

# Concordia Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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 school.

## School overview

Detail	Data
School name	Concordia Academy
Number of pupils in school	540
Proportion (%) of pupil premium eligible pupils	98 pupils (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2025
Date this statement was published	November 2022 Updated September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Raheel Akhtar
Pupil premium lead	Linda Mills/Raheel Akhtar
Governor / Trustee lead	Stuart Norman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£143,483</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£143,483</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Concordia Academy recognises that for children from disadvantaged backgrounds there can be multiple barriers to succeeding in school. We aim to close the gap in attainment and progress between our PP and non-PP children by helping our pupils and their families to overcome these barriers.

We are aspirational for all pupils, including our pupil premium children, and believe that it is our duty to remove any barriers to their educational attainment. Based on multiple sources of evidence, we know that the core skills in English and Maths underpin all aspects of learning. With this secure knowledge, pupils will be able to unlock the whole curriculum and will have the necessary skills to become lifelong learners. Therefore, we prioritise strategies that will support pupils to make the necessary progress in English and Maths as a starting point. Based on our context, in an area of high deprivation where pupils do not travel far from the local area or have opportunities to benefit from cultural enrichment, we know that we need to do more to ensure that our pupils have access to the rich experiences and knowledge necessary to be informed and confident individuals in any situation.

Our current pupil premium strategy plan works towards achieving those objectives and to also address the impact of the pandemic which has disproportionately affected pupil premium pupils. This has had an impact on progress and standards as well as on cultural capital, leading to a lack of opportunities and experiences for our pupil premium children. Our internal data shows that, combined with other key factors such as a very high EAL population and high mobility, language and reading are key priorities for our disadvantaged children, along with improved attendance because absenteeism has crept upwards for pupil premium children since the pandemic.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. We invest heavily in staff CPD, believing that upskilling our teaching staff is the best possible way to address gaps in attainment. Learning from research and experience, we also focus heavily on interventions through tuition, catch up and booster classes to ensure gaps are addressed. Our assessment system quickly identifies pupils who are in danger of falling behind, allowing us to put interventions in place quickly.

The activities set out in the strategy plan will serve to close gaps in attainment, improve home-school engagement and broaden the children's horizons.

## Challenges

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

Challenge number	Detail of challenge
1	Persistent absenteeism for PP children is higher than their peers.
2	<b>Oracy:</b> Assessments, such as EYFS on entry and teacher observations, highlight limited English language and communication skills (in EYFS and Year 1 in particular). The oracy and verbal communication of our pupils is behind that of others (national average) on entry to Reception.

3	<b>Reading (both phonics and comprehension):</b> Termly RWI phonics assessments carried out by the reading leader suggest that disadvantaged pupils are often further behind than their peers in terms of phonic knowledge, thus hindering their reading progress, enjoyment of reading and reading comprehension.
4	Complex family situations, and poor parental engagement, that make it difficult for parents to give their children support with home learning.
5	Staff observations and discussions with pupils and families have identified social and emotional issues for many pupils caused by the pandemic, e.g., difficulties managing and regulating emotions, and through a number of children moving schools regularly.
6	We serve a deprived community with many families struggling financially. There is a lack of enrichment opportunities for many pupils, particularly those who qualify for FSM. This was exacerbated during the pandemic, with the loss of school clubs and educational visits.

## 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
Raise attendance rates of disadvantaged pupils and reduce PA.	<ul style="list-style-type: none"> <li>Attendance of Pupil Premium children to be at least 0.5% better than in 2023-24, and closer to being in line with that of non-PP children.</li> <li>Daily absence calls and home visits (where required) are having an impact on attendance and any PA PP children.</li> <li>PP and recovery pupils' attendance is tracked, and issues addressed robustly.</li> </ul>
Improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils in EYFS and in KS1, and mobile pupils in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
Close the attainment gaps in Reading, Writing and Maths for PP children.	<ul style="list-style-type: none"> <li>Accelerated progress evident for PP children.</li> <li>Attainment among PP children to be in line with non-PP children in GLD, Phonics Screening Check, Multiplication Check, and attainment at end of key stages.</li> </ul>
Equip parents with skills, opportunities and networks to support their children at home and at school.	<ul style="list-style-type: none"> <li>Parents from disadvantaged backgrounds to access school workshops (such as Phonics and Maths) and courses and/or preventative services (such as Parentgym and Early Help) as per requirements.</li> <li>Use of subsidised clubs (such as After School Club and Breakfast Club, and extra-curricular clubs) and parent/holiday programmes (such as the HAF initiative) have PP children in regular attendance and they are positively impacted.</li> </ul>

	<ul style="list-style-type: none"> <li>A majority of PP children complete homework regularly which positively impacts on their progress and attainment.</li> </ul>
Equip children with the language and skills to manage their emotions and behaviour.	<ul style="list-style-type: none"> <li>Behaviour incidents for vulnerable and disadvantaged children are in line with non-PP children.</li> <li>ELSA sessions take place for children that require additional support.</li> <li>Plentiful in-class speaking opportunities and effective teaching of vocabulary take place daily.</li> <li>A range of targeted language interventions take place for those children that require them.</li> <li>Adult mentors in place for Y6 children.</li> </ul>
Increase cultural capital by giving PP children access to a variety of opportunities and experiences.	<ul style="list-style-type: none"> <li>Educational visits take place regularly (every term).</li> <li>Workshops and specialist visitors attend school regularly to enhance curriculum offer.</li> <li>PP children in every year group participate in 11before11 activities.</li> <li>Clubs (such as iRock and Table Tennis Club) have PP children in regular attendance.</li> <li>School Council membership includes PP children.</li> </ul>

## 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: £35,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD to support the language and reading initiatives listed in the plan specifically:</p> <ul style="list-style-type: none"> <li>Training teachers/TAs to deliver the RWI programme and catch up programmes or interventions</li> <li>RWI development days</li> <li>Training EYFS staff to deliver language and reading support in EYFS</li> <li>Training for staff on the effective teaching of reading to ensure staff are teaching explicit reading strategies</li> <li>Time for the Literacy Lead to attend external CPD, and in turn upskill school staff on effective reading strategies</li> </ul>	<p>Research by the Education Policy Institute and Ambition Institute found positive correlations between effective staff CPD and increased pupil progress. Studies showed that professional development interventions were found to have a 'positive effect on student learning'. Again, this points towards the positive impact of quality first teaching.</p> <p>EEF report on effective teaching of primary literacy states that reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include prediction, questioning, clarifying, summarising, inference and activating prior knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-download-the-guidance-report-and-poster">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-download-the-guidance-report-and-poster</a></p>	2, 3, and 5

<p>and effective teaching of vocabulary</p> <ul style="list-style-type: none"> <li>• Training for TAs and staff on Speech and Language recommendations and how these can be implemented in class</li> <li>• Training by the SEND team on planning for SEND pupils within mainstream classes</li> <li>• Training by the SLT/SEND team for TAs to deliver targeted interventions/support</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time (particularly the Maths Lead) to embed key elements of new guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) including:</p> <ul style="list-style-type: none"> <li>• Sending specific teachers to Maths Hub CPD</li> <li>• Release time for Maths Lead to support staff with planning, teaching and assessment, as well as training for TAs</li> <li>• Training KS1 staff to deliver the Mastering Number maths programme</li> <li>• Training for teachers (particularly ECTs and new teachers) on developing vocabulary and reasoning skills in their classrooms</li> <li>• Working on the curriculum/strategy for embedding fluency and consolidating maths learning across the school</li> <li>• Targeted and specific support for children taking the MTC in Y4 to close the gap between disadvantaged and non-disadvantaged</li> </ul>	<p>The importance of talk in promoting learning is evident across multiple recommendations in both the EEF's 'Improving Mathematics in the Early Years and Key Stage 1' and 'Improving Mathematics in Key Stages 2 and 3' guidance reports. Working with reasoning in mind helps to develop a deeper level of mathematical understanding.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Evidence shows that mastering number in KS1 will lay firm foundations for mathematics in KS2.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</a></p>	<p>2, 3, and 5</p>

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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a part-time TA to lead targeted language/reading interventions	There is evidence that high quality interventions including small group work and 1:1 tutoring can have a positive impact on children who need to catch up with their learning.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</a>	2, 3 and 5
Recruitment of Speech and Language TA to lead speech and language interventions for PP chn, including SEND children	As above	2, 3 and 5
Establish partnership with Explore Learning for additional tuition  Qualified teacher to deliver after school tuition and booster sessions to UKS2 children	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 and in small groups.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3, 4 and 6
Holiday school booster classes in Year 6 delivered by qualified teacher	As above	2, 3, 4 and 6

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

Budgeted cost: £45,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Attendance Lead for the school to lead, manage and improve attendance for key groups of children, such as disadvantaged children	Evidence clearly shows that children with poor attendance, punctuality and/or persistent absence make slower progress and have poorer attainment  Employing a new attendance lead to focus on improving the attendance, punctuality and persistent absence across the school will lead to improved outcomes for our children  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	1, 2, 3, 4 and 5
Increase Family Liaison Officer hours	Evidence shows that parents play a key role in supporting children to learn at home.  Increasing the working hours of the FLO will allow us to continually develop the quality of home-school communication and support for	All

	families, thereby improving attendance and engagement with learning.	
<p>Part funding for the school counsellor for 2 afternoons per week to run sessions with key pupils</p> <p>Fund a member of staff to be trained to deliver ELSA/social skills groups for pupils who find it difficult to integrate in class or in the playground</p>	<p>Social and emotional development and wellbeing plays an important role in children's ability to function in the school setting and achieve academic success.</p> <p>A school counsellor will be able to support vulnerable children in developing good social and emotional competence. This will lend itself to prolonged attention span, better memory and self-regulation, all of which are important factors in making academic progress.</p> <p><a href="#">Pupil Health and Wellbeing and Attainment</a></p>	All
<p>Run a range of clubs and activities covering sports, languages, music, dance, reading and science. Ensure at least one fifth of club participants are PP children. Ensure participation is open to SEND pupils on FSM and pay TA to attend with 1:1 pupils where necessary</p> <p>Deliver a range of unique enrichment opportunities for all children across the school, including riding a large animal, trips to the theatre and residential</p>	<p>Research by UCL and the Nuffield Foundation found that enrichment activities and after school clubs boosted the attainment of disadvantaged pupils. The report says, 'Compared with disadvantaged children who did not attend after-school clubs at the age of 11, those who attended after-school clubs one or two days per week had made significantly more progress than predicted.</p> <p>The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not.</p> <p><a href="#">Impact of Out of School Activities on Children's Wellbeing</a></p>	All
<p>Work to improve the parental engagement of PP parents through some of the following strategies:</p> <ul style="list-style-type: none"> <li>• Curriculum workshops to support parents in supporting their children</li> <li>• setting up a bank of curriculum resources for parents to access.</li> <li>• Parenting courses such as Parentgym and ESOL</li> <li>• Parent coffee mornings</li> </ul>	<p>Research suggests that parental engagement with school has an impact on a child's attainment and progress.</p> <p>There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p><a href="#">Working with Parents to Support Children's Learning</a></p>	All

**Total budgeted cost: £143,483**

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 2023 to 2024 academic year.

<b>Attendance:</b>
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Overall attendance for Pupil Premium children by the end of 2023-24 was 93.4%, an increase of 1.8% from 2022-23.

**EYFS:**

Observations and book scrutinies showed that PP chn that had been with us for >6 months made exceptional progress, often from very low baselines.

**Phonics screening:**

90% of Y1 children achieved the pass mark in the Phonics Screening Check, with 91% of Pupil Premium children achieving the pass mark.

98% of Y2 children achieved the pass mark in the Phonics Screening Check, with 100% of Pupil Premium children achieving the pass mark.

**In KS1, the outcomes were:**

65% of KS1 children achieved combined in R/W/M, with 60% of PP children achieving combined in R/W/M.

17% of KS1 GD children achieved GD combined in R/W/M, with 10% of PP children achieving combined in R/W/M.

**In the KS2 SATs, the outcomes were:**

80% of KS2 children achieved combined in R/W/M, with 63% of PP children achieving combined in R/W/M. The remaining three PP children that did not achieve combined can be evidenced as making exceptional progress from starting points, a number of Y6 PP children were also mobile.

17% of KS2 GD children achieved GD combined in R/W/M, with 25% of PP children achieving combined in R/W/M.

**Other**

21% of all extra-curricular clubs contained PP children in the Summer Term, which allowed these children to engage in a range of enrichment activities such as multi-sports, cricket, table tennis, science and choir.

8% of all PP chn were funded to attend After School Club or Breakfast Club or both, giving these children a nutritious meal at the start or end of day, engagement with sports, art and play activities, and support with their homework.

## 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*

<b>Programme</b>	<b>Provider</b>
Explore Learning Schools Delivery	Explore Learning
Language Link and Speech Link	Speech Link Multimedia Ltd.



