

Pupil premium strategy statement – Bloxwich Academy (Secondary)

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

Detail	Data
Number of pupils in school	983 (Y13 - 25)
Proportion (%) of pupil premium eligible pupils	65.04% Year 7 – 62.16% Year 8 – 67.01% Year 9 – 68.04% Year 10 – 60.80% Year 11 – 67.20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026 December 2027
Statement authorised by	Mr J Till
Pupil premium lead	A Inglis
Governor / Trustee lead	L Draycott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£721,350
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£721,350

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 in September 2024.

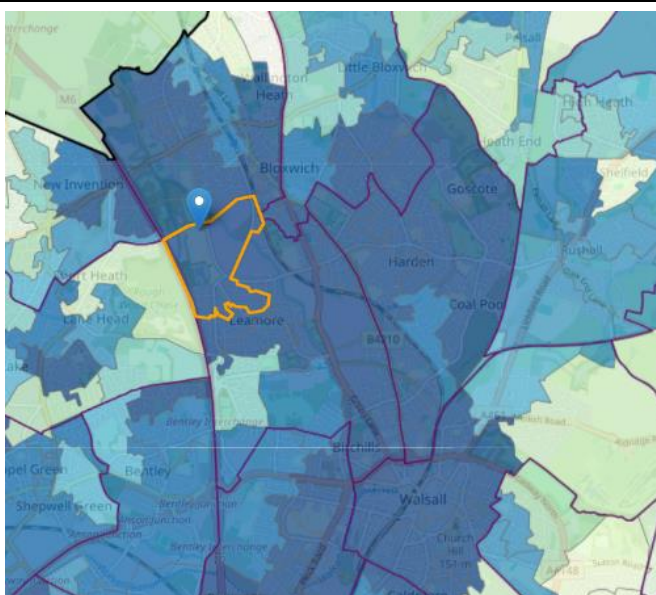
Our intention is that that all pupils who attend Bloxwich Academy have equality of opportunity to become successful, resilient and confident individuals. Our curriculum will develop the key knowledge, skills and enriching experiences to enable them to thrive in their chosen career path and make informed contributions to modern society, regardless of the challenges they may face or their socioeconomic background.

Our objective is to deliver curriculum-focused, high-quality teaching that caters to the unique needs of each pupil. Our aim is to narrow the gap seen in academic outcomes between disadvantaged pupils and their peers nationally by the end of Key Stage 4 and we will strive to address this discrepancy within our internal assessments in all other year groups.

The obstacles faced by our pupils who are disadvantaged (although we recognise that these are not 'one size fits all') include lower outcomes at the end of key stage 4, weaker reading and language skills, increased issues with attendance and persistent absence from school, more prevalent problems with Social, Emotional and Mental Health, and more frequent difficulties relating to behaviour and conduct.

The key principle of our approach is to ensure that no pupil is disadvantaged by lack of equitable access to high quality learning experiences, both within and outside of the classroom. This is underpinned by robust interrogation of data to ensure that we intervene at the earliest point with both individuals and groups of pupils, and to ensure that all school staff have a shared responsibility to have the highest expectations of what all pupils can achieve and provide the necessary support for them to realise this, without exception.

School Context



Bloxwich Academy is located in the Birchills Leamore area of Walsall. Deprivation is deeply entrenched in Walsall and had worsened during the recession. Situated in a Lower Super Output Area ranked 1,565 out of 32,844 LSOAs in England where 1 is the most deprived LSOA, the school is in one of the 5% most deprived neighbourhoods in the country. (Index of Multiple Deprivation 2019)

The high and increasing levels of child poverty puts additional demands on local authority services. Walsall ranks 17th (of 317 English local authorities) for income deprivation affecting children index (IDACI 2019) with the Borough's relative deprivation increasing over time. Birchills Leamore remains the 2nd most deprived ward within Walsall overall.

Walsall fares particularly badly in terms of income (16th), education, skills & training deprivation (11th) and employment (38th) and many of the issues that challenge the borough match the geography of deprivation.

Within Walsall, 1 in 3 (29.9%) young people aged under 16 years are living in low-income families, higher than the national average of 20.1% (HMRC, 2016).

Challenges

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

Challenge number	Detail of challenge
1	Attainment. The attainment of disadvantaged pupils in 2024 was significantly below that of their peers. Attainment 8 was 33.24 overall, compared to 28.91 for pupils who were disadvantaged. This deficit was apparent in all key measures and an increase when compared to the previous year.
2	Reading. In 2024, there was a deficit between the average Standard Age Score of disadvantaged pupils both with their peers in school and the expected standard of 100. In year 7, the average SAS was 96.4 (6 below their peers), in year 8 this was 95.8 (7.3 below their peers), in year 9 this was 98.5 (6 below their peers and in year 10, 98.1 (4.6 below their peers).
3	Attendance. The deficit between the attendance of disadvantaged pupils and their peers was 8.5% in 2024 (2.5% in the previous year) and 3.4% compared to their peers nationally. The percentage of disadvantaged pupils who were persistently absent in 2024 was 8% greater than their peers and 7% greater than their peers nationally.
4	Behaviour. Our data indicates that our pupils who are disadvantaged are more likely to become involved in incidents of behaviour that result in suspension or permanent exclusion. In 2024, disadvantaged pupils accounted for 83% of incidents resulting in suspension. 75% of pupils permanently excluded were disadvantaged.
5	Social, Emotional and Mental Health. Records show that our disadvantaged pupils are more prevalent to SEMH problems compared to that of their peers. 82% of pupils accessing Pupil Support Services are disadvantaged, 88% of pupils who are accessing support from the Local Authority are disadvantaged.
6	Destinations. Alongside generally lower aspirations for future destinations and lower outcomes for disadvantaged pupils compared to that of their peers, in 2024, 23% of the cohort secured places on level 3 post 16 courses (compared to 51% of their peers), 74% secured places on level 2 courses.

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
<p>The attainment of disadvantaged pupils is comparable to that of their peers, both within school and nationally, in all subjects with a particular focus on those subjects included within the English Baccalaureate suite.</p>	<p>The attainment gap between those pupils who are disadvantaged and their peers, both within school and nationally, is substantially narrowed.</p> <p>The percentage of pupils entered for the English Baccalaureate increases to at least 70%, compared to 46% in 2024.</p>
<p>Reading improves at an accelerated rate to close age-related expectation gaps for disadvantaged pupils to be comparable with their peers both in school and nationally. Vocabulary sophistication and reading comprehension are improved for those pupils who are disadvantaged.</p>	<p>Both term on term, and year on year, standard age score data evidences a rapid reduction in the reading deficit for disadvantaged pupils when compared to their peers and the expected standard. Quality assurance activities and feedback from teacher's evidence widening vocabulary and improved comprehension skills in the work of disadvantaged pupils.</p>
<p>The overall attendance of disadvantaged pupils improves to be comparable both with their peers and all pupils nationally. The percentage of disadvantaged pupils who are persistently absent is reduced to be comparable with that of their peers, both in school and nationally.</p>	<p>The attendance of disadvantaged pupils is in line with the national average, and the gap with their peers is reduced. The percentage of disadvantaged pupils who are persistently absent is in line with the national average, and the gap with their peers reduced.</p>
<p>Incidents of poor behaviour involving disadvantaged pupils that result in a suspension is significantly reduced. The number of disadvantaged pupils who are permanently excluded is significantly reduced.</p>	<p>Behaviour data demonstrates a downward trend in the number of behaviour incidents for all pupils, especially those who are disadvantaged, that result in suspension. The number of disadvantaged pupils who are permanently excluded is reduced to below the national average.</p> <p>Teachers, pupils, and parents perceive a significant improvement in attitudes toward learning, behaviour, and conduct for all pupils.</p>
<p>The number of disadvantaged pupils requiring support for Social, Emotional and Mental Health problems reduces</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher</p>

because of early intervention and effective support, thus improving their emotional wellbeing.	observation evidences improved levels of emotional wellbeing for all pupils, including those who are disadvantaged. Qualitative data from pupil voice, pupil and parent surveys and teacher observation reflect positive responses regarding the internal support received by all pupils, including those from disadvantaged backgrounds. All pupils, including those who are disadvantaged, who require support for Social, Emotional, and Mental Health issues attend school more consistently.
Increase the number of disadvantaged pupils applying for, securing and sustaining level 3 courses post-16.	Destinations data clearly evidences a greater number of disadvantaged pupils securing and sustaining level 3 courses post-16.

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: £541,887

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of the schools Senior Leadership Team at the school is assigned to, and responsible for, each of the intended outcomes.	School cultures and practices: supporting the attainment of disadvantaged pupils. A qualitative comparison of London and non-London schools.	1, 2, 3, 4, 5, 6
Deliver a long-term programme of high quality CPD to improve the quality of teaching of the curriculum. There is a clear focus on embedding pedagogy and practice to develop recall, metacognition and self-regulation, modelling & feedback.	<p>The importance of high quality teaching is supported by a study by the Sutton Trust (2011), which found that good teachers can make a large difference to pupils' results overall, and are especially important for pupils from disadvantaged backgrounds.</p> <p>The EFF toolkit clearly identifies that developing in pupils through high quality teaching, the developing the processes</p>	1, 2, 4, 6

	<p>involved in knowing, understanding, and learning, and learning to learn as very high impact based on extended evidence.</p> <p>Effective Professional Development - Promote, deliver, and design high-quality learning opportunities.</p> <p>Metacognition and self-regulation - Very high impact for very low cost based on extensive evidence</p> <p>EEF blog: Supporting self-knowledge through modelling</p> <p>Feedback - Very high impact for very low cost based on extensive evidence</p>	
<p>Improving reading and developing literacy in all areas through focussed CPD to facilitate the explicit teaching of vocabulary and developing oracy from year two of this plan.</p> <p>By year three, there will be a disciplinary approach to teaching literacy across the curriculum fully embedded.</p>	<p>Developing reading comprehension strategies and oral language interventions are clearly identified in the EEF toolkit as having very high impact based on extended evidence.</p> <p>Additionally, in line with the recommendations from the EEF Improving Literacy in Secondary Schools recommendations, providing targeted vocabulary instruction in every subject and enabling opportunities for structured talk have high impact.</p>	1, 2, 4, 6
<p>To build capacity to enable the further development of high-quality teaching, including the teaching of literacy, through enabling collaborative planning opportunities for all teachers.</p>	<p>Hattie (2016) is clear that Collective Teacher Efficacy has the greatest impact in influencing pupil outcomes and achievement (effect size 1.57) and it is clear that helping existing teachers to become better through exploiting opportunities to share evidence, experiences and try new approaches has impact.</p>	1, 2, 4, 6
<p>Recruit and retain high quality teachers, incorporating improved staffing ratios in Maths, Humanities and Modern Foreign Languages.</p>	<p>Review of evidence on teacher quality, recruitment and retention - Literature review on teacher quality in disadvantaged schools.</p>	1, 2, 3, 4, 5, 6

	Three takeaways from the evidence on improving teacher recruitment and retention.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £71,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen and expand targeted academic intervention strategies to provide specialist support through individual or small group intervention sessions for pupils at the highest risk of falling behind.	Small group tuition and one to one tuition are identified by the EFF as having moderate and high impact respectively, as interventions to provide targeted support for specific pupils who are identified as having low prior attainment. Evidence suggests that in some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.	1, 2, 4, 6
Enhance targeted reading interventions for pupils whose reading age is below their chronological age by implementing programs such as Lexonik, Fresh Start, Accelerated Reader.	Reading comprehension strategies - Very high impact for very low cost based on extensive evidence. Small group reading intervention shown to boost pupil progress - Small group reading intervention shown to boost pupil progress Attendance and reading key barriers to disadvantaged pupils' progress say three in four schools	1, 2, 6
Further develop the Read Aloud Program by embedding teacher-led reading into form time sessions to develop engagement and model effective reading strategies.	EEF Blog: Reading aloud with your class – what does the research say? Reading comprehension strategies - Very high impact for very low cost based on extensive evidence Attendance and reading key barriers to disadvantaged pupils' progress say three in four schools	1, 2, 6

Recruitment of Academic graduated coaches in English and Maths to deliver individual targeted tuition.	One to one tuition - High impact for moderate cost based on moderate evidence Making a difference with effective tutoring	1, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £107,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen within the school, the positive culture of behaviour and attitudes by expanding and further enhancing Pupil Support Services, which include the School Social Worker, Mental Health Support Worker, and Emotional Wellbeing Intervention Lead, to better support all pupils.	Behaviour interventions - Moderate impact for low cost based on limited evidence Improving Behaviour in Schools - Make informed decisions about behaviour strategies. Social and emotional learning - Moderate impact for very low cost based on very limited evidence	4, 5
Enhance internal interventions provided by the Hub and short stay internal provision to support pupils. These serve as dedicated resources for pupils facing temporary challenges in accessing the curriculum and regulating their emotions, where pupils can complete classwork, engage in support programmes addressing social, emotional, and behavioural difficulties, in a calm and focused setting.	Behaviour interventions - Moderate impact for low cost based on limited evidence Improving Behaviour in Schools - Make informed decisions about behaviour strategies. Case studies of behaviour management practices in schools rated Outstanding Small group tuition and one to one tuition	3, 4, 5

<p>Further develop and strengthen the systematic approach to addressing inconsistent school attendance and persistent absence through implementing targeted strategies, aligned with the 'support first' approach alongside engagement with external strategies including the DfE Attendance Mentoring pilot. Ensure pupils with irregular school attendance have access to key personnel, both within school and externally through the Local Authority offer, to support with removing barriers.</p>	<p>Evidence brief on improving attendance and support for disadvantaged pupils</p> <p>Attendance interventions rapid evidence assessment - Rapid evidence assessment on attendance interventions for school-aged pupils</p> <p>Attendance and reading key barriers to disadvantaged pupils' progress say three in four schools</p> <p>Working together to improve school attendance</p> <p>Behaviour interventions - Moderate impact for low cost based on limited evidence</p> <p>Children and young people - Help and advice for children, young people and their families</p>	<p>3</p>
<p>Fully develop and embed the CEIAG strategy in all years that adheres to all Gatsby Benchmarks and enables regular encounters with employers and employees.</p>	<p>A four-year evaluation by the University of Derby published in 2021 found the Gatsby benchmarks had a positive impact on students' career readiness and GCSE attainment.</p> <p>The Gatsby benchmarks and social mobility: impacts to date</p> <p>Aspiration interventions - Unclear impact for very low cost based on insufficient evidence</p>	<p>1, 6</p>
<p>Continue to expand and strengthen the schools' wider opportunities and pupil offer, including CCF, Duke of Edinburgh, educational visits and extra-curricular programmes.</p>	<p>Arts participation - Moderate impact for very low cost based on moderate evidence</p> <p>Physical activity - Low impact for very low cost based on moderate evidence</p> <p>Duke of Edinburgh</p> <p>Combined Cadet Force</p>	<p>3, 4, 5</p>

<p>Easter School for Year 11: targeted intervention and support leading up to the Summer examination series.</p>	<p><u>Small group tuition - Moderate impact for low cost based on moderate evidence</u></p> <p><u>One to one tuition - High impact for moderate cost based on moderate evidence</u></p>	<p>1, 6</p>
<p>Provide the opportunity for pupils without passports or prior experience of international travel to visit another country through the Turing Scheme.</p>	<p><u>The Turing Scheme</u></p> <p><u>Research to understand successful approaches to supporting the most academically able disadvantaged pupils</u></p>	<p>3, 4, 5</p>

Total budgeted cost: £721,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Objective 1&2: Improved attainment among disadvantaged pupils across the curriculum at the end of key stage 4, with focus on EBacc subjects.

The attainment of disadvantaged pupils in 2024 was significantly below that of their peers. Attainment 8 was 33.24 overall, compared to 28.91 for pupils who were disadvantaged. This deficit was apparent in all key measures and an increase when compared to the previous year.

There has been an increase in disadvantaged pupils studying the EBacc, academic year 21-22 saw 39 pupils and academic year 23-24 49 disadvantaged pupils.

	2021-2022			2022-2023			2023-2024		
	PP	Non-PP	Overall	PP	Non-PP	Overall	PP	Non-PP	Overall
P8	+0.26	+0.58	+0.37	+0.25	+0.54	+0.34	-0.58	+0.07	-0.37
A8	41	47	43	40	47	42	29	42	33
5+EM	24%	43%	31%	25%	35%	27%	9%	33%	16%
4+EM	54%	59%	56%	51%	59%	53%	26%	61%	38%

Objective 3: Improved reading comprehension, particularly for disadvantaged pupils.

33% of our disadvantaged pupils read at their or above their expected age; this compares to 46% of our non-disadvantaged pupils who read at or above their expected age.

	Year 7	Year 8	Year 9	Year 10	Tested population
Total in year group	199	230	232	197	858
Can read at chronological	69	87	83	79	318
%	35	38	36	40	37

Total PP	135	163	148	133	579
Can read at chronological	42	54	46	50	192
%	31	33	31	38	33

Total Non-PP	64	67	79	63	273
Can read at chronological	27	33	37	29	126
%	42	49	47	46	46

In 2024, there was a deficit between the average standard age score of disadvantaged both with their peers in school and the expected standard of 100. In year 7, the average SAS was 96.4 (6 below their peers), in year 8 this was 95.8 (7.3 below their peers), in year 9 this was 98.5 (6 below their peers and in year 10, 98.1 (4.6 below their peers).

Objective 4: Reduce the attainment gap between SEND and non-SEND pupils, particularly those who are disadvantaged.

The attainment gap between those pupils who were SEND and also disadvantaged reduced in 2024 from 8.21 to 7.63, although there was a significant decrease for all pupils overall.

	22/23	22/23 (SEND 31)	22/23 (PP)	22/23 (SEND +PP 23)	23/24	23/24 (SEND 40)	23/24 (PP)	23/24 (SEND +PP 31)
Attainment	42.2	37.31	40.46	34.57	33.24	25.64	28.91	25.03
English 4+	68.9%	61.3%	65.5%	56.5%	46.4%	20%	35.2%	19.4%
Maths 4+	64.4%	45.2%	59.8%	39.1%	43.8%	27.5%	30.5%	25.8%
Entries for EBacc	49.6%	25.8% of SEND	44.8% of PP	21.7% of SEND +PP	51.5%	30% of SEND	46.1% of PP	35.5% of SEND +PP

Objective 5: Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

The deficit between the attendance of disadvantaged pupils and their peers was 8.5% in 2024 (2.5% in the previous year) and 3.4% compared to their peers nationally. The percentage of disadvantaged pupils who were persistently absent in 2024 was 8% greater than their peers and 7% greater than their peers nationally.

Objective 6: Improve health and wellbeing for all pupils, including those who are disadvantaged.

A new and improved Pupil Support Service was established designed to best support all pupils and developing links have been formed with the local authority to provide another layer of support for pupils who are in urgent need. Since January 2024, 82% of pupils accessing the services are disadvantaged and 88% of pupils who are accessing support from the local authority are disadvantaged.

Objective 7: Reduce the rate of suspensions and exclusions, particularly of disadvantaged pupils.

Academic Year	Percentage of all suspensions issued to disadvantaged pupils
2021-22	76%
2022-23	86%
2023-24	83%

Of all pupils suspended, the percentage that were disadvantaged has decreased from previous the year but is still too high. In 2024, disadvantaged pupils accounted for 83% of incidents resulting in suspension. 75% of pupils permanently excluded were disadvantaged.

Objective 8: Ensure first choice positive destinations for all year 11 pupils.

Outcomes in 2024 limited the number of pupils, especially those who were disadvantaged, gaining places on level three courses post-16. 74% of pupils who were

disadvantaged secure places on level 2 courses and 23% on level 3 (compared to 51% of their peers).

Externally provided programmes

Programme	Provider
Fresh Start	Fresh Start in Education
Class Charts	TES
Seneca Learning	Seneca
MathsWatch	MathsWatch
Provision Map	TES
Lexonik / Lexonik Advanced / Lexonik Leap	Lexonik
Accelerated Reader	Renaissance Learning
CPOMS	CPOMS Systems
Sisra Analytics / Observe	Juniper Education