

# Pupil premium strategy statement – The Adeyfield Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	828
Proportion (%) of pupil premium eligible pupils	272 32.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	4th November 2024
Date on which it will be reviewed	4th November 2025
Statement authorised by	Dawn Mason
Pupil premium lead	Charlotte Rose
Governor / Trustee lead	Julia Pipes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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>	£255,150



## Part A: Pupil premium strategy plan

### Statement of intent

At The Adeyfield Academy, our motto, Learning without Limits, is the clearest distillation of our vision for education. We believe that a good education is an entitlement for all and all barriers to this should be removed. This is especially true for those students for whom the academy receives Pupil Premium funding. We intend to use the funding to provide the best quality of education in the classroom alongside exemplary student support to ensure that students can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity. Our current Pupil Premium strategy requires a greater focus on the planned outcomes, and ensures that impact measures are robust and are used at senior leadership level to share best practice, direct intervention and improve provision.

#### The key principles follow the guidance from the EEF:

1. Evidence informed approach (Education Endowment Foundation Guide to the Pupil Premium) and three-tiered model (Teaching, Targeted academic support and Wider strategies)
2. Appreciates that good teaching is the most important level and should be a key focus of using the pupil premium.
3. Less is more approach (selecting a small number of priorities and doing them extremely well).
4. Using data as well as individual knowledge of students to support decision making.
5. Comparing disadvantaged student data to national data, where available, and having the highest of expectations.

### Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have overwhelmingly lower starting points than their non-disadvantaged peers, particularly for reading, literacy and numeracy. A significant portion of each cohort did not achieve basic expectations in both English and Maths.
2	Many (but not all) disadvantaged pupils have additional needs that act as multiple barriers to their learning, e.g. SEN, EAL, Social care, Mental health issues (10% -of our students are both Disadvantaged and have Special Educational Needs).



3	Disadvantaged pupils are making slower progress through school than their peers leading to lower attainment outcomes for disadvantaged students than those of non-disadvantaged.
4	A higher proportion of our disadvantaged students experience social, emotional and mental health issues that affect their behaviour and attendance, and therefore have a negative impact on their achievement. There is an increasing need to provide support for families and seek additional support from professionals such as counsellors and therapists. Low resilience and high anxiety have been identified for many of our disadvantaged students.
5	Many (but not all) students have low aspirations for their future careers; the academy needs to find highly effective ways to open the world of opportunity for our students including opportunities for cultural capital.
6	Many (but not all) disadvantaged students lack access to resources needed for full engagement in education (including digital access).
7	The attendance for disadvantaged students is significantly lower than their peers, impacting learning time and therefore progress.
8	We experience a lack of support with learning at home for many (but not all) of our students; the lack of parental engagement for some of our most vulnerable students' results in them finding it very difficult to engage with school and learning. When trying to address behaviour concerns of students, we can sometimes find ourselves without parental support.

## 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
To improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Increased A8 and P8 Scores for PP students across all key groups. Gaps to be closed between PP and Non-PP students. Increase the number of PP students taking Ebacc subjects.
To increase the percentage of PP students achieving Standard and Strong Basics in English Language and Maths	Increased percentage of students achieving Standard and Strong Basics from last year. Gaps to be closed between PP and Non-PP students.
To increase the percentage of PP students reaching the age expected level in Reading and Literacy at KS3	Percentage of PP students reaching the expected level has improved from last year. Reading comprehension tests and English progress tests will demonstrate improved comprehension skills among disadvantaged pupils and there will be a smaller disparity between the scores of disadvantaged pupils

	and their non-disadvantaged peers. This improvement will also be clear in students' books and through work reviews; extended writing will be a strong element in all students' books.
To increase the aspirations of PP students and the exposure to career opportunities	Increase in number of students who go onto or aspire to go onto higher education or apprenticeships. Eliminate the number of NEETS. Increase the numbers of students studying facilitating subjects at KS5.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance will be demonstrated by: · The overall absence rate for all pupils being no more than 5.0%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced; and · The percentage of all pupils who are persistently absent being close to that of their peers.
To reduce lost learning time of PP students due to behavioural issues through targeted intervention	Reduction in negative behaviour incidents for disadvantaged students (including FTEs) Increased self-regulation and positive attitudes. Increase in attitude to learning scores.
To improve and develop the emotional well-being of PP children and subsequently their behaviours for learning.	Evidence from books, learning walks and student voice / observations will demonstrate children's increased well-being, resilience and growth mind-set. Increase in attitude to learning scores.
Increase the cultural capital of PP students	All PP students take part in enrichment, visits or projects with external providers during their education at TAA.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £127,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● <b>Provide CPD to drive the quality of teaching and learning</b> and in so doing empowering and equipping teachers to maximise outcomes for disadvantaged students through excellent pedagogy.</li> <li>● <b>Ensure that classroom instruction given during lessons meets the needs of all learners</b>, particularly underperforming learners</li> <li>● <b>All disadvantaged children to be given regular feedback</b> within lessons and more targeted verbal feedback from both the class teacher and teaching assistant</li> <li>● <b>Ensure staff tailor planning to meet needs of different</b> groups of learners and in response to previous learning. Including use of seating plans for grouping etc.</li> <li>● Provide opportunities for teachers to <b>improve subject knowledge</b> to support the delivery of Quality First Teaching</li> <li>● <b>Use Technology to support high quality teaching &amp; learning</b> such as audio feedback tools (mote) read aloud and digital books. <b>Chromebooks bursaries</b> for PP students in Y7-9..</li> </ul>	<ul style="list-style-type: none"> <li>● All research shows that the most important factor influencing students' outcomes is the quality of teachers in the classroom. This is particularly true for disadvantaged students.</li> <li>● + 8 months (EEF)</li> </ul>	1,3
<ul style="list-style-type: none"> <li>● <b>Raise awareness of PP students amongst all staff</b> -Raise profile of PP students and their needs amongst teaching staff.</li> <li>● <b>Data in Edulink, 4Matrix and Pupil Progress regularly reviewed to consider any gaps</b> between PP and non-PP students.</li> <li>● <b>Data to inform best teaching, intervention and support</b> of PPG students is prioritised across the school.</li> <li>● <b>Through training, highly effective communication of student</b> needs and the implementation of effective classroom strategies for disadvantaged students using class context sheets, ensure the individual needs of targeted students are being met.</li> </ul>	<ul style="list-style-type: none"> <li>● Targeting specific needs and knowledge gaps for individuals is effective; this strategy ensures this is happening at the classroom level without overburdening teachers to plan specific interventions each lesson.</li> </ul>	1,2,3,4,



<p><b>Literacy &amp; Reading</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 3 vocabulary taught explicitly</b> across the Curriculum and through Tutor Time activities</li> <li>● <b>Whole-school reading programme</b> (Literacy Planet) and explicit opportunities to develop reading for pleasure in subjects</li> <li>● <b>Extended writing opportunities</b> embedded within the curriculum.</li> <li>● <b>Programme of developing students' oracy</b> using the EEF toolkit</li> <li>● <b>Use of Literacy Assessment r</b> to improve standards of reading, comprehension fluency across PP students at KS3</li> <li>● <b>Literacy focus in Tutor Time each week</b> to strengthen, vocabulary and oracy</li> <li>● <b>Literacy Lead Post</b> to lead, monitor and drive the Word Rich Strategy</li> <li>● <b>Reduced class sizes in English</b> across KS3 with additional time for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>● Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Closing the reading gap. A.Quigley</li> </ul>	1,2,3,
<ul style="list-style-type: none"> <li>● <b>Reduced class sizes in Maths across KS3 &amp; 4</b> with additional time for targeted students to embed core skills</li> <li>● <b>Sparx Maths</b> to support students' access to online learning and revision</li> </ul>	<ul style="list-style-type: none"> <li>● + 3 months (EEF)</li> <li>● likely to be effective when accompanied</li> </ul>	1,2,3

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

Budgeted cost: £63,787.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● <b>Small Group Tuition</b> to provide appropriate opportunities to address gaps in learning.</li> <li>● <b>KS4 Maths/English tuition:</b>(1:1 &amp; 3 :1) at KS4 to provide targeted support for students below target</li> <li>● <b>KS4 Intervention Lunches</b> to provide students with lunch alongside targeted intervention in core/ extended core subjects and exam technique.</li> <li>● <b>KS3 Reading Interventions:</b> Put in place rapid reading interventions for students and groups whose reading age is falling behind peers. Monitor and report impact of intervention to ensure they are effective. Key workers to lead small group interventions</li> </ul>	<ul style="list-style-type: none"> <li>● +5 Months (EEF)</li> <li>● Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition</li> </ul>	1,2,3





<p>including @that Reading thing phonics programme and the HfL Fluency Project.</p> <ul style="list-style-type: none"> <li>• <b>Additional English lessons for targeted KS3 students</b> to increase time contact time for literacy with a tailored approach to <b>reading, writing and oracy</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>KS3 after school home learning clubs:</b> Provide opportunity for students to complete home learning in the Academy with support and access to a range of resources.</li> <li>• <b>KS3 &amp; 4 Breakfast Clubs:</b> Provide an engaging Breakfast club every day to promote attendance to school for PP students, providing free healthy breakfasts for all</li> </ul>	<ul style="list-style-type: none"> <li>• Offering a safe place for students to work and gain support with home learning will help students to stay on track and achieve more.</li> </ul>	1, 2,3,7
<ul style="list-style-type: none"> <li>• <b>Brilliant Club Scholars Programme</b> to enable students from under-represented groups to progress to highly selective universities.</li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge University Assessment of the Brilliant Club</li> </ul>	5
<ul style="list-style-type: none"> <li>• Disadvantaged students receive <b>bespoke personal development interventions and mentoring</b> to improve behaviour, attendance and engagement.</li> <li>• <b>Dream Believe Achieve (DBA) external early intervention</b> for disengaged students, alongside students who excel academically, specialising in behaviour management, growth-mindset development and life skills education.</li> <li>• <b>All vulnerable PP students are allocated a Key Worker</b> link from the TA staff to provide a further layer to support and mentoring to families</li> <li>• <b>Assertive mentoring</b> in place for KS4 to support with resilience, confidence, examination preparation and completion of NEA.</li> <li>• <b>Effective SEMH Support through clear referral programme</b> and use of external professionals and counsellors as needed</li> </ul>	<ul style="list-style-type: none"> <li>• This intervention would use the guidance within the EEF toolkit for behaviour</li> </ul>	2,3,4,5,8
<ul style="list-style-type: none"> <li>• <b>Careers Support provided for PP students</b> at 3 points throughout the year in Year 11 (through Connexions and internal IAG)as well as use of Unifrog Software to track and monitor careers and IAG throughout Year 7-13</li> <li>• <b>Track to the future &amp; Barclays Life Skills</b> programmes for KS4</li> </ul>	<ul style="list-style-type: none"> <li>• Raising aspirations</li> <li>• Careers strategy: making the most of everyone's skills and talents (DfE)</li> <li>• Gatsby Benchmarks</li> </ul>	5
<ul style="list-style-type: none"> <li>• <b>Where identified, make use of appropriate Alternative Provision</b> tailored to the needs of individual students including DESC, Princes' Trust and West Herts College programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke Curriculum Provision in exceptional circumstances has proven to be</li> </ul>	2,4

	successful (such as DESC)	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63,787.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● <b>Student Support and Attendance Team:</b> to work with the AP responsible for Vulnerable Groups to provide another level of support, intervention and administration for our disadvantaged students. To provide support to students involved through the support of a staff mentor, aiming to improve self-esteem, confidence, motivation and attainment. Promoting parental involvement in school.</li> </ul>	Improving Attendance: Support for local Schools and Colleges (DfE)	1, 2, 3, 4, 5, 6,7,8
<ul style="list-style-type: none"> <li>● <b>Ensure all PP students have access to educational resources,</b> ICT equipment and Internet to ensure equitable access to the curriculum (Chromebook bursaries, textbooks, basic equipment, uniform &amp; PE Kit to access enrichment and PE lessons, bursaries for trips)</li> </ul>	Providing resources for disadvantaged students when they have limited access to the basics for learning is key for individuals. Access to enrichment activities.	1,2,3,6
<ul style="list-style-type: none"> <li>● <b>Ensure equitable access to the wide variety of enrichment opportunities, trips and visits,</b> monitoring engagement and impact. Up to 100% of trip costs subsidised.</li> <li>● Subsidy of fees for Duke of Edinburgh Bronze Award, music lessons for all PP student</li> <li>● <b>100% subsidy of ingredients</b> and materials for Food and Art for FSM students</li> <li>● <b>1:1 careers advice for every Pupil Premium</b> student in years 10 and 11 and continue to support KS3 career aspirations</li> <li>● <b>Ensure equitable access to work experience</b></li> </ul>	It is key that disadvantaged students have access to a wide range of opportunities that may not be available to them outside of school.	5
<p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>● <b>Attendance Officer and assistant</b> will monitor through use of SIMS tracking tools and intervene in instances of non-attendance or poor punctuality, liaising with stakeholders and families where necessary</li> </ul>	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	1,3,8



<ul style="list-style-type: none"> <li>● <b>Rewards and incentives to support attendance strategies including the ‘Going Green challenge’</b></li> <li>● <b>Transport to school</b> for students most vulnerable where needed to remove barriers to</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Free School Meals</b> to support disadvantaged families and provide breakfast and/ or lunch to students. Provide disadvantaged students with a healthy diet and the same opportunities as other students.</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Pupil Progress Software</b> to allow for live tracking and monitoring of PP students at all levels (SLT, To teaching staff) in offer to determine actions</li> </ul>	EEF use of data to diagnose needs	1,3
<ul style="list-style-type: none"> <li>● <b>Increase parental engagement at Parents Evening and providing workshops</b> by reviewing information to parents and ensuring <b>disadvantaged students receive personalised appointments</b> and contact home prior to meeting</li> <li>● Newly appointed Family Engagement officer to support early intervention for families in need of support with mental health needs</li> <li>● <b>Form Tutor PPA time</b> to allow for regular contact home and early identification of barriers and needs</li> <li>● Develop the use of <b>social media and electronic publications to increase engagement</b> with and support of the Academy</li> <li>● <b>Realigned Pastoral Team</b> so students are more effectively supported and concerns for Disadvantaged students are addressed quickly and effectively.</li> </ul>	Working with Parents to Support Children’s Learning - EEF Guidance Report	4,8
<ul style="list-style-type: none"> <li>● <b>Internal suspension Behaviour Hub Lead</b> to ensure students do not miss school time through Fixed Term Suspensions, providing an opportunity for meaningful restorative and reflection programmes, completion of missed learning, sustained monitoring and review of progress and building of home school relationships.</li> </ul>	EEF Improving Behaviour in Schools Guidance	

**Total budgeted cost: £255,150**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- The Progress 8 (P8) of PP students was -1.42 in 2023/2024 compared with -1.01 in 2022/2023. In addition, the PP v Non PP gap of P8 has also grown from -0.63 in 2022/2023 to -0.7 in 2023/2024
- The Attainment 8 (A8) of PP students was 22.7 in 2023/2024 compared with 28.2 in 2022/2023. In addition, the PP v Non PP gap of A8 has also grown from -10.7 in 2022/2023 to -11.7 in 2023/2024
- However, PP Girls increased their A8 from 23.8 to 29.4 an increase of +5.6
- A decrease in PP student percentage in Standard Basics from 37.5% in 2022/2023 to 23.3% in 2023/2024 as well as a decrease in Strong Basics from 15% in 2022/2023 to 9.3% in 2023/2024
- However, PP Girls increased their Standard +5.3 and Strong +7.7 from the previous year
- Progress of PP KS3 students in English and Maths is more rapid than in previous year
- Surveys from Brilliant club show that students who participated are 80% more likely to stay on at Sixth Form and attend University
- In some areas, learning walks show students demonstrating greater confidence in oracy and articulation about their learning
- 20 students in Year 7 provided Chromebooks bursaries to own their own devices, supporting blended and home learning. Greater access and home learning completion rates
- Curriculum coverage and breadth is equitable for all
- Student book reviews show greater consistency
- Slight increase in PP numbers in Sixth Form (19% PP), greater numbers on high value L3 courses
- Increase in PPG school attendance from 82.39% in 2023 to 83.3% by end of 2024. Reduction of PPG Persistent Absentee Figure by 13.8% from 52.8% in 2023 to 39% in 2024.
- Involvement from the AIO has supported 1 hard to reach family to engage more readily
- SEMH interventions on-site have risen by 60%, which means students have support for barriers to attendance
- Engagement with Parents at Tutor Review Day has greatly improved to 81% from 68% .
- Increase one-to-one parental engagement and communication re behaviour and attendance (decrease PP Persistent Absence, increase in PP attendance overall, reduction in low level disruption)
- Significant online presence through Social Media, increasing engagement for otherwise hard to reach families
- 100% for all 8 Gatsby Benchmarks
- Every student has had at least one employer encounter this year.
- 100% of Year 10 and 12 students have received personal guidance with Herts YC
- 6 Neets of which 2 were PP (Y11) 0 NEETS Y13 (Summer 2024)
- Duke of Edinburgh - 40 Year 9 and 10 students are undertaking award (15% PP)
- All children are expected to attend one extra-curricular club with 138 PP students participating (51% of PP total).
- Peripatetic lessons provided for PP students leading to uptake at GCSE (9 students, 48% of the class being PP)
- Embarking on Artsmark - Increase in PP students being on the Student Leadership Team



## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
The Brilliant Club Scholars	Brilliant Club
Dream Believe Achieve Project	DBA

## Service pupil premium funding (optional)

The academy did not receive any Service Pupil Premium funding.



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*

