

## Pupil premium and recovery premium strategy statement (secondary)

Summary information					
<b>School</b>	Birches Head Academy				
<b>Academic Year</b>	2023-24	<b>Total PP budget</b>	<b>£462,645</b>	<b>Date of most recent PP Review</b>	Sept 2023
	2023 - 24	<b>Estimated recovery premium</b>	<b>£123,372</b>		
<b>Total number of pupils</b>	1056	<b>Number of pupils eligible for PP</b>	502 (48%)	<b>Date for next internal review of this strategy</b>	June. 2024

### Current attainment 2023 results (updated Feb 2024)

	Pupils eligible for PP	Pupils not eligible for PP
<b>% achieving 5 9-4 incl. EM</b>	<b>18.4</b>	35.9
<b>% achieving Maths (9-4)</b>	<b>10.5</b>	44.7
<b>% achieving English (9-4)</b>	<b>36.8</b>	56.3
<b>% achieving basics match (9-4)</b>	<b>26.3</b>	41.7
<b>% achieving basics match (9-5)</b>	<b>5.3</b>	21.4
<b>Progress 8 score average</b>	<b>-1.1</b>	-0.7
<b>Attainment 8 score average</b>	<b>2.7</b>	3.4

### Barriers to future attainment (for pupils eligible for PP and RP)

In-school barriers	
<b>A.</b>	Curriculum: High ability pupils who are eligible for PP/RP are making less progress compared to non PP/RP pupils
<b>B.</b>	Teaching and Learning: Literacy levels for some pupils eligible for PP/RP are lower than for non-disadvantaged pupils
<b>C.</b>	Wider Outcomes: Access to opportunities for educational and cultural enrichment beyond the curriculum
External barriers	
<b>D.</b>	Attendance levels of some disadvantaged pupils fall below that of non-disadvantaged pupils
<b>E.</b>	Aspirations of some disadvantaged learners are not in line with Academy values
<b>F.</b>	Engagement within the wider school community (Pupil leadership and extra curricula) is lower amongst PP/RP pupils

<b>Desired outcomes</b>						
<b>A.</b>	Improvement in the attainment of pupils in all ability groups in the receipt of the Pupil Premium and Recovery Premium					
<b>B.</b>	Maintenance and continued improvement of progress for low, middle and high ability disadvantaged pupils					
<b>C.</b>	Increased participation in the engagement of disadvantaged pupils in learning					
<b>D.</b>	Maintenance and improvement of engagement levels					
<b>E.</b>	Maintenance and improvement of the attendance figures for pupils					
<b>Planned expenditure</b>						
<b>Academic year 2023-24 income £586,017</b>						
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality of teaching for all</b>						
<b>Desired outcome</b>	<b>Planned action/ Chosen action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well/</b>	<b>Staff lead</b>	<b>Resources</b>	<b>When will you review implementation?</b>
<b>A</b>	Deliver knowledge rich curriculum		Through regular line management meetings using the in school accountability structures.	GB	Curriculum conversations, Collaboration, LM meetings, Learning walks, snapshots, Lesson observations	Every Learning Programme (5x per year)
<b>A</b>	All pupils in KS4 to follow a 'curriculum for all'		Through regular line management meetings using the in school	Curriculum conversations Collaboration LM meetings Learning		3 times per year at Data collection  Formal internal assessments

			accountability structures.	walks Lesson observations		
<b>C</b>	Embedding of 'consistency in the Academy'	A consistent high level in classroom standards and Teaching and Learning expectations will result in greater progress.	Application of consistent classroom expectations and standards is monitored via snapshots, learning walks, pupil voice, work scrutinies and observations.	GB	Posters in every room, Assemblies Staff briefings PPM Line-ups	Each snapshot fortnight
<b>B</b>	English staff part of the Yr11 form tutors to work with small groups of pupils, especially the disadvantaged during AR	More curriculum time given to English through AR.	HoD/ HOL to QA provision in snapshot.	PP	AR	Data Capture Assessment
<b>B</b>	Implement a reading recovery programme	Reading comprehension strategies are high impact 6+	Timetabled lessons, re-testing frequently	VP and Literacy Lead practitioner	Curriculum time Lead practitioner	Retesting, reviewing cohort

<b>C</b>	Use of specialist teacher support in mathematics and English to improve disadvantaged attainment and progress with 1:1 support and small group provision.	Smaller group and 1:1 tuition have a proven record of improvement. EEF smaller groups +4 months. Pupils targeted with specific areas of tuition matching gaps in knowledge.	HoD/PP/GB to monitor impact through assessments and DC. Closing of gaps within areas of question level analysis.	HoD/PP/GB Maths and English	Curriculum AIM LP cycle	Data Capture Assessment
<b>B</b>	Additional hour in English introduced in 2022-23 in KS3	Low levels of literacy amongst some disadvantaged pupils has been identified as a cause of underachievement EEF - Oral language intervention +6	Curriculum maps identify oral language intervention	AOO	Additional curriculum time Literacy strategy GL Reading Assessment	Each data collection Reading Scores 3 x per year Participation in speaking events such as assemblies
<b>A</b>	Extra Curricular period 6 tuition sessions across Yr11 subject areas to improve the attainment and progress of disadvantaged pupils.	More curriculum time. P6 to support subject specific learning of identified disadvantaged pupils to fill learning gaps.	P6 tuitions discussed in line management meetings. Progress of pupils attending tuition monitored.	SLT/HoD	T&L budget Curriculum AIM LP Cycle	Year 11 Data Capture, Curriculum AIM Assessment

<b>C</b>	Bespoke literacy catch-up timetabled sessions for disadvantaged pupils who are below functional reading age of 9.7yrs and chronological reading age	Low levels of literacy and numeracy amongst some disadvantaged pupils has been identified as a cause of underachievement. EEF – low cost, high impact +6 months (extensive impact)	Through regular line management meetings using the in-school accountability structures. Online GL reading assessments completed 3 x per year	AOO/ SENCO HTLAs	Dyslexia Gold Fresh Start Better Reader Read and respond	3 assessment points
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<b>D</b>	Specialist resources and equipment supplied to allow PP/RP learners to access the knowledge rich curriculum.	Some pupils from disadvantaged backgrounds are unable to provide specialist materials for practical elements of assessed work.	Snapshot of practical lessons. Pupil voice. Progress of pupils in practical subjects monitored through school systems.	HoD	Pre ordered supplies and materials eg food ingredients and practical materials.	Data Capture Assessment
<b>A</b>	Embedding the Inclusion provision (ISC/Bungalow) so disadvantaged pupils can continue to learn in school utilising remote learning.	Behaviour policy upheld without loss of learning	Line management monitoring of pupils who have attended the ISC/Bungalow. HoD to monitor uploading of departmental work.	SLW pastoral staff Teaching Staff TEAMS	Laptops Educational software e.g Kerboodle/ WhiteRose maths Microsoft 365	Ongoing
<b>C</b>	PLC trios as part of PPM sessions	EEF feedback- Collaborative learning approaches + 5 Enhanced quality of feedback +6. homework +5 months	Calendared PPM Themes determined by academy priorities	GB	PPM Directed Time Pedagogy Library TES Develop	Ongoing

<b>D</b>	AIM and GAS meetings share strategies for targeted pupils	Strategies to breakdown learning barriers are not shared consistently demonstrated.	Progress of case load pupils monitored via work scrutiny, pupil voice, assessment data and progress at DC points.	CS, LT,PP	GAS meetings Pastoral AIM Curriculum AIM Snapshots Lesson Observation	Data Capture Assessment lesson observations
<b>A</b>	Curriculum Aim calendared identifying and deploying strategies for pupils who are underperforming	Timely and swift with the correct pupils will improve progress at all levels.	Whole school approach to tuition and targeting specific Pupils Baseline and impact recorded	PP/HoD		Data Capture Assessment
<b>Total budgeted cost</b>						£257,693

<b>ii. Targeted supported</b>						
<b>Desired outcome</b>	<b>Planned action/ Chosen action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well/</b>	<b>Staff lead</b>	<b>Resources</b>	<b>When will you review implementation?</b>
<b>B</b>	Deployment of specialist staff used for targeted Maths and English tuition.	Swift and direct gap closing of specific skills and content with the correct pupils will allow the pupils to continue on the path of expected progress/secure in curriculum knowledge	Agreed school process of teacher and teacher support. Tracking impact of Identified pupils at DC points and assessment weeks.	PP	Curriculum AIM ASPIRE Eng and math Additional Teaching hours Snapshots Lesson Observations	Data Capture Assessment Each LP
<b>A</b>	English and Maths teachers used for targeted tuition for High Ability pupils	High ability pupils are not making the expected progress.	Agreed approach for targeted Maths tuition. Impact tracked at DC points KS2 (KS4) change in rank (KS3)	APs/ SL maths		Data Capture Assessment Each LP
	Appointment of a lead practitioner for literacy	Reading comprehension strategies are high impact 6+	Line manger.	JR/GB		Each LP



<b>B</b>	Provision of specialist literacy tuition sessions using specialist literacy programmes/books	Low levels of literacy amongst some disadvantaged pupils have been identified as a cause of underachievement EEF- reading comprehension +6 (extensive evidence)	Through LP cycle QA processes including, software analytics work scrutinies, snapshot, lesson observation	AAP/ Senco	Fresh Start Dyslexia Gold Better Reader Read and respond Work scrutinies Snapshots	End of each LP
<b>B</b>	AR reading strategy (Birches Head Literati)	Low levels of literacy amongst some disadvantaged pupils have been identified as a cause of underachievement EEF- reading comprehension +6 (extensive evidence)	Pastoral snapshot	CS/LJA/Ho L	Class sets of books	each LP

<b>B</b>	Whole school (subject) literacy focus	Low levels of literacy amongst some disadvantaged pupils have been identified as a cause of underachievement EEF- reading comprehension +6 (extensive evidence)	Quality assurance of literacy approaches reviewed in line management meetings.	Lit coordinator (JR)/ HoD/LM	Weekly literacy ppt. Literacy marking stickers 2x Curriculum reading text (KS3 and KS4)	Ongoing
<b>A</b>	M3 form completed following each data Capture or G4S equivalent.	Progress check of key vulnerable groups. Teacher implementation of strategies to tackle underperformance will promote progress for PP pupils amongst other vulnerable groups	M8 form checked against lesson observations. M8 departmental form is part of line management discussions	HoD/ LM	Go4 Schools software PPM Dept Briefing	Following each Data capture
<b>C</b>	Summer School	Most vulnerable pupils have build positive relationships with staff Know the academy site before start of term Less 'gap' in education between Y6 and Y7	Working with internal staff and external provider Historical evidence Senior leader has oversight	CR/TA	BHA staff Local external provider	review in SLT meeting (Sept)
<b>Total budgeted cost</b>						£166,182

<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Planned action/ Chosen action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well/</b>	<b>Staff lead</b>	<b>Resources</b>	<b>When will you review implementation?</b>
<b>D</b>	Bespoke IAG careers tuition for disadvantaged cohort to engage and focus learning in school	National evidence suggests that some disadvantaged pupils and families have low aspirations and lack knowledge about post-16 education.	Pupil voice, Curriculum map Learning programmes	Careers coordinator	FT staff Careers advisor Higher Horizons PSHEE Snapshots Work Scrutiny	Line management meetings

<p><b>D</b></p>	<p>A range of further projects and initiatives funded through the PP, including support for a systematic programme of extra-curricular learning (the FFET awards) incorporating a schoolwide commitment to Outdoor Adventure Learning, Peri lessons, Peer Tutoring, leadership opportunities and residential.</p>	<p>Experience of the school shows the positive impact of learning outside the regular curriculum in terms of engagement and, consequently, academic outcomes which also reflect the character development involved. EEF - Outdoor Adventure Learning (currently little evidence) Peer Tutoring +5; Social &amp; Emotional Learning +4; Arts Participation +3</p>	<p>Planning and review of quality and participation.</p>	<p>DofE lead, PSHE lead, HoD</p>	<p>Specialist equipment for DofE FFET Awards, Be More Curriculum,</p>	<p>LP engagement and participation reviews.</p>
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<b>E</b>	<p>Weekly focus on attendance and lates data</p> <ul style="list-style-type: none"> <li>• Staged approach to attendance monitoring.</li> <li>• Termly rewards</li> <li>• Attendance AIM</li> <li>• GAS meetings</li> <li>• Curriculum AIM</li> </ul>	<p>Experience of the school shows the impact that working with specialist staff has on securing and maintaining attendance for cohorts</p>	<p>Attendance focus in weekly pastoral meetings.</p> <p>Director of standards (experience), Seconded AP from within the Trust, AIM Attendance meetings</p>	CS/LJA/DL	<p>HOL Attendance officer SIMs FFT AIM and GAS meetings</p>	Weekly
<b>B, E</b>	<p>Pastoral AIM meetings to ensure all pupils are targeted/included to ensure all can fulfil their potential.</p>	<p>Timely and swift tuition with the correct pupils will improve progress at all levels.</p>	<p>Whole school approach to tuition and targeting specific pupils</p>	CS/PP	HoL/LC AIM	Each LP
<b>C</b>	<p>Daily/weekly uniform checks in all year groups.</p> <p>Targeted HOL/Pastoral support to ensure all are in the correct uniform and feel fully included in the academy.</p>	Social Capital	Daily uniform checks	CS/LJA	Bags purchased	Daily

C,E	A range of in house and external links available to support health, well-being and inclusion of all learners.	Experience has shown the impact of specially trained inclusion staff on securing and maintaining both wellbeing and progress	Safeguarding and inclusion updates in weekly pastoral meetings. Updates to SLT weekly.	Inclusion lead	TES – safeguarding database Frequent updates from SLT to all staff	Ongoing review of provision.
<b>Total budgeted cost</b>						<b>£164,142</b>
<b>Overall Total</b>						<b>£586,017</b>

## Pupil premium strategy statement (secondary)

1. Review of expenditure				
Previous Academic Year		2022-23		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A	Deliver knowledge rich curriculum		Continued	
A	All students in KS4 to follow specific flight paths	We moved away from flightpaths and introduced Target bands at KS4 No targets at KS3	Not continued	
C	Embedding of 'consistency in the	Routines and structures were evident but not applied consistently	Continuing. 3 day INSET in Sept to secure staff understanding of the CATA	

	Academy'			
<b>B</b>	English staff used as Yr11 form tutors to work with small groups of students, especially the disadvantaged during AR	Pupils voice was positive and impact on engagement seen in lesson.	6 week programme worked better than in 2021-22. This will continue Parental engagement needs improvement	
<b>B</b>	Additional hour in English for 2022-23 in KS3	Literacy improvements	Continued	
<b>A</b>	Compulsory period 6 tuition sessions across all Yr11 subject areas to improve the attainment and progress of disadvantaged students.	Attendance fatigue by LP3	New model in 2023	
<b>C</b>	Bespoke literacy and numeracy catch up timetabled sessions for disadvantaged students who are below expected levels across KS3	Literacy improvements	Continued Additional strategies in 2023-24	
<b>D</b>	Specialist resources and equipment supplied to allow PP learners to access the knowledge rich curriculum.	7-11 Outward bound/international residentials 7-11 Trips and visits KS4 Revision guides  All contributed towards	Continued in 2023-24	

<b>A</b>	Development of the Inclusion provision provision so disadvantaged students can continue to learn in school utilising remote learning.	Curriculum coverage Pupils followed the same curriculum, less learning lost	To be staffed and monitored by SLT 2023-24 ensuring that remote work is completed Impero to be utilised	
<b>C</b>	Collaborative research Groups (PLC) as part of staff CPD. PLC trios as part pf PPM sessions	Quality of Teaching improved (See SEF)	Trios improved practice and will be continued in 2023-24 Research groups – postponed for AY 23-24	
<b>A</b>	Curriculum Aim meetings calendared and used to identify and deploy strategies for students who are underperforming	Pupils targeted throughout AY and tutoring taken place. Improvement in engagement. Pupil voice positive	Continued	
<b>Total budgeted cost</b>				





