

# Pupil premium strategy statement – Bloxwich Academy

This statement details our school's use of pupil premium (and recovery premium for 2022-2023) 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	1067
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	31/12/22
Date on which it will be reviewed	30/09/23
Statement authorised by	Mr A Seager
Pupil premium lead	Mrs U Simpson
Governor / Trustee lead	Mrs L Draycott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£665 518
Recovery premium funding allocation this academic year	£184 506
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£850 024

# 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: Well-Being Centre, SEND Hub and Satellite Centre .
- 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	Increased SEMH issues –a legacy of 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 show the gaps decreasing
The gap between the attainment of PP pupils and non-PP pupils is narrowed	Attainment 8 outcomes
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 GCSE Grade 4+ and Grade 5+ in English and maths comparison
The gap between current reading age and chronological age reduces over time	Termly reading age data shows a narrowing of the gap
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 suspensions 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: £ 680 000

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: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths and English interventions at KS3 for low attaining disadvantaged pupils via	Pupil Premium Guidance	1 and 2

academic coaches		
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: £110 024

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Targeted support for PP pupils with low attendance via direct support to remove barriers.</p> <p>A range of support is offered by: the school pastoral team (additional capacity by the employment of additional pastoral leads; a SLA with Local Authority Education Welfare Service and a newly opened Well-Being Centre .</p> <p>This ensures a diverse range of needs are met.</p> <p>Tangible support is also supplied for example: bus passes, taxes, uniform and stationery.</p>	Pupil Premium Guidance	3 and 5

<p>Reduce the number of FTE for disadvantaged pupils through early intervention programmes in the Well-Being Centre and reflective time in the Satellite Centre.</p> <p>New behaviour online system to allow quick and efficient analysis of issues to inform actions to support</p>	<p>Ofsted Pupil Premium Accountability 2021</p> <p>Youth Endowment Fund –interventions to prevent school exclusion- Gaffrey, Farrington and White (June 2021)</p>	<p>3 and 5</p>
<p>Develop and embed a whole-school approach to mental health and well-being.</p> <p>To include on-site counsellor, mental health first aider, mental health practitioner and school social worker.</p> <p>Professional development for staff to secure a whole school approach</p>	<p>HM Government- Children and Young peoples Mental Health Coalition –Sept 2021</p> <p>Promoting children and young people’s mental health and wellbeing – A whole school or college approach</p>	<p>5</p>
<p>Reduce the risk of NEET students particularly those who are disadvantaged through:</p> <ol style="list-style-type: none"> <li>1) Whole school approach to careers education from Year 7 to Year 13</li> <li>2) Employment of an independent careers advisor who can offer regular advice and guidance.</li> </ol>	<p>SecEd -Sept 2020</p> <p>How to stop students from becoming NEET</p> <p>Children’s commissioner: Teenagers falling through the gaps July 2020</p>	<p>3, 4 and 5</p>
<p>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</p>	<p>Benefits of extracurricular activities for children - A focus on social inclusion and children from disadvantaged and vulnerable backgrounds.</p> <p>European commission website (2021)</p> <p>Posted on RAND.org</p>	<p>3, 4 and 5</p>

**Total budgeted cost: £ 850 024**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attainment

Year 11 – Attainment 8: Pupil Premium compared to Non-Pupil Premium showed a further closing of the gap to 0.6.

Year 10 – standardised end of year assessments shows predicted outcomes to have a current Attainment 8 gap of 0.7. There is a confidence level that continued interventions this academic year will further reduce the gap to below 0.6. This will give year on year improvements in PP pupil outcomes.

KS3 – End of year assessment data shows more pupils are meeting their FFT 20 derived targets in Year 7. 68% met or exceeded this target in English.

End of year assessment data in Year 8 and 9 shows similar progress with 73% of Year 8 and 71% of Year 9 met or exceeded in English.

#### Reading and literacy

On average PP pupils have become closer to chronological reading age by 1 month more compared to non-pupils

#### Attendance

Some gains were made in the autumn term in terms of closing the gap between PP pupils and non-PP pupils however the gap increased to 3.8% by the end of the spring term. There was a 2.4% difference with PP data when compared with overall national data for secondary.

The more vulnerable pupils continued to suffer from mental health issues and illness post pandemic. This triggered the agreement to invest more funding in 2022-23 focused on pupil well-being and to implement a range of different strategies to encourage and motivate vulnerable pupils to increase level of engagement

#### Exclusions:

The proportion of fixed term exclusions represented by PP pupils over the three terms decreased and by the end of the academic year was more representative of the PP population.

### Externally provided programmes

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

N/A

## **Service pupil premium funding (optional)**

N/A



## Further information (optional)

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