

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clapton Girls' Academy
Number of pupils in school	1195
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Anna Feltham, Headteacher
Pupil premium lead	Andreanna Bangura, Deputy Headteacher Juliet Cook, Associate Deputy Headteacher
Governor / Trustee lead	Frances Feeney Chair of Board of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Pupil premium funding plus Year 7 catch up funding)	£365,355
Recovery premium funding allocation this academic year	£100,464
Total budget for this academic year	£465,819
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	n/a

Part A: Pupil premium strategy plan: Statement of intent

At Clapton Girls' Academy, we want all students to arrive with a dream and leave with a future. Our curriculum rests on our core (CAIR) values of compassion, ambition, integrity and resilience. We want all students to be empowered with the knowledge, skills and independence to meet their potential to thrive in the next stage of their learning and beyond, regardless of starting point. We want all students to have a deep, broad and powerful foundation of knowledge that prepares them to fully engage as global citizens and agents of change.

Our three key priorities for 2023-24 are challenge, wellbeing and teamwork. As an academy, we believe that all students, irrespective of circumstance, deserve the highest standards of education. We are ambitious for all students and recognise the importance of students attending to ensure that they are fully supported and challenged to achieve their personal best. We understand the additional challenges faced by our disadvantaged students and strive to continually address these.

At CGA, we use our PP funding to ensure that our disadvantaged students achieve their potential through outstanding quality first teaching and intervention; tailored wellbeing and pastoral support; and by providing a wealth of opportunities so students develop the life skills and cultural capital they need to become well-rounded future leaders and agents of change, able to compete in any professional setting.

Providing a challenging education for all students is a constant priority at CGA. Our approach to teaching, learning and assessment are heavily research based and there is a sustained focus on areas in which disadvantaged students require the most support. All staff at CGA recognise that the most effective way to close the disadvantage attainment gap is through a constant focus on quality first teaching and bespoke intervention. This has been a significant focus of our Pupil Premium spending for several years and the impact of this work is evident in the outstanding results achieved by our disadvantaged (and non-disadvantaged) cohorts throughout the school. The long-term impact of the academy's use of Pupil Premium funding is evident in the outstanding progress made by students at Key Stage 5. The 2022 ALPs disadvantaged report showed that disadvantaged KS5 students performed as well as their non-disadvantaged peers, both groups achieving ALPs grade 2 (top 10% for progress nationally). In 13 out of 19 subjects, disadvantaged students made as good as, or better, progress than their non-disadvantaged peers.

In addition to universal quality first teaching, we provided carefully planned and evaluated targeted intervention to address specific learning, and social and emotional needs, with a specific focus on the needs of our disadvantaged cohort.

To maintain our outstanding impact on tackling disadvantage, we will continue to:

- Maintain high expectations of all students and challenge them in every lesson.
- Ensure that all decisions regarding pupil premium spending will be based on research-based evidence and are subject to robust diagnostic assessment.
- Ensure that we are responsive to emerging student needs by ensuring we know the individual needs of our disadvantaged students.

- Use existing systems for ensuring robust action planning, timely and relevant intervention, regular tracking and monitoring and a sustained focus on impact and evaluation.
- Regularly seek, review and use feedback from students, staff and parents to ensure that we are effectively meeting the specific needs of our unique cohort.
- Review and respond to the disproportionate impact of Covid-19 on our disadvantaged students.
- Employ strategies that ensure the attendance of students eligible for the pupil premium is as good or better than that of students that are not eligible.

All staff at CGA understand their collective responsibility for ensuring excellent outcomes for all students.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students generally have lower literacy levels than their peers on entry to Year 7. This is evident through KS2 data, our own baseline assessment and through discussion with students. This impacts their progress across the curriculum. In the current Year 7, 57.4% of our disadvantaged students had a verbal CATS score of less than 100 compared to 26.7% of their peers.
2	Literacy challenges for PP students have been identified by staff in many KS4/5 subjects during the autumn term of 2022. This manifests in several ways including challenges with accessing exam questions that include tier 2 and 3 vocabulary and extended writing.
3	GCSE outcomes for 2022-23, observations and internal assessment indicate that the Covid-19 pandemic and school closures have had a significant and disproportionate impact on our disadvantaged students. While PP students at CGA continue to make good progress (0.12 P8 score), they make less progress when compared to our whole cohort (0.55 P8 score). This is particularly evident in students' confidence and progress in maths. The resulting knowledge and skills gaps have meant that pupils are falling further behind age-related expectations, especially in maths. GCSE data for 2022-23 indicates large gaps at GCSE Grade 5 threshold in maths. E.g. 56% of Pupil Premium students achieve Grade 5 or above for GCSE Maths in contrast with 78% of Non-Pupil Premium students. This equates to a 22% disadvantage gap. Other subjects that saw a large gap at the Grade 5 threshold were practical subjects – Computer Science 60%, Drama 43%, Music 50%, PE, 54% and D&T 34%. These subjects were particularly affected by the restrictions during and post Covid lockdowns and the impact can be seen in the results at KS4.
4	Many of our students, including those that are disadvantaged, lack resilience when faced with complex and challenging tasks and are unable to independently use metacognitive strategies. This is indicated across the

	curriculum and has become a more pronounced problem after returning to school full time post lockdown.
5	<p>Feedback from SSOD behaviour support data, line management meetings and stakeholder surveys on wellbeing and the impact of Covid-19 have identified several challenges around social and emotional well-being for our student population. These include reduced confidence, anxiety, low self-esteem and diagnosed eating disorders, self-harm and depression.</p> <p>During the 2020-21 academic year, referrals for external support markedly increased. 121 pupils (52% of whom are disadvantaged) required additional external support with social and emotional needs. This increase in referrals has continued into the 2021-22 academic year, from September to November 2021 the academy had already made 39 external referrals. By July 2022 102 referrals made (58% of whom are PP).</p>
6	<p>Our attendance data over the last 3 years indicates that the gap between attendance of disadvantaged and non-disadvantaged students is growing. We believe that the disproportionate impact of the Covid-19 pandemic on disadvantaged students is a key factor in this change. In 2018-19, the PP/non-PP attendance gap was 0.5%. For the 2021-22 academic year to date, this gap was 2%. Our analysis of internal data and feedback from staff and students indicates that absenteeism is negatively impacting disadvantaged pupils' progress. Attendance data for 2022-23 indicated that the whole school PP/non-PP gap was 2.7%. This is up from last year by 0.7%. The largest PP/non-PP gap was in year 11 at 7.2%.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Improved reading comprehension among disadvantaged pupils across KS3.</p> <p><i>*See Literacy and English faculty action plans for more information.</i></p>	<p>The Literacy team will identify a list of students whose reading comprehension is below age-expected and is likely to limit their academic success.</p> <p>Intervention strategies within and outside of the English faculty will show increased reading comprehension on standardised scores (e.g. Lucid tests).</p>
<p>2. Improved outcomes at KS4 and 5 in longer form written answers.</p> <p><i>*See individual faculty action plans for more details</i></p>	<p>Data will show an improvement in the outcomes in progress and attainment in all subjects for PP students.</p> <p>Students and staff feedback will demonstrate that there is an improvement in the understanding and use of tier 2 and 3 vocabulary enabling students to answer longer form written questions more effectively.</p>

<p>3. Improved GCSE Maths outcomes for our disadvantaged students, with a particular focus on % of students achieving Grade 5 and above</p> <p><i>*See Maths faculty action plan for more information.</i></p>	<p>65% or more of disadvantaged students achieve Grade 5 or above in GCSE Maths.</p>
<p>4. Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Attainment data at all key stages and in all subjects demonstrates an improvement in the performance of disadvantaged students. Teacher feedback and class observations suggest disadvantaged pupils are better equipped to monitor and regulate their own learning. Student surveys report that they feel better equipped to tackle challenging tasks.</p>
<p>5. Improved wellbeing for all pupils, including those who are disadvantaged.</p> <p><i>*See W2 and W3 action plans for more information.</i></p>	<p>Given the significance of this outcome on the general wellbeing of students, we would be expecting to see year on year improvements with sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Student, staff and parent feedback via academy surveys • Reduction in external referrals for disadvantaged students • A significant increase in participation in academy extra-curricular activities for disadvantaged students • A significant reduction in SSOD callouts for disadvantaged students
<p>6. Improved attendance for all pupils, particularly our disadvantaged pupils</p> <p><i>*See W1 action plan for more information.</i></p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at or above 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced or removed completely. • the percentage of all pupils (including disadvantaged) who are persistently absent being below 10%.

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: £86,271

Activity	Evidence that supports this approach	Challenge
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will continue to deliver professional learning based on literacy.</p> <p><i>*See literacy action plan for more details</i></p> <p><i>(Pupil Premium Funding)</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1
<p>Dedicating KS3 English time to supporting a love of reading through LRC lessons and the use of the Accelerated Reader programme in Year 7.</p> <p><i>*See literacy action plan for more details</i></p> <p><i>(Pupil Premium Funding)</i></p>	<p>Students using Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through employing subject specialists to provide targeted intervention.</p> <p><i>(Pupil Premium Funding)</i></p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	3
<p>Additional staffing in the maths faculty</p> <p><i>(Pupil Premium Funding)</i></p>	<p>Additional staff will be used in KS4 to provide support to those classes with a high proportion of PP students who are achieving below their expected grades.</p> <p>Additional staffing will also be used to create smaller groups in KS3 and to allow staff to give more support to individual students</p>	3

	EEF research into small group teaching	
Additional staff in English <i>*See English action plan for more details</i> (Pupil Premium Funding)	Additional staffing in English is used to support nurture groups in KS3. These are smaller groups where staff can further provide bespoke support for individual students. EEF research into small group teaching	3
Coaching for middle leaders <i>*See Wellbeing action plan for more details</i> (Pupil Premium Funding)	Middle leaders have expressed a desire for external coaching, especially to manage the increased challenges they are facing post covid. This can create higher absence rates. This inconsistency impacts on all students but especially disadvantaged students. The impact of coaching in schools can be seen here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf	7
Additional hours for literacy lead <i>*See Literacy action plan for more details</i> (Recovery Premium Grant)	As literacy has been identified as a key factor in the underperformance of PP students, we will add additional hours to the literacy co-ordinator role to increase capacity and impact of whole school literacy interventions. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,3

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

Budgeted cost: £51,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Literacy strategies:</p> <ul style="list-style-type: none"> • Targeting specific students with particularly low literacy levels to receive Lexia-based intervention. • Additional hours for the librarian <p><i>*See Literacy action plan for more details</i> (Recovery Premium Grant)</p>	<p>The programme has a positive effect on skills that are important for further literacy development. Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p> <p>The LRC will be open longer in the evenings to support more reading for pleasure, reading interventions and independent learning. https://clpe.org.uk/research/clpe-reading-pleasure-2020</p>	1
<p>Exam readiness programmes</p> <ul style="list-style-type: none"> • National Tuition Programme • Maths intervention support • Languages assistant • Subject specific workshops • Specific key stage 4 strategies • Revision workshops • Medify membership <p><i>*See KS4 and KS5 Intervention action plans for more details</i> (Recovery Premium Grant, Pupil Premium funding, National Tuition Programme)</p>	<ul style="list-style-type: none"> • Small group teaching is most likely to be effective if it is targeted at specific needs. Diagnostic testing will be used to aid planning. • This small group tutoring will be targeted at PP students. • Spaced learning will support retention and recall • Retrieval practice will be used regularly in lessons. <p>EEF research into small group teaching</p>	3
<p>Peripatetic music subsidy for PP students</p>	<ul style="list-style-type: none"> • Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <p>Arts participation EEF (educationendowmentfoundation.org.uk) EEF research into small group teaching</p>	2, 5

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

Budgeted cost: £330,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice in the daily intervention and support being provided by our team of HOYs and Engagement Support Assistants (Years 7-11)</p> <p>PA tracker- consistent monitoring and tracking of students approaching or below PA.</p> <p>Attendance manager, LT, home liaison, HOYs and ESAs (phone calls, attendance/punctuality concern letters, parental meetings, and home visits)</p> <p>Promotion of importance of excellent and attendance and punctuality, links to achievement and progress including acknowledgement of attendance awareness month. <i>(Pupil Premium Funding)</i></p>	<p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • Interventions must be suited to individual families and students to ensure that specific needs and approaches to barriers to attendance are effective. • Positive dialogues regarding the link between attendance and achievement can promote improved relationships with families and students. • The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. 	<p>4,5</p>
<p>Using the Greenhouse programme as an in-house intervention to support student wellbeing and attendance <i>(Pupil Premium Funding)</i></p>	<p>The ongoing impact of the Greenhouse programme is evident via annual reporting. A key area of impact being the development of personal skills. This is also evident in the wider Loughborough Research Report https://www.greenhousesports.org/our-impact/research/ which indicates the following impact:</p> <ul style="list-style-type: none"> • Improved social, emotional, cognitive and physical development 	<p>4,5</p>

	<ul style="list-style-type: none"> Increased confidence and self-worth 	
<p>Parental engagement (1 x Community Liaison Lead)</p> <p>Encourage parents of PP students to attend wellbeing evenings, online safety evenings, parents' evenings and other events to ensure that opportunities to build positive and trusting relationships are used.</p> <p><i>(Recovery Premium Grant)</i></p>	<p>Internal data from parent surveys and parents' evenings indicates that parents of PP students are less likely to engage informally with the school. Reasons for this are varied and at times unique to individual families. The EEF provides guidance regarding parental engagement and outlines key findings from the results of effective parental engagement.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	5,6
<p>Pastoral support workers</p> <p>Provide support for the engagement team to increase positive home school relationships, to improve attendance and punctuality of identified students and support CGAs work that focuses on belonging.</p> <p><i>(Recovery Premium Grant)</i></p>	<p>PP students are more likely to need additional support to achieve their potential through targeted support. The use of the pastoral support worker is part of the wider use of targeted pastoral interventions and academic support that work together to ensure that there is provision for PP students to make good progress. PSW form part of the attendance intervention.</p> <p>Pupil Premium Interventions - Teacher Toolkit Improving School Attendance</p>	5,6
<p>Deputy DSLs</p> <p>Provide students with additional trusted adults that have capacity to address student concerns. Working closely with the safeguarding and mental health team to support students that need wellbeing support and guidance.</p> <p><i>(Recovery Premium Grant)</i></p>	<p>PP funding is also used to support those that have a social worker or are young carers. The most vulnerable are more likely to need timely intervention to support the increased risks that they face.</p> <p>Working together to safeguard children - GOV.UK (www.gov.uk)</p>	4
<p>Breakfast club</p> <p>Offer all students breakfast that is in line with the promotion of healthy eating to ensure that all students can have a good start to their day.</p> <p><i>(Pupil Premium Funding)</i></p>	<p>PP students are more at risk of increased financial hardship and missing meals. Offering breakfast will support preparing children for learning or supporting behaviour and school attendance.</p> <p>Magic Breakfast</p>	5

<p>Behaviour and Safeguarding consultant</p> <p><i>(Recovery Premium Grant)</i></p>	<p>Supporting social and emotional skills benefit students long term outcomes and achievement. Targeted behaviour intervention helps to ensure that students receive strategies to support their learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
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Total budgeted cost: £467,984 (This is £2,065 over budget. This ‘overspend’ will be covered by wider academy funding.)

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.

<p><u>The impact of Pupil Premium funding at Clapton Girls’ Academy 2022-23</u></p> <p>All students at Clapton Girls’ Academy make outstanding progress compared with students nationally.</p> <p><i>In 2022-23, there were 73 (42%) disadvantaged (Pupil Premium) students in Year 11. Calculations based on national data indicate a Progress 8 score of 0.14; overall pupil premium students at CGA outperformed their peers nationally.</i></p> <p><i>The longer-term impact of the academy’s use of Pupil Premium funding is also evident in the outstanding progress made by students at Key Stage 5. The 2023 ALPs disadvantaged report showed that disadvantaged KS5 students performed as well as their non-disadvantaged peers, both groups achieving ALPs grade 3 (top 25% nationally for progress). At subject level 6 out of 19 subjects achieved red hot ALPs grade for their disadvantaged students, and in 9/199 subjects the ALPs grade for disadvantaged students was better than that for their non-disadvantaged peers.</i></p> <p><i>The consistent strategies used for wellbeing and behaviour have made a positive impact on individual students and the use of Professional Learning Days to ensure all staff are aware of the strategies to support all students and are confident using strategies, created a more robust approach to supporting wellbeing and behaviour. The gap in attendance</i></p>
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figures of PP vs non-PP students increased during 2022-23 compared to 2021-22. Attendance remains a challenge and there is an updated focus on individual interventions, whole staff responsibility and a focus on parental engagement is reflected in the approach to attendance in 2023-24.

The staff body are well equipped to support the individual needs of PP students. This creates a positive and professional relationship where students felt safe and were able to flourish.

The evidence in this report shows that the strategies employed have been effective and we will continue to use them.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help us identify which ones are popular in England

Programme	Provider
Tennis and basketball mentoring	Greenhouse Sports
Targeted support with improving student outcomes at KS4	Pixl