

# Pupil Premium strategy statement: Bloxwich Academy (Secondary Phase)

This statement details our school's use of Pupil Premium (and Recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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Number of pupils in school	1055 (1158 including key stage 5)																							
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Academic year/years that our current Pupil Premium strategy plan covers ( <b>3-year plans are recommended</b> )	23/24 - 25/26																							
Date this statement was published	31 <sup>st</sup> December 2023																							
Date on which it will be reviewed	2 <sup>nd</sup> December 2024																							
Statement authorised by	A.Seager/L.Draycott																							
Pupil Premium lead	Josh Morgan																							
Governor / Trustee lead	Sir M. Aspinall																							

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£726,570
Recovery Premium funding allocation this academic year	£194,580
Pupil Premium (and Recovery Premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0

# Part A: Pupil Premium strategy plan

## Statement of Intent

Our strategic approach to the use of additional funding at Bloxwich Academy is informed by the EEF Guide to Pupil Premium, updated September 2023.

Progress in this plan will be monitored and evaluated regularly by Senior Leadership, and via The Matrix Academy Trust review processes. The evaluation of progress of disadvantaged pupils will be made against all pupils nationally. Our aim is for all disadvantaged pupils to achieve in line with the national cohort.

Bloxwich Academy will use additional funding to ensure all pupils receive an exceptional educational experience. Those who are disadvantaged will receive additional strategic support and intervention to ensure they access and benefit equally from this experience. We believe that delivering an excellent education is a fundamental driver of social mobility and that young children's futures should not be dictated by social determinants. Our strategy to realise this is based on assessments not assumptions.

Whilst all colleagues in the Academy have a responsibility for the progress of all pupils and particularly disadvantaged, key members of staff will be responsible for ensuring effective implementation of strategies outlined. The Deputy Headteacher with responsibility for Pupil Premium strategy will co-ordinate and evaluate the impact of this additional funding.

The most important factor to enable disadvantaged pupils to be successful is high quality teaching and learning. This will be reflected in the performance management process focusing sharply on continually improving practice in the classroom. Recruitment of high-quality staff and bespoke teacher development programmes will support our approach and proven high-impact intervention programmes will be used to target pupils who need to catch up and perform in line with their peers. Staff will be trained in these intensive programmes.

The Academy recognises that high-quality, inclusive teaching is fundamental to transform their lives but isn't enough without also aiming to remove other barriers that individual disadvantaged pupils may experience in removing their barriers to attendance, supporting their right to be literate and numerate, to access wider cultural experiences, and to raise their aspirations.

Recovery Premium funding will be used to strengthen and deepen these strategies. 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:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The wider offer at Bloxwich Academy is designed to allow all pupils to be their **BEST...**

**Barriers Removed:** We believe that all pupils are entitled to an excellent education and should expect to achieve well, irrespective of their starting points or any challenges they may face outside of the academy

**Employability:** We aim to provide pupils with regular enriching experiences and high-quality careers advice, complemented by effective teaching of literacy and numeracy, which will prepare them for successful and aspirational futures

**Skills and knowledge:** We aim to ensure all pupils are guided to become confident and independent learners, underpinned by a deep understanding of subjects

**Thirst for Learning:** Our curriculum offer strives to foster intellectual and creative curiosity, resulting in life-long learners

Our intention is that all pupils, especially those who are disadvantaged, make good progress and attain well across the curriculum, particularly in EBacc subjects. This intention is closely aligned to our equality objectives to ensure that our provision is equality-centred and equitable to continue to close the gap between PP pupils and their peers.

## Challenges

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

Challenge number	Detail of challenge																																																
1	<p><b>Starting points</b></p> <p>Attainment at key stage 2 for all pupils is below the national average of 105 in Reading and 104 in Maths</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Average KS2 Maths Scaled Score</th> <th colspan="3">Average KS2 Reading Scaled Score</th> </tr> <tr> <th>All</th> <th>non-PP</th> <th>PP</th> <th>All</th> <th>non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>101.7</td> <td>104.5</td> <td>100.5</td> <td>103.0</td> <td>105.0</td> <td>102.2</td> </tr> <tr> <td>Year 8</td> <td>100.2</td> <td>102.8</td> <td>99.2</td> <td>101.3</td> <td>103.9</td> <td>100.3</td> </tr> <tr> <td>Year 9</td> <td colspan="6">No Data</td> </tr> <tr> <td>Year 10</td> <td colspan="6">No Data</td> </tr> <tr> <td>Year 11</td> <td>100.6</td> <td>102.4</td> <td>99.8</td> <td>98.5</td> <td>99.9</td> <td>97.9</td> </tr> </tbody> </table> <p>Attainment of PP pupils at key stage 2 is below that of all pupils in the Academy. Year 11 key stage 2 average prior attainment is 99.5 compared to PP pupils at 99.0</p>		Average KS2 Maths Scaled Score			Average KS2 Reading Scaled Score			All	non-PP	PP	All	non-PP	PP	Year 7	101.7	104.5	100.5	103.0	105.0	102.2	Year 8	100.2	102.8	99.2	101.3	103.9	100.3	Year 9	No Data						Year 10	No Data						Year 11	100.6	102.4	99.8	98.5	99.9	97.9
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2	<p><b>Key Stage 4 outcomes</b></p> <p>Although progress of disadvantaged pupils is above national average in English, Maths and open element, progress in the EBacc element is below all pupils nationally and the average attainment of disadvantaged pupils in all elements remains below that of all pupils nationally (<b>48.8</b>) and the percentage of all pupils achieving grade 5 in English and Maths (<b>73%</b>). Both Progress and attainment of disadvantaged pupils remain below that of all pupils within the Academy (see table below)</p> <table border="1"> <thead> <tr> <th></th> <th>English &amp; Maths 4+</th> <th>English &amp; Maths 5+</th> </tr> </thead> <tbody> <tr> <td><b>Bloxwich PP</b></td> <td>51%</td> <td>25%</td> </tr> <tr> <td><b>Bloxwich All</b></td> <td>53%</td> <td>27%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Attainment</th> <th>Progress 8</th> <th>English element</th> <th>Maths element</th> <th>EBacc element</th> <th>Open element</th> </tr> </thead> <tbody> <tr> <td><b>All pupils</b></td> <td>42.5</td> <td>0.34</td> <td>0.13</td> <td>0.51</td> <td>0.09</td> <td>0.63</td> </tr> <tr> <td><b>PP pupils</b></td> <td>40.13</td> <td>0.23</td> <td>0.10</td> <td>0.35</td> <td>-0.05</td> <td>0.58</td> </tr> </tbody> </table>		English & Maths 4+	English & Maths 5+	<b>Bloxwich PP</b>	51%	25%	<b>Bloxwich All</b>	53%	27%		Attainment	Progress 8	English element	Maths element	EBacc element	Open element	<b>All pupils</b>	42.5	0.34	0.13	0.51	0.09	0.63	<b>PP pupils</b>	40.13	0.23	0.10	0.35	-0.05	0.58																		
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4	<p><b>Special Educational Needs and Disability</b></p> <p>The Academy caters for a high proportion of special educational needs pupils, many of whom are PP. There has been a significant increase of pupils on the register for Communication and Interaction needs, particularly Autism Spectrum Condition. A disproportionate amount of these pupils are disadvantaged.</p> <table border="1" data-bbox="363 398 1412 616"> <thead> <tr> <th></th> <th>All</th> <th>Number of PP pupils</th> <th>PP%</th> </tr> </thead> <tbody> <tr> <td><b>Monitoring</b></td> <td>106</td> <td>85</td> <td>80%</td> </tr> <tr> <td><b>SEN Register</b></td> <td>143</td> <td>109</td> <td>76%</td> </tr> <tr> <td><b>Pupils with EHCP</b></td> <td>25</td> <td>19</td> <td>76%</td> </tr> </tbody> </table> <table border="1" data-bbox="304 678 1469 896"> <thead> <tr> <th></th> <th>Attainment 8</th> <th>English attainment</th> <th>Maths attainment</th> <th>Progress 8</th> </tr> </thead> <tbody> <tr> <td><b>All</b></td> <td>42.5</td> <td>4.04</td> <td>4.19</td> <td>0.34</td> </tr> <tr> <td><b>SEN</b></td> <td>37.31</td> <td>3.45</td> <td>3.39</td> <td>0.57</td> </tr> <tr> <td><b>SEN PP</b></td> <td>33.85</td> <td>3.36</td> <td>3.00</td> <td>0.47</td> </tr> </tbody> </table>		All	Number of PP pupils	PP%	<b>Monitoring</b>	106	85	80%	<b>SEN Register</b>	143	109	76%	<b>Pupils with EHCP</b>	25	19	76%		Attainment 8	English attainment	Maths attainment	Progress 8	<b>All</b>	42.5	4.04	4.19	0.34	<b>SEN</b>	37.31	3.45	3.39	0.57	<b>SEN PP</b>	33.85	3.36	3.00	0.47
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5	<p><b>Barriers to attendance</b></p> <p>In 2022-23, attendance by disadvantaged pupils was 85.3% compared to 87% for all pupils and national average for all pupils of FFT <b>90.7</b>.</p> <p>Of the 41.8% of pupils who met absence threshold for persistent absence, 78.2% were disadvantaged.</p>																																				
6	<p><b>Socio-economic factors</b></p> <p>Data from the Office for National Statistics (ONS) identifies that there are pockets of extreme deprivation in the locality. Walsall is one of the most deprived local authorities in England and over a quarter of neighbourhoods (44 of 167) are amongst the most deprived 10% in England. The most highly deprived Lower-layer Super Output Areas (LSOA) are located primarily in Blakenall, Birchills/Leamore, in the school's direct catchment area. Associated socio-economic barriers can have the potential to impact pupil achievement and wellbeing, including but not limited to access to food and/or healthy food [FSM figures] access to laptops or technology [pupil/parent surveys]</p>																																				

7	<p><b>Behaviours resulting in suspensions and permanent exclusions</b></p> <p>Increasing cases of mental-health issues and adverse childhood experiences are contributing to a disproportionate proportion of suspensions for disadvantaged pupils. Over 10% of pupils have at some point in their lives been Children In Need or had an allocated social care worker.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2022-23</th> <th>Suspensions</th> <th>Repeat offenders</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>232</td> <td>55</td> </tr> <tr> <td>PP</td> <td>203</td> <td>51</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">2022-23 Permanent Exclusions</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>12</td> </tr> <tr> <td>PP</td> <td>11</td> </tr> </tbody> </table>	2022-23	Suspensions	Repeat offenders	All	232	55	PP	203	51	2022-23 Permanent Exclusions		All	12	PP	11
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## 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 & 2 - Improved attainment among disadvantaged pupils across the curriculum at the end of key stage 4, with a focus on EBacc subjects	<p>By the end of our current plan in 2025/26, <b>90%</b> or more of disadvantaged pupils enter the English Baccalaureate (EBacc). Last year this figure was 46.07% compared to 49.6% for the whole cohort.</p> <p>2025/26 KS4 outcomes will demonstrate that disadvantaged pupils achieve in line with all pupils in the school and nationally. This will be particularly notable in the Ebacc element where progress had been below that of all pupils both in the school and nationally.</p>
3 - Improved reading comprehension, particularly for disadvantaged pupils	<p>Reading programme data will demonstrate improved reading ages among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers will also have recognised this improvement through engagement in lessons, book scrutinies and key stage 3 assessments.</p> <p>Pupils will be at least nine months closer to chronological age by 2025/26. Disadvantaged pupils should be <b>in excess of nine months closer to chronological age</b>.</p>
4 - To reduce the attainment gap between SEND and non-SEND pupils, particularly those who are disadvantaged	<p>The attainment for all GCSE elements of SEND pupils is in line with all pupils both nationally and within the academy.</p>

<p>5 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained improvements in overall attendance, and particularly for disadvantage pupils, from 2025/26 will be demonstrated by:</p> <ul style="list-style-type: none"> <li>- the attendance rate for all pupils being <b>in line with national</b>, regardless of disadvantage</li> <li>- the percentage of all pupils who are persistently absent is at least <b>in line with national</b>, irrespective of disadvantage</li> </ul>
<p>6 - To improve health &amp; wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by qualitative and quantitative data from pupil voice; parent/carer surveys; reduction in referrals; pupils requiring pastoral programmes.</p>
<p>7 - Reduce the rate of suspensions and exclusions, particularly of disadvantaged pupils</p>	<p>Pastoral programmes across the Wellbeing Centre and SEN hub to offer targeted intensive programmes to reduce overall suspensions, particularly for repeat offending disadvantaged pupils.</p>
<p>8. Ensure first choice positive destinations for all Year 11 pupils</p>	<p><b>100%</b> of disadvantaged pupils have first choice positive destinations. Disadvantage pupils successfully enrol and complete level 3 courses and progress to university, apprenticeship, or employment of choice. As suggested by NEETs and pupil pathway records.</p>

## 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: £ 552,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continually improve the standard of teaching and learning through:</p> <ul style="list-style-type: none"> <li>- The planned curriculum: the Academy aims to ensure that all practice is underpinned by comprehensive subject-level documents and supporting high-quality resources</li> <li>- Ensuring that complementing bespoke teacher training programmes result in an effective implementation of the curriculum over time.</li> <li>- Continual investment in teacher's subject specialism to optimise the impact teachers are having. This will ensure the continued trajectory of improved outcomes and promote high levels of staff retention</li> </ul>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The Academy Development Plan has prioritised a number of approaches that are recommend in the T&amp;L Toolkit. These include:</p> <ul style="list-style-type: none"> <li>• Feedback (+6 months)</li> <li>• Homework (+5 months)</li> <li>• Parental engagement</li> <li>• Reading comprehension strategies (+6 months)</li> <li>• Small group tuition (+4 months)</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4, 7</p>
<p>Ensure that the Academy employs a wide variety of subject specialists to provide a broad curriculum offering academic, creative and technical subject areas</p> <p>Over staffing in English / Maths / Ebacc to increase timetabling capacity to optimise opportunities to meet the abilities and needs of all pupils. This will create a positive correlation between the number of pupils able to access challenging work and good behaviours for learning as pupils' self-efficacy increases.</p>	<p>Research from the EEF indicates an impact of + two months for smaller class sizes. <a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/eef-attainment-gap-report-2018-print.pdf">EEF_Attainment_Gap_Report_2018_-_print.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4, 7</p>



<p>Introduction and training of NGRT diagnostic reading assessments to inform literacy teaching practices at both curriculum and intervention level</p> <p>Appointment of Literacy Lead and purchase of resources to ensure successful impact of:</p> <ul style="list-style-type: none"> <li>- disciplinary literacy action plan to improve reading fluency</li> <li>- form time reader programme</li> <li>- tiered reading interventions</li> <li>- Bloxwich seven-year reading journey</li> </ul> <p>Recruitment of i-centre resource manager to implement updated Reading for Pleasure action plan</p>	<p>The DFE report <a href="#">Supporting the attainment of disadvantaged pupils</a> identifies that 'more successful schools were using data more comprehensively to monitor pupils' progress'.</p> <p>Ashraf et al (2021) observed in 88 EEF trials focusing on FSM pupils reported an overall positive impact of literacy interventions on literacy outcomes <a href="#">Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>3</b></p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 184,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To utilise subsidised funding for the National Funding Programme (NFP) to offer precision sessions for targeted pupils in Years 10 &amp; 11 to minimise gaps in skills and knowledge caused by disruption of school closures during their key stage 3 curriculum and to widen the access to private/small group tutoring of disadvantage pupils</p>	<p>'[Studies] in England have shown that pupils eligible for free schools can be well supported by provision of intensive, targeted academic support'</p> <p><a href="#">Small group tuition-closing the disadvantage gap   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>1,2,3,4,7</b></p>
<p>Literacy intervention programmes and training such as Fresh Start, Accelerated Reader and Lexonix to support struggling readers</p>	<p>The EEF outlines that to improve literacy, different approaches for different groups of pupils is required to develop reading and literacy across key stage 3 and sometimes key stage 4 <a href="#">Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,7</p>
<p>Toe-by-toe targeted sessions will help to decode language for pupils with the lowest literacy levels by consolidating their understanding of spelling rules and syllable division. These will be used carefully to ensure they do not create a barrier to the inclusion of pupils.</p>	<p>The <a href="#">schoolpsychologyservice.com</a> reported the programme's impact as increasing normal progress in reading by 200% compared to a control group.</p>	<p>1,2,3,4,7</p>

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

Budgeted cost: £ 184,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a re-structured pastoral system, creating a triage approach to identification and allocation of a range of pastoral support mechanisms. This system will build upon existing practices (for example within the wellbeing centre and SEN Hub), ensuring effective and co-ordinated collaboration between relevant staff evolves to offer pupils the very highest levels of pastoral care to continually improve mental health and safeguarding of pupils, particularly disadvantaged</p> <p>The overview will be held by the DHT in charge of pastoral strategy to ensure that that targeted interventions at an individual pupil level serve to develop wellbeing and resilience of pupils, particularly disadvantage:</p> <ul style="list-style-type: none"> <li>- High-quality accredited training to understand safeguarding and mental health and wellbeing</li> <li>- Implement whole-child triage structure</li> <li>- Develop mental health and wellbeing practices across the Academy</li> <li>- Review curriculum design to minimise barriers</li> <li>- Evolve communication with families to provide accessible and relevant information re their understanding of safeguarding, SEN and mental health, including support systems within the Academy and external services</li> <li>- Ensure effective support is identified and implemented for pupils with identified SEMH needs, particularly those at risk of becoming repeat offenders for suspension</li> <li>- Appointment of lead member and mentors to oversee pastoral mentoring programme</li> </ul>	<p>Shifting toward a whole child education has far-reaching implications for the education system. Evidence-based whole child strategies include designing relationship-centred learning environments; developing curriculum, instruction, and assessments for deeper learning; providing integrated student supports; preparing educators for whole child practice; and shifting to a systemic approach to policymaking to support every child.</p> <p><a href="https://learningpolicyinstitute.org/topic/whole-child-education">https://learningpolicyinstitute.org/topic/whole-child-education</a></p> <p>Academies within trust have observed tangible impact of TIGERS pastoral programme.</p>	4,5,6,7
<p>Trauma-informed teacher development programme to increase staff understanding of neurological impacts and hypervigilance of consequences of adverse childhood experiences.</p>	<p>The US National Library of Medicine Journal of Child and Adolescent Trauma identified significant improvements in attitudes to and relationships with trauma-impacted pupils.</p>	4,5,6,7

	<a href="https://www.ncbi.nlm.nih.gov">Ncbi.nlm.nih.gov</a>	
<p>-Additional Educational Psychology Service (EPS) provision to offer parental support sessions – ASC &amp; SEMH focus and those at risk of becoming school refusers or Persistently Absent.</p> <p>- EPS training for SEND Team, TAs and Well-Being Centre staff re ASC and SEMH- strategies and interventions to overcome school barriers and de-escalation strategies to reduce incidents of dysregulation in HUB</p> <p>- To improve the range and quality of interventions The School Psychology Service training package for SEND team and Well Being</p>	<p>SEN in Mainstream Schools (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) states that effective deployment of (support staff) is critical. Whilst High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p>	4,5,6,7
<p>To support attendance, the Academy will implement a range of strategies targeting disadvantaged pupils meeting the threshold for persistent absence. These will include but are not limited to: Taxis; bus passes; HOH allocated curriculum time for home visits; appointment of two attendance managers.</p> <p>These strategies will be co-ordinated and evaluated by Associate Headteacher and Assistant Headteacher. The Academy will also utilise DFE services to further review and evaluate actions to support academy attendance</p>	<a href="https://www.suttontrust.com/our-research/life-lessons-workplace-skills/">https://www.suttontrust.com/our-research/life-lessons-workplace-skills/</a>	5
Design and implement a seven-year pupil offer for contact with employers, universities and apprenticeship providers	<a href="https://www.suttontrust.com/our-research/university-aspirations-2019/">https://www.suttontrust.com/our-research/university-aspirations-2019/</a>	6,7
Continue to improve the range of extra-curricular sporting opportunities and equipment to support current curriculum to ensure pupils are exposed to wide range of sports. E.g. 9 a-side regulation goal posts to allow girls football team to host matches for the first time in Academy's history (over 80% of team are disadvantaged pupils)	EEF research evidences +1 month impact of physical activity on academic attainment	6,
Supporting and rewarding disadvantaged pupils to attend wider cultural trips nationally and internationally trips	<a href="#">DfE: School cultures and practices: supporting the attainment of disadvantaged pupils</a> outlines the impact and importance of enriching experiences to engage disadvantaged pupils and the need for financial support to families experiencing greatest financial hardship	6, 7
<p>To ensure equality and inclusion for all pupils to all school activities including breakfast club, hot lunches, school visits /enrichment activities to support whole-school Personal Development offer.</p> <p>Provide uniform for pupils identified by DSL as experiencing highest levels of economic hardship in current climate to support self esteem</p>		5, 6, 7

**Total budgeted cost: £921,150**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	2018-19			2021-22			2022-23		
	PP	Non-PP	Overall	PP	Non-PP	Overall	PP	Non-PP	Overall
P8	-0.08	+0.37	+0.05	+0.26	+0.58	+0.37	+0.25	+0.54	+0.34
A8	37	41	38	41	47	43	40	47	42
5+EM	16%	15%	16%	24%	43%	31%	25%	35%	27%
4+EM	29%	38%	32%	54%	59%	56%	51%	59%	53%

#### Objective 1: Disadvantaged pupils to achieve positive progress when compared to non-PP pupils

Our PP pupils' average progress 8 score is **0.25** and our non-PP is **0.54**. Disadvantaged boys had the most significant impact with a P8 score of **0.08** compared to **0.40** for disadvantaged girls. PP Pupils with lower prior attainment achieved progress score of **0.50**, compared to PP pupils with mid prior attainment who achieved **0.19**. PP pupils with high prior attainment achieved a progress core of **-0.08**. High-prior attaining PP pupils will be a focus of our internal talking children meetings and all faculty data review meetings for the new academic year.

#### Objective 2: The gap between the attainment of PP pupils and non-PP pupils is narrowed

The attainment 8 scores of our PP pupils is **40.0** compared to no PP pupil's attainment 8 score being **47.0**. Results from our 2023 GCSE cohort shows the progress gap between our PP and non-PP pupils to be **0.29**. Compared to 2021-23, this is a slight widening of the disadvantage gap by 1.0

#### Objective 3: 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

51% of PP pupils achieved a grade 4+ English and Maths compared to 59% of non-PP. In 2021-22, 54% of PP pupils achieved a 4+ compared to 59% of non-PP. The gap between PP and non-PP pupils achieving English Maths 4+ pass rates has therefore widened by 3%

25% of PP pupils achieved a grade 5+ English and Maths compared to 35% of non-PP. In 2021-22, 24% of PP pupils achieved a 5+ compared to 43% of non-PP. The gap between PP and non-PP pupils achieving English Maths 4+ pass rates has therefore reduced by 9%.

**Objective 4: The gap between current reading age and chronological age reduces over time**

Progress in closing reading gap of PP pupils was variable (see below). Whereas key stage 4 cohorts finished the academic year with a reading age closer to their chronological age, pupils in key stage 3 finished the year further away from their chronological age.

Y7 – 1.4 months further

Y8 – 3.9 months further

Y9 – 0.2 months further

Y10 - 6.4 months closer

Y11 - 2.0 months closer

**Objective 5: Attendance of disadvantaged pupils improves to national average and the number of pupils meeting the persistent absence threshold reduces**

The overall percentage attendance for the school for the academic year 2022 to 2023 was **87.3%** compared to national average of **90.7%**. Our PP pupils had an average attendance of **84.6%** compared to the national PP attendance of **85.3%**. With the attendance drives planned for 2023 - 2024 the gap between the attendance of our PP and non-PP pupils should be on trajectory to diminish.

**Objective 6: Reduction in suspensions of disadvantaged pupils**

	Number of all suspensions	Number of Pupil Premium suspensions	Percentage of Pupil Premium suspensions
2021-22	120	91	76%
2022-23	232	199	86%

**The number of Pupil Premium suspensions increased from the previous year significantly. The percentage of Pupil Premium suspensions increased by 10%. This objective will therefore remain an important focus within the new strategy.**

