

Pupil premium strategy statement – Cloughwood Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	74.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	M Duval
Pupil premium lead	R Newton
Governor / Trustee lead	G Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,530
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£0

Part A: Pupil premium strategy plan

Statement of intent

At Cloughwood Academy our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and leave school with the skills and qualifications they need to be successful. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are classed as disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support – Literacy and Numeracy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	SEMH difficulties and Medical Needs
2	Broken educational pathways and missed milestones at every key stage
3	Exclusion from previous schools/disaffection
4	Poor attendance
5	Lack of parental capacity
6	Poverty – Cost of Living Crisis
7	Speech and language difficulties
8	Complex needs
9	Social isolation/hygiene and personal health routines

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
Increase whole school attendance to 95%	Robust actions are in place to address any pupil whose attendance falls below 90%. Alternative educational packages are in place for any pupil displaying emotionally based school non-attendance.
100% of teaching is at least good or better.	80% of year 11 pupils will achieve an accredited qualification in Maths, English, Science. At least 80% of pupils in year 11 will achieve 5 GCSEs or equivalent (1-9).

	80% of key stage 2 pupils make expected or accelerated progress. 80% of pupils in year 13 will achieve an industry recognised vocational qualification.
Reduce NEET figures to as close to zero as possible.	All pupils leave the Academy on a secure pathway to further study, training or employment.
Provide support for families experiencing socio-economic difficulties.	Provide each pupil with the equipment they need to be successful at school, including school uniform, PE kit and stationery.
Positive outcomes for pupils exhibiting emotionally based school non-attendance.	Pupils exhibiting EBSN are provided with appropriate alternative provision and bespoke timetables, to re-engage them with their education. Pupils have access to onsite counselling.

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

Budgeted cost: £69,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
LOTC - Forest school	Forest school provides a unique outdoor learning environment that fosters children's connection with nature, promotes physical and emotional well-being, and develops essential life skills such as problem-solving, creativity, and resilience.	Whole School Offer
Teaching Assistants	Two extra Teaching Assistants provide added support for our enrichment program, enabling more activities to be provided, thus strengthening our enrichment offer.	Whole School Offer
Positive Handling Training	CPD provided to staff to ensure that the Academy is safe and nurturing.	Whole staff

Targeted academic support

Budgeted cost: £4,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring sessions	Engaging pupils in one to one tutoring at school maintains and supports strong relationships and increases the likelihood of the pupil returning to full time education.	EBSN
Lexia / Bedrock	Pupils engage well with online tools and programs, they can access these at home which helps to embed learning and promotes progress.	Whole School Offer

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer	Having a member of staff dedicated to promoting good attendance allows us to intervene early and prevent persistent absenteeism.	Whole school offer
Commission an onsite school counselling service.	Access to counselling supports wellbeing and emotional development.	Whole school offer
Free school uniform.	Providing free school uniforms can significantly alleviate financial burdens on families, promote a sense of equality among students, and help to create a more focused and cohesive learning environment.	All pupil premium
A healthy and well balanced diet.	A healthy and balanced diet provides pupils with the essential nutrients and energy they need to grow, learn, and thrive, supporting their overall physical and mental well-being.	Whole School Offer

Total budgeted cost: £79,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intent - 80% of key stage 4 pupils will achieve an accredited qualification in Maths, English, Science and ICT.

Outcomes:

- 88% of pupils achieved a GCSE grade 6 – 1 in Maths.
- 75% of pupils achieved a GCSE grade 6 – 1 in English.
- 100% of pupils achieved a GCSE grade 6 – 1 in Science.
- 71% of pupils achieved a GCSE grade 6 – 1 in ICT.

Intent - At least 80% of pupils in year 11 will achieve 5 GCSEs or equivalent (1-9).

Outcome:

- 75% of pupil premium pupils in year 11 achieved 5 GCSE's or equivalent (1-9).

Intent - 80% of key stage 2 pupils make expected or accelerated progress.

Outcome:

- 55% of pupil premium pupils in key stage 2 made expected or accelerated progress.

Intent - Whole school attendance is at, or as close as possible to 95%.

Outcome:

- Whole school attendance for 2023-24 was 85%

Intent - Robust actions are in place to address any pupil whose attendance falls below 90%.

Outcome:

- To further address attendance, we have appointed an Education Safeguarding Officer, who has taken on attendance responsibilities. She has met with the Education Welfare Officer to conduct a register inspection and discuss strategies for improving attendance. This was a mid-year appointment, we have yet to see the full positive impact of her efforts on attendance, which we expect to become evident in the next academic year.

Intent - Alternative educational packages are in place for any pupil displaying emotionally based school non-attendance.

Outcome:

- 100% of pupils classed as Emotionally Based School Non-Attendees received a personalised educational package and have access to our counselling service.