

# Pupil premium strategy statement – Birches Head Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil 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   | 969           |
| Proportion (%) of pupil premium eligible pupils  | 45%           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2027     |
| Date this statement was published  | October 2024  |
| Date on which it will be reviewed  | July 2025     |
| Statement authorised by  | Mr P Masher   |
| Pupil premium lead   | Ms P Phillips |
| Governor / Trustee lead  |               |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £478,000 |
| Pupil premium funding carried forward from previous years<br><i>(enter £0 if not applicable)</i>   | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £478,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

We believe that social justice can be achieved for our communities by providing excellence in education. We believe that improving educational outcomes is the biggest way we can positively impact on our pupils' futures. We have designed a Curriculum for Social Justice that will not only enable our pupils to achieve life-changing examination qualifications, but also a set of knowledge, skills and behaviours (cultural capital) that will enable them to lead a choice-filled life guided by a moral compass.

We seek to build a community where our pupils have the cultural capital to follow unlimited ideas and dreams. Above all else, we want our pupils to experience the fullness of life, where the sort of person they become is of paramount importance.

To BE MORE is to be a community which is prepared for a life full of choices. We believe that all pupils should be aware of the standards of behaviour expected at our academy which are underpinned by our values. Positive relationships throughout the academy are built on a set of shared values.

Courage: The quality in having strength in the face of difficulty

Justice: The quality of being fair and reasonable

Honesty: The quality of being truthful

Compassion: The quality of feeling pity and concern for the sufferings or misfortunes of others

Gratitude: The quality of being thankful: readiness to show appreciation for and to return kindness

Humility: The quality of having a modest or unarrogant view of one's own importance

Integrity: The quality of being honest and having strong moral principles

Respect: The quality of having due regard for the feelings wishes or rights of others

We apply our skills and resources to this philosophy, offering life skills of lasting value to our pupils. We firmly believe that our pupils deserve the opportunity to develop and realise their talents, aspirations and true potential and through this are inspired to achieve and follow their chosen career and life path. We expect all our pupils to have a 5-year journey in our Academy and to undertake a series of ongoing challenges, at different stages, that are designed to demonstrate key life skills of:

Leadership – pupils are taught to understand the definition of leadership and are given opportunities to apply this to their own lives. As part of our ethical leadership programme, pupils learn how the power of leadership can change lives and are given appropriate challenges to demonstrate this.

Organisation – pupils are taught how to become organised and are given opportunities to demonstrate this when identifying the steps towards successful completion of an activity or project.

Resilience – pupils are taught to recognise that hard work, persistence and effort yield results.

Initiative – pupils are taught how to think independently and are given opportunities to gain new experiences that enable them to use their imagination and common sense.

Communication – pupils are taught how to communicate effectively, and to realise the importance of this.

The above, combined with our Intellectual, Social and Cultural Capital objectives, form the basis of our Frank Field Education Trust Awards (FFET Awards). Throughout the pupils' five-year journey, they are expected to complete a range of activities within the four stages of the Awards scheme: Foundation, Intermediate, Master and Graduate. Each stage is subdivided into bronze, silver and gold to build further challenge within each pupil's school experience in order to "be more."

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Achievement:</b> Disadvantaged pupils on average attain lower and make less academic progress at the academy than their peers, especially in English, maths and EBacc subjects including science.            |
| 2                | <b>Attendance:</b> Average attendance rate for disadvantaged pupils is lower than that of other students, and Academy target for all children of 97%. This reduces their learning time and diminishes progress. |
| 3                | <b>Aspirations:</b> Some disadvantaged pupils do not benefit from experiences or opportunities to help them have high aspirations for their future career   |
| 4                | <b>Behaviour and attitudes:</b> Some disadvantaged pupils need additional support to ensure their attitudes and behaviour are conducive to good progress  |
| 5                | <b>Parental engagement:</b> Some parents/carers need additional information, support and guidance to help their child to learn and make progress  |

## 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  |
|--|---|
| <b>Improve achievement:</b> through consistently high standards in every classroom and adaptive teaching, effective feedback and appropriate challenge in every lesson, together with targeted academic interventions that address knowledge gaps and improve confidence, attainment and progress. | GCSE and vocational outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all pupils nationally. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. All disadvantaged pupils enter further education, training or employment post-16. |
| <b>Improve attendance:</b> through the deployment of our Attendance Officers and external partner, embed strategies to improve PP attendance and punctuality, and address the attendance gap between PP and non-PP pupils.   | Attendance figures show that the gap between PP and non-PP pupils is diminishing. Disadvantaged pupils' attendance is in line with the national average for all pupils (given the national context of COVID-19 restrictions).   |

|   |  |
|---|--|
| <p><b>Build aspiration and positive engagement:</b> by providing a range of opportunities for pupils to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.</p> | <p>Pupils speak positively about the academy and feel safe and happy at BHA. There is a very high level of engagement in wider curriculum opportunities by disadvantaged pupils and effective careers provision ensures they are well prepared for each transition stage in our academy.</p>       |
| <p><b>Promote positive behaviour and attitudes to learning:</b> to embed strategies to promote and support positive attitudes and behaviours for learning and break down individual barriers to progress.</p>                     | <p>The behaviour and attitude to learning of disadvantaged pupils is in line with other pupils, or shows an improving trend across all year groups. The proportion of disadvantaged pupils who are suspended is below the national average for secondary schools and is reducing year on year.</p> |
| <p><b>Parental Engagement:</b> by being proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.</p>                | <p>Parents/carer voice is positive regarding their child's education and they will feel that they are more able to help/support their child to achieve. Attendance and engagement by the parents/carers of disadvantaged students at school events is in line with that of other students.</p>     |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £270,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Bespoke CPD offer for all staff ensuring every member of staff has access to the training and support needed to be the best that they can be.</p> <p>Deployment of Lead Practitioners to drive up standards in teaching and learning across the academy.</p> <p>Access to the FFET network meetings to allow appropriate professional development opportunities.</p> <p>All staff wishing to take part in NPQ/SSAT courses are allowed access to these to gain accreditation as experts in their field.</p> | <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> | <p>1, 3, 4</p>                |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>  | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>  | <p>1, 3, 4</p>                |
| <p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>   | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>  | <p>1, 4</p>                   |

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|--|--|----------------|
| <p>The continual review of curriculum design through INSET, SDT and PPM sessions in all subjects to ensure all learners, including disadvantaged pupils, are explicitly taught the knowledge and cultural capital that they need to succeed in life.</p>   | <p>High quality teaching, which includes curriculum planning, is the most important lever schools have to improve pupil attainment:<br/> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</a></p>   | <p>1, 3, 4</p> |
| <p>Curriculum design will be quality assured through whole-school monitoring and evaluation systems.</p> <p>Staff to be given time to plan and implement their curriculums and link retrieval practice in a way that makes good pedagogical sense and to help pupils know and remember more.</p> <p>FFET network meetings for all subject leaders to offer further opportunities to evaluate and improve curriculum design.</p>          | <p>Curriculum as a progression model: Developing a curriculum for progression so that student know and remember more considering types of knowledge to ensure appropriate sequencing.<br/> <i>Ashbee, R (2021) Curriculum: Theory, Culture and the subject specialisms</i><br/> Ofsted research reviews which collate currently available research evidence. We have considered what the evidence tells us about a high-quality education in each subject and ensured that our curricula reflect this.<br/> <a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a></p>  | <p>1, 3</p>    |
| <p>Refine formative and summative assessment practice through staff CPD so that assessments help teachers to identify what pupils remember from the taught curriculum and identify the missing building blocks in pupils' learning.</p> <p>A range of formative and summative approaches to be used as vehicles for pupils to demonstrate their learning, ensuring the time taken to mark correlates with successful pupil outcomes.</p> | <p>EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year.<br/> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p>The Independent Teacher Workload Review Group published a report following the Department for Education's (DfE's) workload challenge. The three principles from this report stated that marking should be meaningful, manageable and motivating.<br/> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf</a></p> | <p>1</p>       |

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|---|--|-------------------|
| <p>Further improve the transition process from primary to secondary so the school and class are more thoroughly prepared for the arriving learner. Increase communication with 26 feeder primary schools to help foster curriculum continuity, make intelligent use of diagnostic assessment, and plan to address specific pastoral needs and academic support.</p> | <p>Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with transition.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>   | <p>2, 3, 4, 5</p> |
| <p>Enhancement of our EBACC teaching and curriculum planning in line with Ofsted Research papers and EEF guidance. Designated curriculum time given for the development of teaching and time to embed the key elements of the EEF/Ofsted documentation. Quality assurance programme used to evaluate effectiveness of new approaches undertaken</p>                 | <p>There is strong evidence of a link between economic disadvantage and attainment in science, which in turn is a significant barrier to further participation in science subjects. The school will use the EEF recommendations to identify approaches which successfully boost attainment and remain this barrier.</p> <p><a href="#">Science   EEF Research review series: science</a></p> <p>In schools, the teaching of geography gives students an understanding of the world around them, its environments, places near and far, and the processes that create and affect them. This is a core part of high-quality teaching and learning in geography at Weatherhead and highlighted as best practice in the <a href="#">Research review series: geography</a></p> <p>At BHA, teaching and curriculum design in history reflects the relationship between substantive and disciplinary knowledge. Teaching develops pupils' historical knowledge and their historical analysis simultaneously. This is highlighted as best practice in the <a href="#">Research review series: history</a></p> <p>In 2020, 'Language trends' shone a spotlight on disapplication. Disapplication is when a school removes all or part of the curriculum for a pupil or group of pupils as evidenced in <a href="#">Curriculum research review series: languages</a></p> <p>At BHA, every student at KS3 studies a language and all students are given the opportunity to gain a languages qualification at KS4. The careful curriculum design engages all learners irrespective of background or ability.</p> | <p>1, 3</p>       |



|   |   |              |
|---|---|--------------|
| <p>Whole school numeracy development.</p> | <p><a href="#">EEF IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE Guidance Report</a> states:</p> <p>Ensure that pupils develop fluent recall of number facts. Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later in their studies.</p> <p><a href="#">OFSTED's research review for Mathematics</a> states that: Based on the above, high-quality maths education may have the following features</p> <ul style="list-style-type: none"> <li>• School-wide approaches to calculation and presentation in pupils' books.</li> <li>• School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other.</li> </ul> <p>This is a focus for development around our Use of Mathematics Across the Curriculum at a whole school level to ensure consistency and appropriate training for all staff teaching</p> | <p>1, 3,</p> |
| <p>Whole school Literacy development</p>  | <p>Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching</p> <p>The importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language</p> <p>Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access. Reading benefits society, too, both economically and socially. Although estimates of the cost of low levels of literacy vary and the methods are often opaque, the costs to the UK are estimated to be very high.</p>  |              |

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

Budgeted cost: £58,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>A whole school intervention plan in place, using information from Additional Intervention Meetings to devise and implement a bespoke, small group intervention plan where gaps in learning are identified.</p>   | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br/> <a href="#">One to one tuition   EEF</a><br/>           And in small groups:<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>1, 3, 4,</p>               |
| <p>Adopting targeted literacy intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps and key mathematical concepts, using local dyslexia and dyscalculia specialist intervention provider and the school's teacher of intervention.</p> <p>FFET Trust wide Literacy Network established to evaluate and improve the literacy offer.</p> | <p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br/> <a href="#">One to one tuition   EEF</a><br/>           And in small groups:<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>1, 3</p>                   |
| <p>Contingency fund for acute issues.</p>   | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>   | <p>All</p>                    |

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

Budgeted cost: £150,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Embed principles of good practice set out in DfE's Improving School Attendance advice. Staff will receive training to implement new procedures.</p> <p>Procure the services of an external agency to reduce absence and reduce PA and SA.</p> <p>Use of Aspire Centre to support students with securing regular attendance.</p> | <p>The DfE guidance <a href="#">Improving School Attendance</a> has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>  | <p>All</p>                    |
| <p>Enhanced homework support in school for all students.</p> <p>Teachers, teaching assistants and pastoral and academic support workers provide daily homework support to students to help them get back into good learning and study habits.</p>  | <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> | <p>1, 3, 4, 5</p>             |
| <p>As part of the Be More curriculum, offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities (e.g. The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising.</p>                             | <p>There is a small positive impact of physical activity on academic attainment (+1 month). However, physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Research has shown that arts participation is valuable in and of itself and can have a positive impact on academic outcomes in other areas of the curriculum.</p>  | <p>1, 2, 3, 4</p>             |

|  |  |         |
|--|--|---------|
|  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  |         |
| Pupils to have access to life changing cultural exchanges and visits. (China visit to partner school in Chengdu, Spain visit). Funding will not be a barrier to accessing these experiences for pupil premium students.  | Research has shown that arts participation is valuable in and of itself and can have a positive impact on academic outcomes in other areas of the curriculum.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>   | 1, 3, 4 |
| Learning Coaches, Attendance Officers to support disadvantaged pupils who show low engagement with or have low expectations of schooling. Mentoring to be offered to pupils who are deemed to be hard to reach or at risk of educational failure or exclusion.   | Mentoring appears to have a small positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>   | 2, 3, 4 |
| <p>Move to School Synergy whole school parent communication app to improve PP parental engagement to improve attendance, behaviour and pupil achievement by implementing the recommendations in the <a href="#">EEF Parental Engagement Guidance Report</a></p> <p>Staff will be trained on structured learning conversations with parents of disadvantaged pupils. Learning conversations to take place termly during Academic Review time.</p> <p>Throughout Spring and Summer term, Transition leads to meet with Year 6 parents in feeder primary schools to foster positive relationships, discuss transition concerns and remove barriers prior to the pupil's arrival at BHA.</p> | <p>Parental engagement has a large and positive impact on children's learning. This was the single most important finding from a review of studies of interventions aimed at supporting and improving parental engagement in the education of children: <a href="#">DfE Review of Best Practice in Parental Engagement</a></p> <p>Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> | 2, 4, 5 |

**Total budgeted cost:** £478,000.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that the GCSE P8 score for disadvantaged pupils is 0.1 lower than for non-disadvantaged pupils. In maths there was no gap in P8. The gap in English was 0.2. Progress in EBacc and 'other' buckets were broadly in-line. The number of disadvantaged pupils gaining a strong or standard pass in English and Maths remains lower than for non-disadvantaged pupils.

For pupils with attendance above 92% (and above 85%), progress for disadvantaged pupils in English was in line with non-disadvantaged and in the 'Maths', 'EBacc' and 'Open' bucket, disadvantaged pupils made more progress than non-disadvantaged pupils.

Disadvantaged EBacc entry for 2023-24 academic year was 34%, which is just below the national average of 39% from 2022-23 for all pupils, and broadly in-line with the national average for non-pupil premium pupils. At KS3, the percentage of pupils (all 'securing or better' in KS3 is greater than 60% in all subjects and across all years. The impact of quality first teaching and intervention (specifically reading) is evident in the percentage of pupils securing + in English from year 7 to Year 9. In Year 7 and Year 8, the gaps in maths are least. In Year 7, PP are all above 60% for securing. In Year 9, the percentage of pupils securing + in all subjects is above 60% for PP

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing.

Disadvantaged pupils' attendance for the 2023-24 academic year was 80%. This year, we have strengthened the strategy by engaging external partners who are conducting regular home visits, taking the opportunity to engage with our hardest to reach families to offer support. The impact of this is that the disadvantaged attendance is currently 86.55%. An improvement of 2.85% compared to the same time last year

In 2023-24, the ratio of positive to negative points for disadvantaged pupils was 6:1, compared with a 7:1 ration for non-disadvantaged pupils. This has been addressed at the start of the academic year, and current figures are showing a 5:1 ratio for both disadvantaged and non-disadvantaged pupils.

In the 2023-24 academic year, 43% of suspensions were disadvantaged and 57% non-disadvantaged. 46% of internal suspensions were for non-disadvantaged compared to 54% non-disadvantaged. 93% of PEX were non-disadvantaged pupils. In 2023-24, we implemented a 4th tier to our graduated response system, known as the Romero,

which allowed us to identify students who may benefit from a step-out placement for targeted intervention, reducing the likelihood of suspension or permanent exclusion.

As a result, the suspension days for disadvantaged pupils have decreased to 79, compared to 96 at this time last year—a 28% improvement

We offer a comprehensive package of extra-curricular activities. In 2023-24, 65% of our pupils regularly took part in. Of those, 247 were disadvantaged and 368, non-disadvantaged. This means 40% of our disadvantaged pupils regularly attended an activity compared to 60% of our non-disadvantaged pupils. We also had 11 pupils complete their Bronze DofE award, 9 of these pupils were non-disadvantaged whereas 2 pupils were disadvantaged. This is an area we are actively recruiting for 2024-25. Our Monitoring for Achievement Cycle and feedback to parents fully supports our intent that all children can learn. We hold review 'drop down' days for Y7, Y8, Y9 and Y10 pupils where pupils, parents and carers are invited into school to discuss and review pupil progress and individual targets to improve their learning. The intent of our review days is to offer the opportunity for parents/carers to discuss their child's progress at a suitable time throughout the day and evening. We hold 2 x Review Evenings for Y11 Pupils where parents are invited to make appointments with relevant subject teachers, HOL, SENDCO and attendance officers. These follow a more traditional parents evening format but still allows the opportunity for face-to-face contact with staff at school. Last year, 53% of disadvantaged parents across all years attended a review day/evening. Attendance in KS3 is significantly improved - In Year 7, 67% of disadvantaged parents attended compared with Year 10, which was 41%.

In 2022, 96% of pupils continued with structured learning, post 16.

In 2023-24, 66% of disadvantaged pupils in Key stage 4 accessed a workshop, visit or residential through higher horizons.

Based on all the information above, the performance of our disadvantaged pupils did meet expectations at KS4 for the gaps and attainment did not meet expectations. However, there are strong indicators that as cohorts move through, both academic and cultural capital targets are improving.

Our evaluation of the approaches delivered last academic year indicates that:

- Embedding of 'Consistency Across The Academy'
- Bespoke literacy catch - up timetabled sessions for disadvantaged pupils who are below functional reading age of 9.5yrs and chronological reading age
- Embedding the Inclusion provision (ISC/Bungalow) so disadvantaged pupils can continue to learn in school utilising remote learning.
- AIM and GAS meetings share strategies for targeted pupils

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| <b>Programme</b>       | <b>Provider</b>   |
|------------------------|-------------------|
| Study Skills Programme | Elevate Education |
| Team building          | WiseUp            |
| Higher Horizons        | Keele University  |
| Improving Attendance   | VIP Education     |
| Dyslexia Gold          | GL Assessment     |
| Careers Service        |                   |

## Further information (optional)

### **Additional activity**

Disadvantaged EBacc entry for 2023-24 academic year was 34%, which is just below the national average of 39% (for all pupils) from 2022-23 for all pupils, and in broadly line with the national average for non-pupil premium pupils. This supports the raising of aspiration that we have for our disadvantaged pupils.

As we start out on our revised 3-year strategy plan, we made significant improvements in outcomes for disadvantaged pupils at BHA, with headline measures showing improvements across the years and the gap being closed between the performance of disadvantaged and non-disadvantaged pupils.