

# Pupil premium strategy statement – Plympton Academy 2024-25.

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	1084
Proportion (%) of pupil premium eligible pupils	20% (exc Service) 28% (inc Service)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Shaun Willis
Pupil premium lead	Shaun Willis
Governor / Trustee lead	Janina Villalta

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,110
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£277,110

# Part A: Pupil premium strategy plan

## Statement of intent

We believe in expanding the world of all who are part of our community and inspiring a culture of success for all. We are a community where we encourage all to be compassionate, courageous and curious about the world. In our Academy, individuals are equipped to take pride in their achievements and pursue their dreams. Plympton Academy is the cornerstone of a thriving community that is stronger through collaboration. We foster innovation and promote opportunity, creating resilient learners with a love of challenge.

Our ultimate objectives for our disadvantaged pupils are:

- to move on to a well-matched, high quality educational provision when leaving the Academy, whether at post 16 or post 18
- to have the academic skills and knowledge to succeed in these environments, enabling them to access challenging and rewarding careers
- to enter the wider world as culturally rich, active contributors to their communities

Our current pupil premium strategy plan works towards achieving these objectives by:

- ensuring that all disadvantaged pupils are in receipt of a first-class education that takes account of the latest research and evidence to inform our approaches to pedagogy
- explicitly addressing the key concern of attendance as a barrier to the acquisition of academic skills and knowledge in a way that ensures the needs of these families are fully understood and supported
- understanding and addressing the cultural capital deficit that can create a disconnect between disadvantaged pupils and their communities in a way that ensures they will become active citizens of the future

The key principles of our strategy plan are:

- disadvantaged pupils are not, fundamentally, any less able to achieve high outcomes and levels of success than their peers
- they may, however, require additional or different support in order to achieve these aims
- it is morally incumbent on all stakeholders to positively contribute to the achievement of these aims to truly engender the principle of social mobility

School leaders at Plympton Academy are committed to ensuring that all our disadvantaged pupils receive teaching which is effective or highly effective in every lesson. Where pupils in receipt of Pupil Premium are not making the same progress as their peers, intervention programmes and support mechanisms are considered throughout the year to close that gap. The PPG is allocated to the whole school budget each financial year and decisions are made as to which interventions are put in place based on the nature of the cohort, and the data we have regarding that cohort, each year. Planning is structured around a 3-year spend but reviewed annually. Decisions on allocation of funding is made following deep analysis of data and by making use of research such as the Education Endowment Foundation.

## Challenges

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

Challenge number	Detail of challenge
1: Outcomes	The underperformance of disadvantaged students compared to non-disadvantaged students specifically focusing on reading/ literacy. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.
2: Attendance	Attendance data shows there is still a significant gap between the disadvantaged and the non-disadvantaged students. Mental Health is often an issue which can be exacerbated with high levels of absence. This continues to be a priority based on our OFSTED (March 2024)
3: Cultural Capital	Involvement in extracurricular activity and wider cultural capital building is at the core of our curriculum experiences and the personal development programme. We need to increase the number of students attending our extra-curricular offer.
4: Parental Engagement	There is better engagement needed from the families of our disadvantaged to ensure the importance of coming to school is recognised. Student voice demonstrated that students understand that importance but this is not always echoed at home. Students often struggle with working independently and this is often a barrier to learning.

## 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
<b>Outcomes</b> Quality first teaching in all lessons for all pupils*	Disadvantaged pupils achieve at least in line with national averages. KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 35 and at least 43.4% 9-4 pass including English and Maths. Reading comprehension tests demonstrate a 15% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this

	<p>improvement through engagement in lessons and book scrutiny.</p> <p>Most subjects taught by subject specialist teachers with high levels of subject knowledge and secure delivery of curriculum in line with department intent. Where this is not possible, there is a clear CPD plan in place to support and monitor teaching.</p> <p>Staff are developed and upskilled in strategies for supporting disadvantaged pupils.</p> <p>Metacognitive tools in place and used effectively in lessons to support pupils' development.</p> <p>All students aware of how learning is sequenced and how curriculum builds towards a bigger whole.</p> <p>Students are aware of the curriculum and how to improve</p> <p>Policy in place for all departments as to how they will cater for the needs of different students</p> <p>Quality Assurance processes highlight the impact of the curriculum and Thinking, Teaching and Learning on Pupil Premium students</p> <p>Literacy and reading levels are tracked and interventions in place for those needing extra support.</p>
<p><b>Attendance</b> Disadvantaged pupils are not further disadvantaged from their peers as a result of lower attendance*</p>	<p>Disadvantaged pupils meet the Academy attendance target of 96%</p> <p>Clear plans are in place for those pupils with low attendance, including an academic catch-up plan to address missed learning</p> <p>Disadvantaged attendance gap reduced</p> <p>Disadvantaged PA gap reduced</p> <p>Disadvantaged pupils' exclusion/seclusion data is equal to or lower than that of non-disadvantaged pupils and is lower than national averages for this group</p>
<p><b>Cultural Capital</b> Disadvantaged pupils are fully engaged with the academy extracurricular programme and other extracurricular opportunities beyond the academy*</p>	<p>Participation rates within extra-curricular activities shows that 25% or more of attendees are disadvantaged pupils, in line with characteristic makeup of the academy.</p> <p>Careers advice is regular and timely</p> <p>Curriculum intent, implementation and impact meets the needs of all students</p> <p>Departments have a clear intent for Pupil Premium students and follow this as a matter of course.</p> <p>Staff are aware of the spending plan and policy</p> <p>Overlap data of different groups is used to identify key students</p> <p>Clarity for all staff who are funded by PP as to their role in ensuring improved outcomes</p>
<p><b>Parental Engagement</b> Parents views are listened to and acted upon as appropriate*</p>	<p>Parent Forums established to hear the view of parents</p> <p>Student Forums established to hear the views of students</p> <p>Both recognise how their views are heard 'you said, we did'</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part cost of software to support CATs testing in years 7, 8 and 9*	Without the SATs at KS2, the CAT tests will provide a good baseline for students when they start on their KS3 and KS4 journey. <a href="https://www.gle-assessment.co.uk/assessments/cat4/">https://www.gle-assessment.co.uk/assessments/cat4/</a>	1, 4
Coaching set up and used to support Teaching Development using Steplab	EEF Report states that “ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority”. Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)	1, 3
Professional development for teaching staff focused on key groups and ensuring teaching and learning is “effective”. CPD to include SEND provision and disadvantaged provision*	EEF Teacher Toolkit Improving Literacy in Secondary Schools Metacognition and self-regulated learning EEF Teaching and Learning Toolkit Metacognition and Self-regulation have very high impact	1, 3
Professional Development on evidence based approaches specifically feedback, metacognition using the Walk Throughs as a tool. Pupil premium a theme through CPD, focused on teacher and middle leader understanding of needs for disadvantaged pupils*	EEF Report states that “ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority”. CPD will ensure clear coverage of disadvantaged barriers strategies, challenge, mastery and Metacognition as these are areas identified as needing improvement and/or important to facilitate disadvantaged progress (EEF)	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the knowledge and expertise of the pastoral team to ensure that the school is able to meet the needs of pupils*	Used to ensure an enhanced level of support to students through the provision of pastoral mentors for every individual year group. All pastoral staff having a focus on PPG students within their respective year groups A full time Attendance Officer spending dedicated time closely monitoring and supporting PPG student attendance. Training and support for these teams.	1, 2, 3, 4
Extended TA support*	Additional staffing in the form of teaching assistants to support curriculum delivery in class, specific dedicated support for LAC students and the provision of an after school homework Club for students 4 days a week	1, 2, 3, 4
Range of in school interventions including small group tuition and mentoring for pupils whose education has been most impacted by absence, this includes subject specific, literacy and numeracy*	Targeted support following diagnosis of pupil assessments across all year groups.	1, 2
Funding of curriculum materials as required	Requirements for pupils to have certain materials for home study, revision for exams, and in class materials to have the same opportunities as non-disadvantaged peers	1, 3, 4
Funding of educational visits to build cultural capital and ensure disadvantaged students to not miss out on opportunities*	Ensuring that students have the same opportunities and experiences as non disadvantaged students and are not limited because of funding.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework / Breakfast Club provides breakfast for vulnerable pupils as	EEF suggests that homework can have an impact of up to 5 months progress across an academic year; however, the	1, 2, 3, 4

well as preparing them for the day ahead. Pupils are given the opportunity to study after school where they can attend homework club to complete homework tasks and to work on coursework*	homework needs to be short and focused. Regular homework that is more routinely set can also have an impact of 2 to 3 months progress. These interventions will lead to a reduction in detentions for missing homework and improve attendance to school.	
Artsmark Award*	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months Arts participation   EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Subsidy for the cost of school uniform for all PPG student	To remove barriers of attendance, uniform subsidy can be provided for parents in receipt of free school meals	1, 2, 4
Attendance systems in place to track and improve attendance of disadvantaged. Regular parental engagement re: attendance and PA*	As outlined in the research below, lack of attendance can be one of the single biggest factors in attitudes to school and attainment <a href="https://www.gov.uk/government/publications/absenceand-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absenceand-attainment-at-key-stages-2-and-4-2013-to-2014</a>	2
Development of tracking systems for disadvantaged homework to identify barriers to out of class learning. Monitoring by HoDs/HoYs to identify barriers to out of class learning that can be removed	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3

\* indicates those activities approved in the PP Guidance document “Menu of Approaches”

**Total budgeted cost: £277,110**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments. For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made

across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.84. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 35.58.

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 2023/24 was below our expectations. The Progress 8 score of our non-disadvantaged pupils was -0.28, and the Attainment 8 score was 43.26. Our analysis suggests that this underperformance is due in part to behaviour issues not being identified early enough and there not being enough diagnostic assessment of student performance.

However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. EBacc entry for disadvantaged pupils was 18% this is 2% below that for non-disadvantaged pupils. Absence among disadvantaged pupils was 7.8% higher than their peers in 2024/25 and persistent absence 25.3% higher. 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 improved last year, but 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 not at present on course to achieve the outcomes that we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.