme to support disadvantaged pupils whose education has been most impacted by the pandemic.	EEF – One to one tuition EEF – Small group tuition	1, 2,3
Maximise the effectiveness of Lexia reading scheme for students reading below chronology in Y7	EEF - Reading comprehension strategies EEF - Oral language interventions EEF - Phonics	1, 2
Employ HLTA and TAs to lead small group and one to one literacy intervention	EEF - Reducing class size EEF – Teaching assistant interventions EEF – Teaching literacy	1, 2
Employ HLTA and TAs to lead small group and one to one numeracy intervention	EEF - Reducing class size EEF – Teaching assistant interventions EEF – Teaching numeracy	1

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

Budgeted cost: £178,649

Activity	Evidence that supports this approach	Challenge addressed
Employment of school counsellor for specific pupils who require support with regulating their behaviour and emotions	EIF - report on adolescent mental health	3,4
Employment of attendance officer. To be trained on good practice model.	DfE – Improving attendance – good practice guidance	3,4
Contingency fund for issues and needs such as equipment, transport, family emergencies.	We do not want material barriers or easily surmountable difficulties to prevent the learning of disadvantaged pupils. We have identified a need to set a small amount of funding aside to respond quickly to needs.	All
Whole school reading programme during afternoon registration. Purchasing of books for all pupils partially funded from PPR.	EEF - Reading comprehension strategies	1, 2, 3
Offer subsidies for uniform	EEF - Parental engagement	3,4
Students in Y11 given key texts and revision guides for home study.	EEF - Homework EEF - Mastery learning	1
Additional targeted parental engagement evenings in Y11 to support students in preparing their child to learn	EEF - Parental engagement EEF - Metacognition	1
Provide a wide range of free co- curricular electives to raise self-esteem and foster good relationships	EEF - Social and emotional learning (4)	3,4
Fully subsidised	EEF – Arts participation	3, 4

peripatetic music tuition one to one and small group		
Subsidised Duke of Edinburgh bronze award	EEF - Social and emotional learning EEF - Outdoor adventure learning EEF - Aspiration interventions	3, 4
Nurture team created to support and change behaviours of small groups and individuals with social and emotional needs.	EEF – Social and Emotional Learning	3, 4
Educational trips	EEF – Arts participation	3,4

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	2022
Student in Cohort	225	192
Non Pupil premium students in cohort	162 (72%)	125 (65%)
Pupil Premium students in cohort	63 (28%)	67 (35%)
Progress 8: All Pupils	-0.46	-0.25
Progress 8: Non Pupil Premium	-0.33	-0.08
Progress 8: Pupil Premium	-0.78	-0.59
Attainment 8: All Pupils	40.81	41.82
Attainment 8: Non Pupil Premium	43.37	44.72
Attainment 8: Pupil Premium	34.25	36.40
9-4 in English & Maths: All Pupils	130/225 (57%)	98/192 (51%)
9-4 in English & Maths: Non Pupil Premium	104/162 (64%)	79/125 (63%)
9-4 in English & Maths: Pupil Premium	26/63 (41%)	19/67 (28%)
9-5 in English & Maths: All Pupils	74/225 (33%)	42/192 (22%)
9-5 in English & Maths: Non Pupil Premium	62/162 (38%)	32/125 (26%)
9-5 in English & Maths: Pupil Premium	12/63 (19%)	10/67 (15%)

Analysis of Impact

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our internal assessment.

The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15 .

For 2022, the school Progress 8 score was -0.26 . Whilst this level of progress does not meet the school's aspiration it is considerably better than the progress score before COVID of -0.46 in 2019. Disadvantaged progress scores have also improved from -0.80 to -0.59 . Morecambe Bay Academy's ambition is for **all** disadvantaged pupils to make the same level of progress as all pupils nationally, this does demonstrate a level of improvement.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations but in line with disadvantaged pupils nationally.

Absence and persistent absence among disadvantaged pupils was significantly higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour among disadvantaged pupils is less good than non-disadvantaged pupils. Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25.

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
Bedrock	Bedrock Learning
Lexia	Lexia Learning
Hegarty Maths	Sparx Limited
Pearson Tutoring	Pearson
MyMaths	Oxford University Press