

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bloxwich Academy – Secondary Site
Number of pupils in school (secondary)	999
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	17 th December 2021
Date on which it will be reviewed	17 th November 2022
Statement authorised by	Mr A Seager
Pupil premium lead	Mrs U Simpson
Governor / Trustee lead	Dame M Brennan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£548 648
Recovery premium funding allocation this academic year	£83 302
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	£631 950

Part A: Pupil premium strategy plan

Statement of intent

Overall objectives:

- To close the attainment gap for disadvantaged pupils by supporting the removal of a range of barriers that can stifle progress, impact on aspirations and life outcomes
- To narrow the attendance gap between disadvantaged and non-disadvantaged pupils and reduce the number who fall into the persistent absence category.
- To reduce the gap between reading age and chronological age for disadvantaged pupils and improve comprehension, oracy skills and the range of vocabulary used.
- To further develop positive attitudes, improve resilience, independence and thirst for learning of disadvantaged pupils

Our current pupil premium strategy works towards achieving the objects above by:

- Maintaining the use of small group sizes in English, maths and science
- The implementation of a whole school literacy strategy led by a literacy coordinator, supported by literacy coaches and complimented by bespoke programmes
- Targeted interventions to improve the attendance of disadvantage pupils
- Increased interventions with disadvantage pupils focused on behaviour and SEMH needs delivered by dedicated staff in three support zones: Satellite Centre; Success Centre and SEND Base.
- Specialist support to increase the uptake to Sixth Form, where appropriate.

The key principles of this strategy plan are:

- Effective teaching and learning with an emphasis on cognitive science to support knowledge acquisition and to secure fluency over time.
- Raising levels of literacy and numeracy
- Raising aspirations and experiences of the wider world
- Raising attendance
- Improving attitudes to learning and behaviour
- SEMH support

Challenges

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

Challenge number	Detail of challenge
1	Low level literacy and numeracy on entry to the academy
2	Improve academic outcomes for PP pupils to be in line with non-PP peers
3	Attendance issues
4	Behaviour incidents by disadvantaged pupils
5	SEMH issues exacerbated by the pandemic

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
Disadvantaged pupils to achieve positive progress when compared to non-PP pupils	Monitoring of performance in both key stages.
The gap between the attainment of PP pupils and non-PP pupils is narrowed	Attainment 8
The gap between the percentage of PP pupils and non-PP pupils achieving Grade 4+ and Grade 5 plus in English and maths is narrowed	Percentage of Grade 4+ and Grade 5+ in English and maths
The gap between current reading age and chronological age reduces over time	Termly reading age data
Attendance of disadvantaged pupils improves to national average and the number of pupils meeting the persistent absence threshold reduces.	Attendance compares with national average for disadvantaged pupils
Reduction in exclusions of disadvantaged pupils	Reduction evident when compared to previous years

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: £ 290,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller groups to support disadvantaged pupils in order to make expected progress	Pupil Premium guidance (EEF)	1 and 2
To embed a whole school reading approach to: improve comprehension; increase the range of vocabulary and increase reading ages	Improving literacy in secondary schools (EEF)	1, 2 and 4
Quality First Teaching – Professional development for all staff. Focus on interleaving, retrieval methods and effective discussion to meet the needs of all learners.	Pupil Premium Guidance (EEF)	1, 2, 3 and 4

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

Budgeted cost: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths and English interventions at KS3 for low attaining disadvantaged pupils via academic coaches	Pupil premium Guidance	1 and 2
Extra-curricular booster lessons for Year 11 supported by workshops on study skills and motivation	Pupil premium guidance and Cognitive science approaches in the classroom (EEF)	1, 2 and 4
Revision guides for all Key Stage 4 pupils. Full funding of off-site and internal productions to enhance pupils' understanding of leading characters and plots in English literacy specification	EEF	1 and 2

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

Budgeted cost: £ 287,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for PP pupils with low attendance via direct support to remove barriers. A range of support is offered by: the school pastoral team (additional capacity from newly appointed assistant heads of house and pastoral admin); Education Welfare Service and Success Centre staff. This ensures a diverse range of needs are met. Tangible support is also	Pupil Premium guidance	3 and 5

supplied for example: bus passes, uniform, stationery.		
Reduce the number of FTE for disadvantaged pupils through early intervention programmes in the Success Centre and reflective time in the Satellite Centre	Ofsted Pupil Premium Accountability 2021 Youth Endowment Fund –interventions to prevent school exclusion- Gaffrey, Farrington and White (June 2021)	3 and 5
Develop and embed a whole-school approach to mental health and well-being. To include on-site counsellor, mental health first aider, support from our wellbeing suite and training for staff in emotion coaching	HM Government- Children and Young peoples Mental Health Coalition –Sept 2021 Promoting children and young people's mental health and wellbeing – A whole school or college approach	5
Reduce the risk of NEET students particularly those who are disadvantaged through: 1) Whole school approach to careers education from Year 7 to Year 13 2) Employment of an independent careers advisor who can offer regular advice and guidance.	SecEd -Sept 2020 How to stop students from becoming NEET Children's commissioner: Teenagers falling through the gaps July 2020	3, 4 and 5
The expansion of extracurricular activities to enable pupils to become active citizens in their community and to develop softer skills such as self-esteem and resilience	Benefits of extracurricular activities for children - A focus on social inclusion and children from disadvantaged and vulnerable backgrounds. European commission website (2021) Posted on RAND.org	3, 4 and 5

Total budgeted cost: £ 631,950

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attainment: Key Stage 3 academic outcomes showed a closing gap between PP pupils and non-PP pupils for those pupils achieving expected outcomes in English and maths.

Accelerated reader continued for a second year in supporting vulnerable pupils in KS3 to reach their chronological age in reading. The gap closed, however this remains a priority for 2021-2022. School closure due to COVID-19 had a negative impact.

Standardised end of year assessments for Year 10 showed a narrowing gap between PP pupils and non-PP pupils for projected GCSE Grade 4+. However there still a significant gap between these two sub-groups for the GCSE Grade 7+ projection.

Attendance: The gap in attendance between PP pupils and non-PP pupils closed to 2% by the January 2021. . This subsequently increased to 4% by the end of the academic year. A key factor was the registration coding required for vulnerable pupils not attending during lockdown.

100+ vulnerable pupils attended daily during lockdown and pupils working from home were supported via the issuing of a range of stationery (including calculators), revision guides, text books and laptops (not included in the DFE allocation)

Exclusions: the proportion of fixed term exclusions represented by PP pupils decreased by summer 2021 and is now more representative of the PP population

Spring 2021 = Discounted (lockdown) Summer 2021 = 77.8%

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

N/A

Service pupil premium funding (optional)

N/A

Further information (optional)

Further develop the enrichment offer -Theatre trips, sports events