

Pupil premium strategy statement – 2023-24

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	Erasmus Darwin Academy
Number of pupils in school	1133 (Y7-13)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	22 nd November 2023
Date on which it will be reviewed	First review: September 2024 Annual review: September 2025
Statement authorised by	Phil Walklate (Headteacher)
Pupil premium lead	Olivia Conolly
Governor / Trustee lead	Stephanie Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,156
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£49,171
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,327

Part A: Pupil premium strategy plan

Statement of intent

At Erasmus Darwin Academy, our key value is Excellence and we are passionate about providing a truly excellent education for all of our young people. For us, an excellent education means a well-rounded education which prepares young people for their future lives as well-rounded citizens in modern Britain. Our disadvantaged mission is incredibly important to us; we will consider the challenges faced by vulnerable students and support their needs, regardless of whether they are disadvantaged or not. We will prepare our young people to **achieve their full potential**, to broaden their horizons in order to become **confident and independent** individuals, and develop their cultural experiences to transform their futures in a manner that is in no way different to their non-disadvantaged peers. We will ensure **inclusion is at the heart of our broad and balanced curriculum**, delivered by **staff who are invested** in their responsibility towards providing the highest quality support. At Erasmus Darwin Academy we want all students to feel they have as much chance and right to succeed as the next student, irrespective of any disadvantage, and the focus of this strategy and all staff associated with implementing it, have that at the forefront of all that they do.

High-quality teaching is at the heart of our approach, with a focus on adaptive teaching strategies. Adaptive teaching is simply: understanding the needs of all pupils and adapting the teaching in response to those needs. This means that a responsive-focused approach in all classrooms allows a learning experience that is harmful to none, beneficial to all yet critical for some. 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.

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:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve,
- ensure disadvantaged students are challenged and staff act early to intervene at the point need is identified,
- ensure the school is a harmonious and well-ordered community, where warm and respectful relationships characterise life and where inclusion and equality are explicitly taught through our well-designed behaviour curriculum.

Together, in an environment where all students feel they belong, we will make **excellence accessible for all**.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence of disadvantaged students is lower than their non-disadvantaged peers.
2	Academic performance of disadvantaged students, including uptake of the EBACC, is not currently in line with that of their non-disadvantaged peers nationally.
3	Percentage of disadvantaged pupils with a reading age in line with their chronological age is lower than their non-disadvantaged peers.
4	Parental engagement (attendance & correspondence).
5	Self-regulation, self-esteem & resilience is a current barrier to the behaviour and well-being of disadvantaged students in achieving their full potential.

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
1	Improve attendance of disadvantaged students	Improve attendance of disadvantage students (on or above 92%) Reduce the attendance gap between disadvantaged and non-disadvantaged students (below 2%) Reduce the persistent absence of disadvantaged students (below 20%)
2	Improve academic performance and outcomes for disadvantaged students including uptake of the EBACC.	Progress 8 score of 0 or above for Y11 disadvantaged students. At least 70% of disadvantaged students achieve 4+ in Best English & Maths. At least 45% of disadvantaged students achieve 5+ in Best English & Maths. At least 80% of disadvantaged students are on or above target in Y7-10.
3	Improve reading age of pupils in Y7 – 10.	At least 40% of disadvantaged students are reading on or above their chronological reading age. At least 70% of disadvantaged students are reading 13 months or above their chronological reading age. At least 60% of disadvantaged students improve their reading age. At least 90% of disadvantaged students, receiving phonics intervention, show improvement in their phonological reading score in Y7&8.
4	Improve attendance and engagement of disadvantaged students' parents.	At least 70% of disadvantaged parent/carers engage in events such as: - Parent Consultation Evenings - Academic Success Evening

		<ul style="list-style-type: none"> - Options Evening - PP Key Worker Meetings - Parent Surveys - Educational Visit Bookings
5	Self Regulation, Self Esteem and Engagement act as a barrier to effective behaviour, well-being and student destinations.	<p>Disadvantaged students are inline with or better than non disadvantaged students in the following areas:</p> <ul style="list-style-type: none"> - Behaviour Incidents (including level 1 & level 2 detentions, isolations, suspensions and exclusions) - Rewards - Attendance at Extra Curricular activities/events. - Destinations post 16. - Work Experience uptake - Student leadership and representation

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school staff CPD focused on Adaptive Teaching (cognitive science principles, misconceptions & modelling), Culture & Ethos (responsive to needs of disadvantaged) & Reading/Phonics	<p>The Early Career Framework, which entitles new teachers to continued training following their Initial Teacher Training, references “adaptive teaching”, moving away from the term “differentiation” altogether, which is an important distinction to explore further. Having a full understanding of every child is extremely important in adaptive teaching. Time needs to be diverted to identifying reasons for learning struggles, not just the struggles themselves. As such, pupils’ physical, social, and emotional well-being, including their relationships with peers and trusted adults, are fundamental . Schools need systems that ensure regular communication between teachers, families and the young people themselves to understand barriers and to share effective strategies.</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2 & 3

	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing: Head of House (TLR x3) Engagement Mentor Pupil Premium Lead	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 4 & 5
ELSA programme	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2 & 5
Purchasing phonics programme & reading intervention with targeted students.	<p>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	1, 2, 3 & 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing:</p> <p>Attendance and Engagement manager</p> <p>Counsellor</p>	<p>DfE guidance on improving school attendance sets out a range of principles and strategies that should be implemented by schools in order to improve attendance and reduce persistent absence. Our attendance and engagement manager will be used to oversee the effective implementation of these principles at Erasmus Darwin Academy and carry out the bespoke, targeted intervention and support students and families require in order to improve their school attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Students from disadvantaged backgrounds are prone to experiencing life circumstances that can cause them a range of different stresses, worries, anxieties etc that can impact on their learning, progress and emotional wellbeing in general. Access to a trained and qualified counsellor 2 days per week allows students who experience these issues to be supported in the appropriate manner and ensure their progress and wellbeing is addressed as effectively as possible.</p>	1, 2 & 5
Revision resources	To aid in the preparation for examinations in KS4, disadvantaged students will be supported to access the revision resources required to give them the best possible preparation. Due to the financial circumstances many of our disadvantaged students experience, we feel it important that they can have the same preparation and access to revision materials as their non-disadvantaged peers.	2 & 3
Reading books	Purchasing of reading books relevant to pupils reading age will be used to support in developing reading comprehension in line with the accelerated reader programme, phonics programme and various other avenues of reading support. Evidence indicates it is important to identify the appropriate level of text	3

	<p>difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Survival & Social Skills programme</p> <p>FUN Club</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2 & 5
<p>Educational Visits inc Y8 challenge week</p>	<p>Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4 & 5
<p>Music lessons</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2, 4 & 5
<p>Educational visits inc DofE Award Scheme/NCS</p>	<p>Educational visits and external awards such as the DofE and NCS are an integral part of the Broadening Horizons curriculum at Erasmus Darwin Academy and we strongly believe in the value of these experiences for the students and support disadvantaged students to be able to access the same opportunities as their non-disadvantaged peers.</p>	2, 4 & 5
<p>Resources to enable students to access curriculum (e.g. equipment, uniform)</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1 & 5

Breakfast club	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	1, 2 & 5
Work-experience provision	Transition into post-16 education or training is something we endeavour to provide students with as much advice and guidance as possible and aim to give disadvantaged students bespoke support to access the right pathway for them. As part of this selected disadvantaged students are supported to take part in work-experience over the course of the academic year, giving them an insight into what the world of work looks like and raising their aspirations for success and encourage them to achieve as highly as possible to reach their chosen goals.	1, 2, 4 & 5

Total budgeted cost: £190,000

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.

1) Improved attendance of disadvantaged students

In line with what was being reported nationally in respect of school attendance, attendance of all pupil groups in the 22-23 academic year had failed to return to the levels that we had become accustomed to prior to the COVID-related education disruption. The deployment of an attendance and engagement manager to work directly with disadvantaged students and families was needed more than ever, and the number of families they were required to work with and the depth of support required was considerably more than ever previously experienced. Much of this work centred around working with disadvantaged students who were either school refusers or persistent absent (both of which could occur for a host of complex reasons) and the tireless and relentless work of the attendance and engagement mentor meant that a number of these students returned to education at the academy and in the case of several high-profile Y11 pupils, managed to return to school in order to sit their external GCSE examinations on obtain the qualifications needed to get to them the next state of their future, and without the work of the attendance and engagement manager this would not have been possible.

2) Improved reading age of pupils as measured by accelerated reader test scores for students in Y7 – 10

Over the course of the academic year the development of pupils' reading was supported in a range of different ways. Students are expected to read daily for pleasure at the start of the lesson immediately after lunch, weekly in morning tutor time, within English lessons and targeted students are then further supported with their reading through a combination of in-lesson support, purchasing of reading books, author visit, reading workshops with the librarian and after-school reading groups. Progress in reading was measured by the use of accelerated reader tests taken in line with academic data captures.

In Year 7, by the end of the academic year 28% of disadvantaged students (non-disadvantaged 42%) had a reading age in line with or above their chronological age which was a 7% increase over the course of the year (non-disadvantaged 12% increase). 52% of disadvantaged students in Year 7 improved their reading age by the end of the year (non-disadvantaged 53%).

For Year 8, by the end of the academic year 22% of disadvantaged students (non-disadvantaged 40%) had a reading age in line with or above their chronological age which was a 12% decrease over the course of the year (non-disadvantaged 1% decrease). 42% of disadvantaged students in Year 8 improved their reading age by the end of the year (non-disadvantaged 45%).

In Year 9, by the end of the academic year 36% of disadvantaged students (non-disadvantaged 53%) had a reading age in line with or above their chronological age which was an 8% increase over the course of the year (non-disadvantaged 9% increase). 51% of disadvantaged students in Year 9 improved their reading age by the end of the year (non-disadvantaged 48%).

For Year 10, by the end of the academic year 11% of disadvantaged students (non-disadvantaged 17%) had a reading age in line with or above their chronological age which was a 30% decrease over the course of the year (non-disadvantaged 49% decrease). 38% of disadvantaged students in Year 10 improved their reading age by the end of the year (non-disadvantaged 29%).

3) Improved attitude to learning and engagement of disadvantaged students

A wide range of strategies and approaches were used over the course of the 22-23 academic year in order to support improving the attitude to learning and engagement of disadvantaged students. These strategies are discussed in further detail below, but looking at firstly the behaviour aspect of attitude to learning over the course of the academic year, the average number of behaviour points accrued by a disadvantaged student was 7 points higher than that of their non-disadvantaged peers (12 vs 5) however this gap had not widened from the previous academic year which given the increasing size of our disadvantaged cohort and the contextual issues they face is a good platform to build on. Focusing more specifically on the behaviour of the highest profile disadvantaged students from the previous academic year, the various interventions which

took place focused on improving their attitudes, engagement and behaviour resulted in all 10 accruing fewer behaviour points in the 22-23 academic year compared with the previous year which was a resounding success. However, when looking at the awarding of achievement points, for the second year in a row disadvantaged students were awarded on average a higher amount of achievement points compared to their non-disadvantaged peers (29 achievement points per student compared with 26 per student in the non-disadvantaged cohort over the course of the year). Finally, in addition to attitude to learning, efforts were made to try and enhance the engagement of disadvantaged students in extracurricular activities. Pre-COVID, attendance of disadvantaged students to extra-curricular activities was in line with their non-disadvantaged peers (38% vs 37%). In the 21-22 academic year this attendance was 26% vs 25% in favour of non-disadvantaged students. For the 22-23 academic year this was 32% vs 29% in favour of non-disadvantaged students. Whilst it is pleasing that there is no clear discrepancy in attendance between disadvantaged students and their non-disadvantaged peers and progress was made towards returning to previous levels of participation across the academy, further efforts will be deployed in the coming academic year to return to further enhance levels of engagement in what is a fantastic and extensive extra-curricular offer for our disadvantaged students.

4) Improved emotional wellbeing of students and ambitions

Improving the emotional wellbeing of disadvantaged students and their ambitions was the focus of several different strategies and approaches that also tied in with improving the attitude to learning and engagement of the students. Two separate cohorts of Y7 & 8 students took part in a Survival & Social Skills programme designed to help students improve aspects such as confidence, self-esteem, positivity of attitude towards school, with these students demonstrating varying combinations of improved behaviour, attitude to learning, attendance, achievements awarded along with noticeable improvements in less-tangible “soft-skills”. A range of disadvantaged students from all year groups engaged in a programme run by a charitable organisation entitled the FUN Club which supported students with a variety of social and emotional issues linked to self-esteem and attitude, and follow-up from these sessions indicated students had improved in a range of elements including managing emotions, confidence and problem-solving. Y8 disadvantaged students were supported to attend a week-long “Challenge Week” at an Outward Bound Trust centre with a focus on developing their confidence, self-esteem, ability to work with others, respect to name but a few, and were able to engage in this alongside their non-disadvantaged peers and access something that has been a pillar of our EDA experience for almost 10 years and ensuring our disadvantaged students can fully engage in this is something we passionately believe in and support. Disadvantaged students were also able to access in-school the services of a counsellor and in 100% of the cases the counselling was deemed to have been effective/had an impact i.e. self-report scores relating to concerns/anxieties were reduced at the end of the counselling period compared to the onset.

5) Improved attendance of disadvantaged students parents at Parent Consultation Evenings

Leading into the 19-20 academic year there was a concerted effort to develop and enhance the engagement of the parents of disadvantaged students, with the main focus of this being on attendance at parent consultation evenings (PCEs). As a result of this effort, percentage attendance of disadvantaged parents rose to an average of above 90% and was something that we would then endeavour to maintain. Although for the 21-22 academic year PCEs were reinstated for all year groups following a hiatus for COVID, the adjustment of these sessions to a remote/online mechanism as opposed to an in-person/face-to-face approach saw the % attendance of disadvantaged student parents drop to just above 50%. As a result of this we decided to revert to in-person/face-to-face PCEs for the 22-23 academic year. The result of this was an average attendance of 64% across the five year groups which was an 11% increase on the previous year and year 9 was the only year group in which there was a reduction in the % of disadvantaged parents attending but this was addressed with follow-up phone calls and appointments with House Principals to ensure these parents were still able to engage in conversation about their child’s education and progress.

6) Elimination of access to resources and equipment being a barrier to learning for disadvantaged students

As in previous years, pupil premium funding was used to support disadvantaged students in accessing various aspects of school life, both from an academic and extra-curricular perspective and ensured they were able to access all of the same experiences and opportunities their non-disadvantaged peers were. 30 disadvantaged students (an increase of 6 on the previous year) were supported to receive music lessons from the peripatetic teachers that visit the academy, with 5 of these students being Y11 students who received these additional lessons to further support their GCSE music studies. In respect of educational visits and other extracurricular/vocational opportunities, pupil premium funding was used to enable disadvantaged students to attend visits such as; Y11 Careers Show, Houses of Parliament, London's West End, along with supporting students to complete Duke of Edinburgh Bronze and Silver Awards and attend Y8 Challenge Week at the Outward Bound Trust Centre in Aberdovey, Wales. In addition to this, funding was also used to support students access various other aspects of their education and support aspirations, with transport provided to support attending exam intervention, travel to Y10 work-experience placements and provision of school uniform/equipment to enable pupils to feel supported and part of the school community in line with their peers.

7) Improved academic performance and outcomes for disadvantaged students

Improving the academic performance and outcomes for disadvantaged students and aiming for their performance to be in line with or even ahead of their non-disadvantaged peers was a continual focus which involved support and intervention from multiple different areas. High profile disadvantaged students were supported in engaging with their curriculum by an academic mentor addressing all aspects of their school experience; students in KS3 received targeted support and intervention with their reading; Y11 students were supplied with all revision and study resources required to support them in their GCSE examinations; Y11 students were supported with transport to attend after-school revision sessions over the course of the year to help prepare for GCSE examinations. Academic outcomes for the 202-23 academic year for the various year groups showed that in Y7, by the end of the academic year, across all subjects on average 71% of disadvantaged students were on or above target – a difference of -8% compared with their non-disadvantaged peers. In Y8, an average of 82% of disadvantaged students were on or above target by the end of the year - a difference of -6% compared with their non-disadvantaged peers. For Y9, the percentage of disadvantaged students on or above target was on average 65% which was maintained from the mid-point of the year, with 10/12 subjects showing an improvement (6/12) or ability to maintain (4/12) the performance of disadvantaged students over the course of the year. Y10 saw an average of 57% of disadvantaged students on or above target by the end of the year - a reduction of 2% over the course of the year but 11/19 subjects showing an improvement (5/19) or ability to maintain (7/19) the performance of disadvantaged students over the course of the year. In Y11 GCSE examinations, 68% of disadvantaged students obtained a standard pass in English & Mathematics – which is in line with the performance of the previous year, whilst 36% of disadvantaged students achieved a strong pass in English & Mathematics – a reduction of 8% on the previous year. Relating to progress measures for disadvantaged students in Y11, an overall progress score of -0.4 was obtained compared with the national figure of -0.6 for disadvantaged students. -0.3 was achieved for the English and Maths (an improvement of +0.4 for Maths) elements whilst further work will be conducted to address progress of disadvantaged students in the EBACC and Open elements for which there were overall progress scores of -0.5 and -0.4 respectively.

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

Programme	Provider
Accelerated reader	Renaissance https://www.renaissance.com/products/accelerated-reader/

Further information (optional)

In addition to the spending outlined above, disadvantaged students also supported in various other ways to provide them with the highest level of support possible to receive the highest standard of education possible and maximise their true potential. Our Academy has a rewards system that is promoted throughout school life and staff are asked to ensure that disadvantaged students are at the forefront of staff's thoughts to ensure they receive the recognition they deserve and these students enjoy the rewards and reward events that are provided for the students in line with their non-disadvantaged peers.

In line with supporting disadvantaged student attendance to school, whereby access to suitable transport presents an issue to attendance, disadvantaged students are supported to address this, either via minibus transport to/from school or via taxi transport to allow them to attend activities such as after-school intervention sessions in Y11 or work-experience placements. We also understand and acknowledge that due to a range of different factors that arise from their disadvantage, PP students may be more prone to needing specialist assistance and support and as a result of this, funding is used to support the appointment of a part-time school-counsellor to whom disadvantaged students are able to access on a priority basis and as when required.

An integral part of the spending utilisation of our Pupil Premium funding is centred around the Looked After Children (LAC) that attend our Academy. Each LAC has a Head of House who oversees both their academic and pastoral needs and in conjunction with the students support/care network and relevant authorities/agencies, ensures that our LAC students receive the targeted and bespoke support they need to excel in all areas of school life.

One of the key tenets to everything we do at Erasmus Darwin Academy is to ensure there is a focus on continually reviewing, assessing and evaluating all that we do to ensure that we are providing students with the highest level and most effective support possible. In line with this standpoint, in June 2021 we conducted our most recent external review of Pupil Premium provision, and following this a detailed action plan was generated, addressing all aspects of school life, with the view to further improving the provision for our disadvantaged students to give them the best possible chance of success. Over the course of the last 4-5 years the profile of our intake cohorts has changed significantly, with the percentage of disadvantaged students in each year group increasing from an average of 10% to almost 25% in our 3 most recent year-group intakes. With this increase will come a different set of challenges and considerations to be made about how we operate in the most effective manner and we will continue to utilise all avenues of advice, support and evaluation to continually refine what we do and ensure provision for our disadvantaged students is of the highest possible standard.