

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Vista Academy Littleport
Number of pupils in school	517 (KS3 and KS4)
Proportion (%) of pupil premium eligible pupils	29% (149)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28
Date this statement was published	16/10/2024
Date of next review	01/09/2026
Statement authorised by	Nick Harrison
Pupil premium lead	Jon Gilbert
Governor / Trustee lead	Adam Rivett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,175
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£160,175

Part A: Pupil premium strategy plan

Statement of intent

At Vista Academy Littleport, our values and ethos outline the importance of valuing every student, providing a platform for success whilst ensuring that we are innovative in our approach to ensuring that all students are ambitious in their learning and outlook. We aim that all students bring the best version of themselves to school in every way, every day.

The proportion of students with Pupil Premium has increased over the last couple of years in light of some of the economic challenges nationally and locally. Research indicates that disadvantaged students achieve better outcomes when they receive high quality teaching in the classroom environment whilst being supported effectively pastorally. Therefore, our primary focus is ensuring that our curriculum, teaching and learning and pastoral support are all carefully considered to meet the needs of our student cohort.

Our model to attain success for all students and particularly those who are disadvantaged includes the following:

- We have high expectations and we are ambitious for all students
- All teaching and learning strategies are designed to meet the needs of individuals.
- Additional support is integrated into the teaching programme and curriculum.
- Research/action-research is used in order to allocate the funding to activities that will have the greatest impact on progress and development.
- Developing students' cultural capital is vital for their academic development but also to prepare them for the next stage in their lives.
- Attaching the same value to pastoral development as to academic support, including extra-curricular clubs, enrichment activities and careers education, to raise aspirations.
- Students will not be socially isolated when receiving support therefore it is likely groups receiving additional support will be a mix of PP and non-PP students (this is also important for those students living in deprivation but not registered to receive the PP).
- High levels of school attendance and parental engagement will support facilitating effective learning at home and ensuring barriers are removed.
- Developing high levels of literacy among students

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged students have low levels of resilience and therefore are reluctant to engage through fear of failure.
2	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which could prevent them from making accelerated progress in Year 7.
3	Some disadvantaged students present as less motivated and less positive about the future when arriving at Vista and so take longer to settle into appropriate secondary behaviour.
4	Students are likely to have increased gaps in knowledge due to cumulative disfluency.
5	Some disadvantaged students are unable to work at home effectively and therefore lose continuity of learning/consolidation between home and school.
6	Attendance – our attendance data in recent years has highlighted that disadvantaged students are more likely to be persistently absent. We recognise that this contributes towards cumulative disfluency due to gaps in knowledge and missed learning experiences in the classroom.
7	Behaviour – data shows that it is disproportionately disadvantaged students who are recorded as not meeting behavioural expectations

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
High levels of progress evident for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make accelerated progress. This will be evidenced through the school data tracking system.
Improved rates of progress across KS3 for students eligible for PP.	Pupils eligible for PP across KS3 make accelerated progress. This will be evidenced through the school data tracking system. Where they are not, departments put in place interventions, monitored by heads of department (HoDs) and senior team.

Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved 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 improvement through engagement in lessons and book scrutiny.
Ensure disadvantaged students achieve a Progress 8 score of at least 0	Progress measures will confirm the P8 score for Disadvantaged is above 0.
Ensure disadvantaged students maintain attendance in line with the national average	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 5%.
Destination data indicates students are well prepared for the next stage of their education and ultimately for life after education.	100% of all students choose to continue with full time education or employment and on a programme of study that is engaging and challenging for them. 100% remain on their chosen course/employment path.
All disadvantaged students will have accessed activities in addition to the core curriculum.	Additional activities data base for disadvantaged students.
Behaviour by disadvantaged students is equally successful at meeting school expectations	Behaviour data shows that disadvantaged students are no disproportionately represented in those students who go through the behaviour system

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: £50,000

	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	A CPD programme that focuses on engaging disadvantaged students through ambitious and adaptive teaching. Giving teachers the confidence to take risks in lessons.	The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains. EEF	1, 2, 4, 7
B	Relentless focus on high quality teaching, inline with our Teaching and Learning Strategy.	Research shows that 'high quality teaching is the most important lever that will help to improve disadvantaged outcomes'.	All
C	Every teacher is challenged and supported to improve their teaching practice through coaching, appraisal and a high quality professional learning programme including bespoke support for ECT's.	This has been identified as a key principle in the EEF Guide to the Pupil Premium. Research for Education Inspection Framework in 2019 which reports that the 'teaching effectiveness is a strong predictor of pupils' progress throughout school, and having a succession of strong or weak teachers can have lasting effects'.	
D	Curriculum leads ensure faculty areas sustain their focus on disadvantaged performance by analysing data to identify need and quantifying impact; developing	Sir John Dunford, the former National Pupil Premium Champion, advocated for every school to have a pupil premium champion.	3, 4, 5

	subject interventions and leading faculty meetings.	Ensuring that all Curriculum leaders are the equivalent of a PP Champion takes the notion a step further and ensures multiple champions across the curriculum.	
E	Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	2, 4
F	We will fund professional development and instructional coaching focussed on each subject area	Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	

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

Budgeted cost: £88,100

	Activity	Evidence that supports this approach	Challenge number(s) addressed
G	Lexia programme in tutor time	Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own	2
H	LRC lessons fortnightly as part of KS3 English curriculum with literacy specialist support		

		comprehension and identifying difficulties themselves. EEF Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
I	Homework Club runs daily after school for 90minutes supported by staff	EEF evidence shows that the impact of homework, on average, is five months' additional progress. Homework Club gives students a space to complete homework with adult support both of which may not be available at home.	2, 4, 5
J	Disadvantaged students not able to access mainstream provision will be provided with personalised inclusive or alternative provision or support to re-enter mainstream.	The in-house inclusive provision is a mixture of personalised instruction, small group tuition and social/emotional learning all of which are proven to have a moderate impact on student progress. The most important evidence is that inclusive provision reduces the risk of permanent exclusion.	1, 3, 4, 6, 7
K	1:1 or small group tutoring in a range of subjects. Tutors employed from existing staff team and external tutors	Evidence indicates that one to one/ small group tuition can be effective, delivering approximately five additional months' progress on average. EEF Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial, it is preferred to use existing teaching staff as tutors.	1, 4

		One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
L	Afternoon 30min revision tutoring in subjects for year 11 (focus on collaborative learning)	The impact of collaborative approaches on learning is consistently positive (+5months progress) EEF We have a history of using tutor time for tutoring which we find is an excellent time of day for student focus and retention and also 30minutes daily is optimal for recall.	4
M	Academic mentoring (year 11) including independent work set and reviewed weekly. Focus is on metacognition and self regulation.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. EEF	1, 3, 4
N	Ensuring suitable home learning environment: e.g. access to internet, independent workbooks, devices etc.	Students cannot adopt metacognition and self regulation approaches if they don't have suitable equipment.	5
O	Increase capacity in extended written subjects to allow for increased feedback to students	Research-based feedback is shown to have a very high impact on learners (+8months) EEF Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). EEF	1, 2, 4, 5

P	Increase capacity to allow for creation of subject specific literacy strategies within lessons. These will also be sustainable resources for the years ahead.	On average, reading comprehension approaches deliver an additional six months' progress. EEF	2, 4

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

Budgeted cost: £22,075

	Activity	Evidence that supports this approach	Challenge number(s) addressed
Q	Termly meeting with disadvantaged students and HoY to discuss progress, wellbeing etc.	On average, interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF	1, 6, 7
R S	Career interviews are conducted with all KS4 disadvantaged students; KS4 disadvantaged students are supported with college visits, taster days and mock interviews;	Evidence across the ELA Trust in recent years has shown students with aspirations and dreams for the future have improved outcomes. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). EEF	1, 3
T	Rewards scheme for disadvantaged students.	Extrinsic motivation can lead to intrinsic motivation.	1, 3, 7

	Rewarding effort and achievement.	Self regulation/metacognition can improve progress moderately.	
U	Cultural capital experiences	Students need to experience learning in order to retain it and therefore to enable new learning to be layered on top. Extending vocabulary base through experience enables new learning to be assimilated. On average, pupils who participate in experiential learning make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. EEF	All
V	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.	All

Total budgeted cost: £160,120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to the lack of SATs during the Covid Pandemic, P8 data does not exist for the 2024-2025 Year 11 cohort.

The data below details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<u>Year 11 GCSE results (2023-2024)</u>			
P8 for all students = -0.51			
P8 for disadvantaged students = -0.72			
	P8 PP	P8 PP Maths	P8 PP English (Lang)
2022/23	-1.06	-0.65	-1.23
2023/24	-0.72	-0.54	-0.53

Progress made by current year 8-11 based upon internal data collated in Summer Term 2025 Reports and analysed using SISRA.

	Year 8	Year 9	Year 10	Year 11 (Summer Y10 Mock data)
P8 PP	+0.60	+0.60	+0.36	-1.75
P8 non-PP	0.81	0.78	0.97	-0.94
Overall P8	0.75	0.71	0.76	-1.15
Gap between PP & non-PP	-0.21	-0.18	-0.61	-0.81