

Pupil premium strategy statement 2023/24



This statement details our Academy's use of pupil premium (and recovery premium for the 2023 to 2024 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	954 (Years 7-11) 105 (Sixth Form) 1059 (TOTAL)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr J Cowper
Pupil premium lead	Mr M Salthouse
Governor / Trustee lead	Mr P Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,543
Recovery premium funding allocation this academic year	£90,390
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	£416,933

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 academic mentoring of small group, one to one support and reading interventions.

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.
2	Internal assessments indicate that KS3 and KS4 disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
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.
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 and KS4	Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils at KS3 and KS4 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: £137,739

Activity	Evidence that supports this approach	Challenge Addressed
Literacy Support	EEF Toolkit – Reading comprehension, Digital Technology, Internal data, bedrock learning assessments, Lexia.	1
Targeted revision across subjects.	EEF Toolkit – Individualised instruction	1 & 2
Fresh start phonics to support students reading chronology in all years	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 all years	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 ERIC. 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: £ 416,933

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 2022 to 2023 academic year compared to previous academic years where public examinations took place.

	2019	2022	2023
Student in Cohort	225	192	195
Non Pupil premium students in cohort	162 (72%)	125 (65%)	119 (61%)
Pupil Premium students in cohort	63 (28%)	67 (35%)	76 (39%)
Progress 8: All Pupils	-0.46	-0.25	-0.74
Progress 8: Non Pupil Premium	-0.33	-0.08	-0.53
Progress 8: Pupil Premium	-0.78	-0.59	-1.07
Attainment 8: All Pupils	40.81	41.82	34.35
Attainment 8: Non Pupil Premium	43.37	44.72	37.94
Attainment 8: Pupil Premium	34.25	36.40	28.74
9-4 in English & Maths: All Pupils	130/225 (57%)	98/192 (51%)	78/195 (40%)
9-4 in English & Maths: Non Pupil Premium	104/162 (64%)	79/125 (63%)	57/119 (48%)
9-4 in English & Maths: Pupil Premium	26/63 (41%)	19/67 (28%)	21/76 (27%)
9-5 in English & Maths: All Pupils	74/225 (33%)	42/192 (22%)	31/195 (16%)
9-5 in English & Maths: Non Pupil Premium	62/162 (38%)	32/125 (26%)	23/119 (19%)
9-5 in English & Maths: Pupil Premium	12/63 (19%)	10/67 (15%)	8/76 (11%)

Analysis of Impact

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our internal assessment.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils.

There is little evidence of positive impact based on the 2022/23 GCSE outcome data. For 2022, the school Progress 8 score was -0.26 and the disadvantaged score was -0.59 which showed a significant improvement on pre-covid levels. However, the 2022/23 results were disappointing at whole school level and for disadvantaged pupils at -1.07 . Morecambe Bay Academy's ambition is for **all** disadvantaged pupils to make the same level of progress as all pupils nationally, these results do not yet demonstrate the level of improvement which we aspire to.

Absence and persistent absence among disadvantaged pupils was significantly higher than their peers in 2022/23. 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 as a school we need to make rapid improvements in order 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
Fresh Start Phonics	Oxford University Press
Pearson Tutoring	Pearson
MyMaths	Oxford University Press