

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bredon Hill Academy
Number of pupils in school	485
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (review) – 2024-2025
Date this statement was published	21 November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	D West
Pupil premium lead	M Horton
Governor / Trustee lead	J Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,235
Recovery premium funding allocation this academic year	£11,746
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	£80,981

Part A: Pupil premium strategy plan

Statement of intent

At Bredon Hill Academy, we have high aspirations and ambitions for all our students and we believe that no student should be left behind. We aim to ensure that our students are given every chance to reach their potential. Therefore, we seek to use Pupil Premium funding to:

- provide additional educational support to raise the attainment of pupils for which we receive pupil premium funding or for those we allocate pupil premium funding towards.
- narrow the gap between the educational attainment of disadvantaged pupils and their peers.
- address underlying inequalities, as far as possible, between pupils.
- ensure that the pupil premium funding reaches the pupils who need it most.
- make a significant impact on the education and lives of disadvantaged pupils.
- work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

High-quality teaching is at the heart of our intent, with a focus on areas in which disadvantaged pupils require the most support.

Our strategy plan is also integral to wider school plans for education recovery post Covid-19, notably through supporting disadvantaged pupils and some non-disadvantaged pupils through targeted support through our own Academic Mentors.

Our approach will be responsive to common challenges and individual needs, rooted in EEF research and will not make assumptions about the impact of being disadvantaged. To ensure our approach is effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at opportune moments;
- adopt a whole school approach in which all staff take responsibility for raising expectations and achievements of disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	Lower than average ability on entry to school for reading, writing and maths. This includes phonics.
2	Reluctance to engage with additional learning opportunities and therefore the additional impact this has on academic achievement, and possibly wellbeing.
3	Increased number of pastoral issues, including parental engagement. Our analysis of behaviour incidents reflect that disadvantaged pupils are more likely to receive sanctions for their behaviour.

4	Lower levels of confidence and aspiration, which are reflected in wellbeing surveys, observations and discussions with pupils and families.
5	Readiness for school, including access to technology. Our analysis reflects disadvantaged pupils are less likely to complete their home learning, for instance.

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
Improve attainment for all pupil premium pupils, focusing on maths and science so they are at least in line with peers.	GL assessment scores will show improvements over time when comparing PP to non-PP pupils.
Ensure no pupil at BHA has any barriers to achieving an excellent education.	Ensure all pupils have the necessary access to technology, pastoral support, uniform, food within school etc, as appropriate.
Develop aspiration of pupil premium pupils so they leave us as confident young learners.	Engagement in extra-curricular activities and number of achievements/rewards are in line with non pupil premium pupils; spending linked to activities with and outside school that support aspiration, including CEIAG.
Develop key literacy skills to promote pupil premium pupils making better than expected progress.	Evidence of a range of intervention strategies reviewed and evaluated, including academic mentoring, small-group tuition, provision of reading materials and TA support.

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: £22,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional groups in year 6 maths to support number skills and get more pupils to curriculum-related expectations ahead of KS2 assessments.	Pupils baseline tested on entry (through GL assessments) reveals that attainment is lower than average in maths. Adopting a mastery approach for targeted students the EEF recommends has high impact. Successful use in previous years (see below)	1

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an existing TAs as an academic mentor/tutors to support small-group tuition within lessons and mentoring across all year groups for English and maths Termly skills gaps addressed based on assessment data.	Supporting pupils with reading comprehension strategies and other interventions, such as engagement with feedback is found to have high or very high impact. Using the same member of staff to support some identified pupils with their social and emotional learning will also reinforce resilience and positivity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Successful use in 2021-22 (see below)	1, 4
Use HLTAs to support phonics delivery and other core skill support for individuals and small groups.	Research suggests Teaching Assistant interventions have moderate impact, but a focus on phonics (where needed) has high impact.	1

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

Budgeted cost: £23,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of wider reading material to all pupil premium pupils. Purchase of revision guides for KS2 pupils approaching assessments.	Improving vocabulary through having appropriately challenging reading material to support cultural capital by including a wide range of authors and genres, but also linked to what pupils are studying thematically in English lessons. Further research is available here: https://www.oup.com.cn/test/word-gap.pdf	1, 5

	Positive evaluations and impact from 2021-22.	
Ensure all pupils have access to technology, uniform and equipment such as scientific calculators, music tuition and art resource materials to support home learning, through individual staff bidding for funding when an identified need arises.	These activities are bespoke to avoid treating disadvantaged pupils as a homogenous group, but would be grounded in research such as arts participation and trips to support cultural capital. Each bid is evaluated for impact, based on need e.g. improvement in attendance, attitude to learning or other specific outcomes.	5
Payment of three UPS staff to offer additional pastoral support to pupil premium learners, such as encouragement in extra-curricular take-up, contact with parents/carers if non-attendance at parents' evening and academic mentoring.	Arts participation has moderate impact. Mentoring is identified to have low impact but is deemed important for identified pupils and can also act as a form of behaviour intervention for some. Improving parental engagement is judged to have moderate impact.	2, 3, 4

Total budgeted cost: £80,981

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

As a middle school, pupils join us in year 6 and leave at the end of year 8. Year 6 pupils take their KS2 assessments after being at the school for only two terms. Due to Covid-19, KS2 assessments were cancelled for the 2019-20 and 2020-21 cohorts and data collected from 2021-22 is only expected to be used for internal purposes and not compared to previous cohorts or other schools.

To assess the impact of the way we spent the National Tutoring Programme money, we signed up to ImpactEd. Although our academic mentor worked with pupils across all year groups, only data from years 7 and 8 was collected. ImpactEd acted on behalf of the Education Development Trust to collect data from schools to share with the DFE to evaluate best practice.

The review included:

- virtual discussions about how we were using the funding, with the academic mentor and a teacher who was involved
- sharing data (our own internal baseline vs end of year data) for pupils who received the support
- a selection of the pupils who received the support completed a baseline (January) and end of year (July) attitudinal survey. Other similar, non-PP pupils completed the survey as a control group.

Self-Efficacy

All pupils (control group) improved by 1.56% versus those participating in the tutoring, who improved by 2.59%.

School Engagement

All pupils improved by 5.94% versus those participating in the tutoring, who improved by 22.5%

ImpactEd will be publishing comparisons to national participants later in the academic year. We have signed up for this academic year to further our evidence base.

Progress

26 pupils were deemed 'working towards' at the start of their tutoring in English, one 'working at'. At the end of the year, 9 pupils were 'working towards' and 17 'working at' curriculum related expectations.

In maths, 7 pupils were deemed 'working towards' at the start of their tutoring, 6 were 'working at'. At the end of the year, 2 were 'working towards', 6 were 'working at' and 5 were 'exceeding' curriculum related expectations.

Year 6 outcomes for KS2 SATs were as follows:

	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
FSM6	24	100.9	-4.4 ●	99.4	-1.7	101.0	-4.8 ●	101.3	-4.3 ●	93%
Not FSM6	139	104.3	-2.1	101.7	-0.7	102.9	-2.8	102.8	-4.3 ●	93%

Although these show that our value added scores are lower for Pupil Premium pupils, all pupils, including those who were Pupil Premium, made good progress from their entry points:

	GL Sept*	Oct/Nov SATs	Jan SATs	Mar SATs	Final SATs
English Reading**	57%	47%	60%	63%	71%
English GPS**	58%	55%	58%	56%	62%
Maths**	44%	32%	44%	55%	67%

*-GL Baseline Assessment (Test 10) includes a KS2 scaled score comparison in the data. The % is taken from the GL analysis of individual pupil performance and GL use the data to **project what the cohort will achieve in their KS2 examinations**, based on baseline outcomes. **-compared to 2019 boundaries.

GL Progress Tests in English, maths and science are used at the start of year 6 to baseline our pupils on entry to the school. They are also repeated at the start of year 7 and end of year 8 to support KS3 baseline data and exit data respectively. The assessments check pupils' knowledge, understanding and application in the core subjects, track progress at individual and cohort level and indicate possible gaps in learning. As they are standardised on over 100,000 students, with benchmarks verified each year based on analysis of over half a million pupils, they are a robust tool to help us assess the impact of our curriculum.

The data below shows the outcomes of all of our pupils and our Pupil Premium and Free School Meal pupils from the last academic year. The numbers referenced link to the Standard Age Score (SAS) where a score of 100 is the expected score of an 'average' pupil in that year group, as based on GL assessment data overviews. This is the fairest way of comparing the performance of students within or across a year group and/or different schools. Pupils in year 6 were in smaller groups for maths due to using pupil premium funding to support having an additional teacher within the timetable at this time. A greater % of PP pupils than our actual % were in the smaller groups. They also received phonics and reading intervention support, where needed, through the use of HLTAs. Individual pupils were monitored closely and provided with tailored support.

	Baseline (taken at start year 6)	All Pupils	Points Diff	B/line PP	PP	Points Diff	Baseline FSM	FSM	Points Diff
Year 8 English	98.9	109.9	11.0	*	111.6		97.0	107.1	10.1
Year 8 Maths	98.3	108.9	10.6	*	111.2		95.1	105.2	10.1

* = sub-category where data was not previously collected.

The data shows that 'all pupils' tend to enter the school with scores slightly below the average, with FSM pupils a little further below average. By the time of the assessments, Pupil Premium pupils at the end of year 8 performed better than the whole cohort average and all pupils, including Pupil Premium and Free School Meals pupils made strong progress.

Furthermore, the table below shows the % of pupils using GL Assessment data who made 'at least' or 'above expected' progress through GL's stanine progress grids. Again, the vast majority of pupils made at least expected progress and in English PP and FSM pupils largely attained in line with their non-PP peers.

ENGLISH	Number of Students	At Least Expected Progress	Above Expected Progress
All Students	135	99%	61%
FSM	9	100%	56%
Non FSM	126	99%	62%
PP	20	100%	60%
Not PP	115	99%	62%

MATHS	Number of Students	At Least Expected Progress	Above Expected Progress
All Students	133	99%	64%
FSM	9	100%	56%
Non FSM	124	99%	65%
PP	20	95%	40%
Not PP	118	100%	65%

Additionally:

- all pupils who required technology support had access to the required technology
- all pupils received a set of books to support wider reading and vocabulary development – 94% of pupils responded to this positively and 63% reported they were reading more at home as a consequence
- all pupils received an art home learning pack, enabling them to improve skills and quality of homework. Again, this was very positively received, with the Head of Art completing pupil voice and data analysis to assess impact
- all PP pupils had a trip paid for linked to an identified cultural capital need from our own surveys. Year 6 and 7 visited Stratford for a STEM and cultural exploration day; Year 8 developed communication and team work skills at an Escape Room.