

Pupil premium strategy statement – BBG Academy

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	BBG Academy
Number of pupils in school	1009
Proportion (%) of pupil premium eligible pupils	20.02% (202 Students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	16 th November 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	Saira Luffman Principal
Pupil premium lead	Sharon Brack Deputy Headteacher
Governor / Trustee lead	Chris Newby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 182,023
Recovery premium funding allocation this academic year	£ 27,115
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.	£ 209,138

Part A: Pupil premium strategy plan

Statement of intent

BBG Academy is committed to investing funding from the Pupil Premium (and, in previous years, the Year 7 Catch-up Premium) to provide opportunities for all students to achieve their full potential.

The **Pupil Premium** and **Year 7 Catch Up Premium** has been, and is spent in an integrated and targeted way, to ensure that students receive the opportunity for additional support and access to learning opportunities. We have chosen a classroom approach and intervention strategies which research has shown works. The progress of students in receipt of this funding is monitored throughout the year at each assessment point and the strategies are monitored and reviewed for their effectiveness.

The Sutton Trust research indicates that effective support comes from quality first teaching, improving feedback (a whole school focus), reduced class size, early intervention and extending the breadth of the curriculum.

Parents will know the progress that their child is making through regular reports and Parents' Evenings. The needs analysis for the Pupil Premium is an ongoing process throughout a student's education at BBG Academy, which includes:

- Transition into the school
- Following the publication of school report data
- During Pastoral Education Plan meetings for 'Children Looked After'
- As part of a review of any other plan or provision.

Furthermore, circumstances for individual students may change, meaning that a needs analysis results in some students becoming eligible for additional support.

What We Believe In

At BBG Academy, we believe in narrowing the educational attainment gap.

- We believe that it is a priority to unlock the potential of those students entitled to the Pupil Premium and Free School Meals and so narrow any gap between those entitled to this support, and their peers.
- We use performance data to identify gaps. Therefore, we seek to identify students at risk of underperforming and challenge those whose progress needs to accelerate.
- We aim to intervene effectively, track progress and change approach where necessary.
- We aim to listen to students and engage them in dialogue regarding their attitudes to learning.
- We aim to develop effective ways of engaging both students and their parents/carers.
- Crucially we do not accept excuses and seek to evaluate, celebrate and share success.
- We communicate the vision of narrowing the gap and provide the drive and commitment necessary to motivate.

- We should maintain a consistent focus on the key underachieving group of PP/FSM students.
- We have a robust tracking system that provides regular, accurate feedback on the progress of students that helps to shape provision
- We advocate the development of a Growth Mindset, rewarding hard work and resilience. We strongly believe that any student can succeed.

At BBG Academy, we have implemented a range of strategies which support the students who qualify for pupil premium. No single intervention provides a complete solution to the complex educational needs of any school, and therefore our strategies are as individual as our students are. Our overarching aim is to close the gap in achievement between those students who are eligible for FSM, LAC and Services Children and those who are not.

The following examples outline just some of these ways we've committed our pupil premium to try and achieve our goals:

- Provision of daily contact with form tutors who build relationships with members of their form. In the case of remote learning, form tutors check in regularly both virtually and via the phone for pupils who are self-isolating.
- A specialist SEN department who provides support for students with particular educational needs/
- A dedicated member of the pastoral team who supports and nurtures; including vulnerable students.
- A Pastoral Manager who supports our most challenging students.
- 1:1 support and intervention for all students who require it.
- Small group intervention and support for all students who require it, including a comprehensive intervention strategy during holidays and after school for examination groups.
- A curriculum under constant review which is designed to offer maximum flexibility to meet the needs of individuals.
- A broad and varied enrichment programme that offers outside of the classroom opportunities.
- Constant staff development and training to ensure that all staff in school are able to provide for each student.
- Specialist EAL intervention for students for whom English is not their first language
- Leadership from a designated member of the senior team.

Disadvantaged and Vulnerable Students

A member of the Senior Leadership Team, Mrs S Brack, is responsible for the analysis of data to identify target groups of underperforming, disadvantaged, vulnerable students, Looked After Children and minority ethnic groups.

This analysis is then discussed with the Senior Leadership Team and Middle Leaders, and drilled down to groups and individual students in order to facilitate and target action for improvement with a focus on narrowing the gap.

Challenges

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

Challenge number	Detail of challenge
1	Students who are in receipt of Pupil Premium funding have arrived in Year 7 already behind their non-Pupil Premium counterparts in Reading (12.24-month difference), Spelling (10.7-month difference), and Quantitative (Cat Score difference of 3%) aspects of learning.
2	Students who are in receipt of Pupil Premium funding make similar progress in their studies to other students in receipt of Pupil Premium funding nationally – but are not necessarily in line with progress made at BBG.
3	Students who are in receipt of Pupil Premium funding, over the last four years, have had a larger percentage of exclusions and isolations than students who are not in receipt of Pupil Premium funding – with an average of 17% of the cohort comprising Exclusions as compared to 7% non-Pupil Premium students, and an average of 39% of the cohort comprising Isolations as opposed to 21% non-Pupil Premium students.
4	Students who are in receipt of Pupil Premium funding, over the last four years at BBG, have a lower overall attendance than the average attendance – 91% as opposed to an overall average of 96%.
5	Students who are in receipt of Pupil Premium are more often in need of IT support – either in the way of computers to complete work, or dongles to ensure internet access is secure.

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
<i>Students who are in Year 7 who have lower than average, and lower than age- related reading ages, will be able to access the curriculum with their peers.</i>	Reading ages will demonstrate a greater-than-chronological improvement over time, and students will be better able to access the curriculum.
<i>Students who are in Year 11 will be able to access and engage with the school's intervention and revision programme.</i>	Year 11 Pupil Premium outcomes will move closer to BBG's overall progress figure.
<i>Students who are in receipt of Pupil Premium will work with behaviour support workers and their heads of year and associate heads of year to reduce incidences of exclusions and isolations.</i>	The number of Pupil Premium students who are excluded or in isolation will be reduced.

<i>Students who are in receipt of Pupil Premium will be able to engage with school work at home, ensuring homework and revision is done in a timely fashion.</i>	A reduction of Homework comments for pupils, as well as an increase overall for outcomes.
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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: £50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support Worker	Increased anxiety and some school attendance issues identified post Covid.	3, 4
Pastoral Support X2	Increased anxiety and some school attendance issues identified post Covid. Increased workload for Heads of Year as a result of Post Covid changes and SEMH needs.	3, 4
IT support tools - Broadband upgrade - Visulaisers - Nearpod - Mega Seating Plan - Laptops	Significant disruption to learning ongoing due to pandemic. Technology upgrade to support virtual platform for students and colleagues still disrupted by Covid and risk assessments. Enabled access to lessons for all.	1,2,3,4,5

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

Budgeted cost: £75,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional staff member to support with attendance (part time)	The number of students that are on role has grown to 1012. Despite this fact we still only have one Attendance Welfare Officer. As a result, capacity for home visits and other trust initiatives is limited.	4
Staffing for extra intervention – extended school day for Year 7 (see data). Primary specialist tutoring	55 Students were identified according to the following factors: <ul style="list-style-type: none"> • Overall average on CAT score (83.27 compared to an overall cohort average of 98.34) • Overall average on NGRT reading age (10y 3m compared to overall cohort average of 13y 1m) • Overall average on NGRT spelling age (8y 11m compared to overall cohort average of 11y 8m) • Receipt of pupil premium (14 pupils) • Identified SEN Need (19 pupils) 	1
Access to technology	Students' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. Continue to work with the DfE/Trust to ensure digital devices for those eligible can be claimed, however where there are still gaps so the school will look to invest in building a small stock of additional devices alongside looking at innovative approaches to provide internet access.	2,3,5
Rewards/incentives	To boost attendance & motivation during scheduled intervention sessions	2,3,5
Progress Championship & Revision Programme	To support pupils – especially pupil premium pupils – in engaging in school and taking up the support on offer for revision	2
Revision books & Materials	Providing additional books and educational resources to students	2, 5

	which will engage students in a range of subjects.	
Intervention Sessions (Including Holidays & Saturdays)	Providing time and space outside school hours to support specific interventions and masterclasses.	1,2,3,4,5
KS3 Recovery Programme	English, Maths and Science –core concepts from Primary building into stretch in KS3 Live delivery after school – homework and/or in supervised sessions.	1,2,3,4,5
KS4 Online Intervention Course	20-week programme in English, Maths and Science	1,2,3,4,5

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

Budgeted cost: £84,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport	Students who did not engage over lock down may be more likely to pick up exclusions if they have fallen behind their peers and decide it's easier to misbehave than admit this. Look at reintroducing guest excursions (for 5 days or less) to support continuous learning in one form or another. Due to recent experiences some students are reluctant to return to school. There is a mixture of emotional and financial barriers that some of our students must battle daily. If extra funds or time (support) was available, then a real impact could be had in this area to support students getting back into school.	2, 3, 4
Careers Advice & Guidance	A lack of in-person education has meant that pupils have not had access to – or knowledge of – many offers that would have been available in the past. To fill the gap, we need to bring in external providers, as well as continue to support students with their post-16 queries.	2, 5
Rewards for Attendance, Engagement	Students who may be reluctant to return to school, or who are finding consistent attendance difficult may be encouraged to return and stay in school if rewards are offered. Further, we are reinforcing to all	4

	pupils that being in school comes with more rewards as well.	
Year 7 & 8 Resilience Camp UK and France	We strive to ensure that all students who attend BBG are offered opportunities to build their team-working skills, to develop their resilience, and to become adept at trying new things. Our Resilience camps offer all three – and allow our students to gain a broader experience than they would have had without these opportunities.	1
Aspiration	One of the key factors for our students in their post-16 choices is whether or not they want to attend university. Our Aspiration drive will allow students the opportunity to engage in higher-level debate, to visit red-brick universities, and to start to see these elite institutions as achievable for themselves.	2

Total budgeted cost: £209,000.00

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 2020 to 2021 academic year.

The PP outcomes continue the trend from last year, improving the outcomes for pupils premium against national. The cohort for the 2021 leavers is broadly similar in numbers and gender to 2020 outcomes, but includes a large proportion of LAP students (53% are LAP, 44% are MAP, 3% are HAP), with a slightly girl-heavy cohort overall.

Pupil premium students are making similar progress towards topics as non-Pupil premium students - however, they are not making more rapid progress which may bring them closer to the non-pupil premium outcomes. All pupils outcomes are significantly above national based on the 2019 grade boundaries' P8 outcomes, which may be a measure of the relative success of the MAP/LAP students against national outcomes - which are significantly above national benchmarks and have made great gains from the 2020 cohort's outcomes. PPP students' outcomes are, at lowest, in line with the national average for all pupils

The 2021 cohort of PP students are made up of 34 pupils. 16 are girls, 18 are boys. In this cohort, boys' prior attainment is primarily 'lower attaining' - with 14/18 identified as 'LAP' from their attainment at KS2. Only 1 boy is a HAP, and 3 are MAP. This is very different from the girls in the cohort; where the majority of them are identified as 'MAP', and only 4/16 identified as LAP. Two are 'HAP'. The prior attainment of students is only a part of the picture – due to the fact that there will be no 'Progress 8' figure this year, we have to use a rough guide to see if the students are 'in line' with prior data, and 'in line' with their non-pp peers. To do this, historic data (from the 2020 and 2019 year groups) was referenced, and student progress compared to outcomes. These distinctions are important to note, because when looking at the gender gap for PP students it is easy to see that there is a massive attainment gap between the two – but if one looks at their A8 points as a rough guide to whether they are 'in line' with non-pp peer.

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A