

## Pupil premium strategy statement

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 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  | 487                   |
| Proportion (%) of pupil premium eligible pupils   | 15%                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022 – 2024-2025 |
| Date this statement was published   | 29 November 2023      |
| Date on which it will be reviewed   | October 2024          |
| 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   | £71,535<br>(& £12,650 LAC/PLAC) |
| Recovery premium funding allocation this academic year  | £14,913                         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                              |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £99,098                         |

# Part A: Pupil premium strategy plan

## Statement of intent

At Bredon Hill Academy, we have high aspirations and ambitions for all our pupils and we believe that no pupils should be left behind. We aim to ensure that our pupils are given every chance to reach their potential. Therefore, we 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. We know, as is supported in 'The EEF Guide to Pupil Premium: 'Menu of approaches' document that high-quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.

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 as needed.

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

- ensure disadvantaged pupils are challenged in the work that they are 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 parent/carer engagement and attendance at parents' evenings. 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, 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: £25,000

| 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 tests 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 for low cost.<br>Successful use in previous years (see below) | 1                             |

|   |   |      |
|---|---|------|
| Membership of GLOW Maths Hub to develop best practice.  |   |      |
| Further refine the range and quality of feedback given to pupils to accelerate the progress being made through CPD and review of its impact.  | Effective feedback is shown to have very high impact for very low cost, according to the EEF Teaching and Learning toolkit. | 1    |
| Focus on further development of reading across the whole school with words of the week, whole class reading strategies (e.g. choral reading), tutor reading programme and targeted reading interventions e.g. peer-reading buddies. | Oral language and reading comprehension strategies are both found to have high impact for very low cost.                    | 1, 5 |

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

Budgeted cost: £38,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Employment of additional TA support to facilitate TAs or other staff to lead targeted interventions. | 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 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 for a very low cost.<br>As a school, we are using the FFT Lightning Squad because it suits our context for accessibility, the length of the programme and the research surrounding its impact (e.g. <a href="http://www.lended.org.uk">www.lended.org.uk</a> and other schools' evaluations)  | 1                             |

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

Budgeted cost: £36,098

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Provision of wider reading material to all pupil premium pupils.</p> <p>Purchase of revision guides and online study materials for KS2 pupils approaching assessments.</p>   | <p>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: <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p> <p>Positive evaluations and impact from 2021-22 and 2022-23.</p> | <p>1, 5</p>                   |
| <p>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.</p>   | <p>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.</p>   | <p>5</p>                      |
| <p>Payment of three UPR 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.</p> <p>Continue to complete a cultural capital/diagnostic survey for all pupils on entry to support with identifying gaps linked to wellbeing or wider experiences, particularly for disadvantaged pupils.</p> | <p>Arts participation has moderate impact.</p> <p>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.</p> <p>Parental Engagement has moderate impact for very low cost.</p>   | <p>2, 3, 4</p>                |
| <p>Employment of an additional member of staff on a part-time basis to support wellbeing.</p> <p>Following resignation of previous Wellbeing Lead (SENCO), the training of a member of staff to become our new THRIVE lead.</p>   | <p>Targeted social and emotional learning support is reported to have moderate impact.</p> <p>As above, targeted wellbeing mentoring and support is deemed vital for identified pupils to support their attendance, resilience and mental health, particularly in the absence of available services beyond the school.</p>   | <p>2, 3, 4</p>                |

**Total budgeted cost: £99,098**

## 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 2022 to 2023 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.

GL Progress Tests in English, maths and science are usually 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, external tool to help us assess the impact of our curriculum and the progress our pupils make over their three years with us. They are therefore a far more helpful indication of the progress pupils make with us in comparison to KS2 outcomes.

Year 6 outcomes for KS2 SATs 2023 were as follows:

|        | Number | Ave Scaled Score | % Expected Standard | Reading | Writing | Maths | GPS   |
|--------|--------|------------------|---------------------|---------|---------|-------|-------|
| PP     | 21     | 98.9             | 24%                 | 99.6    | 97.9    | 98.2  | 97.1  |
| Not PP | 141    | 104.9            | 67%                 | 106.2   | 101.5   | 103.6 | 104.4 |

*Taken from FFT Aspire*

Although these show that our scaled score outcomes 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** | 69%      | 49%          | 69%      | 85%      | 78%        |
| English GPS**     | 74%      | 38%          | 52%      | 57%      | 69%        |
| Maths**           | 53%      | 29%          | 32%      | 64%      | 75%        |

\*-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.

### Year 8 Exit Data 2022-23

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. Due to COVID, pupils did not take a baseline assessment in year 6 as they would normally. They did in year 7, at the start of their KS3 journey. Whilst in year 6, pupils were in smaller groups for maths as pupil premium funding was used to have an additional maths teacher. A greater % of PP pupils than our actual % were in the smaller groups. Some targeted pupils also received phonics and reading intervention support, where needed, through the use of HLTAs. Individual pupils were monitored closely and provided with the support that reflected their individual need.

|                | Baseline (taken at start year 7) | All Pupils | Points Diff | B/line PP | PP    | Points Diff | Baseline FSM | FSM   | Points Diff |
|----------------|----------------------------------|------------|-------------|-----------|-------|-------------|--------------|-------|-------------|
| Year 8 English | 105.8                            | 111.4      | 5.6         | 101.1     | 108.1 | 7.0         | 101.8        | 107.8 | 6.0         |
| Year 8 Maths   | 101.8                            | 106.7      | 4.9         | 97.5      | 102.4 | 4.9         | 95.5         | 102.0 | 6.5         |

| % of pupils at 100 SAS or higher at start of year 7 (no year 6 due to COVID) vs on exit | Year 7 Entry | Year 7 PP Entry | Year 7 FSM Entry | Year 8 Exit | Year 8 PP Exit | Year 8 FSM Exit |
|---|--------------|-----------------|------------------|-------------|----------------|-----------------|
| English   | 71%          | 48%             | 56%              | 80%         | 71%            | 65%             |
| Maths   | 55%          | 40%             | 27%              | 69%         | 57%            | 50%             |

The tables above don't show the full progress made for pupils at BHA due to COVID prohibiting baseline testing in year 6. As can be seen however, PP and FSM subgroups closed the gap to their peers during years 7 and 8 at Bredon Hill Academy. Furthermore, they also outperformed national scores for 'all' pupils as they exceeded the 100 SAS. This reflects strong levels of progress and also the impact the range of strategies used during the pupils' time with us had.

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 | 143                | 97%                        | 42%                     |
| FSM          | 13                 | 100%                       | 54%                     |
| Non FSM      | 130                | 97%                        | 41%                     |
| PP           | 16                 | 100%                       | 56%                     |
| Not PP       | 127                | 97%                        | 40%                     |

| <b>MATHS</b>        | <b>Number of Students</b> | <b>At Least Expected Progress</b> | <b>Above Expected Progress</b> |
|---------------------|---------------------------|-----------------------------------|--------------------------------|
| <b>All Students</b> | 144                       | 97%                               | 33%                            |
| <b>FSM</b>          | 14                        | 93%                               | 36%                            |
| <b>Non FSM</b>      | 130                       | 98%                               | 32%                            |
| <b>PP</b>           | 17                        | 100%                              | 29%                            |
| <b>Not PP</b>       | 127                       | 97%                               | 34%                            |

Additionally:

- all pupils who required technology support had access to this – either through the loan of a laptop or help in the homework club.
- all PP pupils received a set of books to support wider reading and vocabulary development – 96% of pupils responded to this positively and 67% reported they were reading more at home as a consequence.
- all PP pupils in year 6 received an art home learning pack, enabling them to improve skills and quality of homework. Again, this was very positively received, and the Head of Art completed pupil voice and data analysis to assess impact. PP pupils in years 7 and 8 received these in the previous academic year and were offered top up materials, where needed. From internal data, the gap between PP and non PP pupils in art was significant, particularly linked to PP pupils’ ability to work independently. This intervention has considerably reduced the gap, improved PP pupils’ attitudes towards the subject and there’s a targeted lunchtime club to further support those who need it.
- Following a survey finding an increasing number of pupils were arriving to school without breakfast, all FSM pupils have free toast available at breaktime, in addition to their FSM. Some pupils were also invited to an Early Birds Club to support their organisation, confidence and have a breakfast snack.
- PP Funding has helped purchase maths text books, Spelling Frame subscription and Dyslexia Gold subscriptions and FFT Lightning Squad for those with identified needs. Spelling Frame contributed to a rise in GPS attainment by 3% in comparison to last year’s SATs. Individuals on Dyslexia Gold and FFT Lightning Squad have been evaluated individually by the Head of English.
- The number of PP pupils engaging in extra-curricular and leadership roles increased in comparison to the previous year through increased whole staff awareness and the work of PP Champions.
- To support equity and cultural capital, all PP pupils had their end of year trip paid for, trip to the RSC (year 8). Working with the Head of Music, any PP pupil who expressed an interest in peripatetic music tuition had these lessons paid for when required. Progress data showed this enabled these pupils to make at least expected progress in music.