

Pupil premium strategy statement

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	Bower Park Academy
Number of pupils in school	949
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021, 2022, 2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	S Deen
Pupil premium lead	J Yates
Governor / Trustee lead	A Mann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,025
Recovery premium funding allocation this academic year	£44,805
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	£383,830

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

We strive to remove the soft bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through careful planning rigorous tracking, targeted support and intervention, providing all children the access and opportunities to enjoy academic success.

Challenges

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

1. To provide targeted academic support, such as tutoring;
2. To support the quality of teaching, such as staff professional development;
3. To tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

Challenge number	Detail of challenge
1	Poor levels of literacy and numeracy with 43% of students in Year 7 estimated to be low attaining in English and Maths.
2	Insufficient progress for key cohorts including the disadvantaged White British Boys and High Prior Attainers.
3	Negative impact on progress caused by poor behaviour and disruption to learning.
4	Poor attendance levels, including high rates of persistent absence, since students returned from lockdown.
5	High levels of Social, Emotional, and Mental Health problems.
6	Lacking cultural capital and low aspirations for future destinations.

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
<p>Improve literacy and numeracy levels so that pupils are able to access the whole curriculum.</p>	<p>90% of KS3 read at, or above, chronological reading age.</p> <p>PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</p> <p>PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</p> <p>Standardised reading scores are in line, or above, national averages.</p>
<p>Insufficient progress for key cohorts including the disadvantaged White British Boys and High Prior Attainers.</p>	<p>GL Assessments to show that gaps in literacy and numeracy close in line with NPP students and improvement are in line with national trends</p> <p>80% of PP students to achieve, or exceed, 4+ basics, in line with national average for all students, including WBB</p> <p>PP/NPP gap closes over time</p>
<p>Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+ / 5+ in English and Maths.</p>	<p>80% of PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</p> <p>Reduce the number of behaviour incidents logged for PP students, and bring in line with average for all students.</p> <p>Increased engagement is evident in classroom observations, access to the curriculum and progress made</p>
<p>Improve attendance levels and reduce persistent absence.</p>	<p>PA rate for PP will be in line, or lower than national averages.</p> <p>PP students will achieve, or exceed, attendance percentages in line with national averages.</p> <p>Increased parental engagement demonstrated through intervention log (including letters, meetings and home visits)</p> <p>Attendance matters tracked consistently through triangulation of work between the AO, EWO, HOY and SGM.</p>
<p>Provide meaningful support to pupils with Social Emotional Mental Health problems.</p>	<p>All students in KS3 take part in wellbeing survey.</p> <p>Student need are met through wellbeing team and a culture of praise, reward and care</p>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.</p>	<p>100% of PP students attend a meeting with the careers officer in year 11.</p> <p>NEET figures for PP are in line with, or lower than, national average.</p>

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: £ 2,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce a new reading initiative in tutor time to ensure all students are read to and new vocabulary is explored, on a weekly basis.	Weekly discussion of TIER 2 vocabulary, including word of the week and discussing new words from the extracts. Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. (Matthew Effect, Didau, 2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	1
Introduction of fortnightly KS3 reading focused lessons, covering one novel per term	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	1,2
Provide PP students with reading books to encourage reading for leisure. (Students to choose from a list of 5 books.)		1

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

Budgeted cost: £ 248,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,2,3
Additional tutoring to target a minimum of 65% PP students using the NTP scheme.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1,2,3
Grammarsaurus training for Literacy HLTAs to	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide	1,2

review and refresh approach to intervention, using evidence-based SOL	quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	
2 x Maths HLTAs to deliver small group numeracy work	EEF T and L Report (2021) suggests that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1,2
Employ a literacy writing tutor to deliver small group 6 week writing skills programmes with a focus on SPAG, sentence construction and extended writing and KS3 Writing homework books to revise SPAG and close gaps in extended writing skills.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1,2
Run a homework club to ensure PP students have access to after school support to complete homework and extended learning. Targeting WBB.	EEF T and L Toolkit shows that homework can have an impact of up to +5 months (July 2021) Our club has an inclusive ethos and provides a safe and supportive environment for students attending.	2
Delivery of bespoke Year 11 Revision Programme	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	1,2
Books and revision guides provided to PP students as part of year 11 strategy.		1,2
TLR for PP Coordinators to mentor small groups of MPA and HPA students, tackling achievement through academic learning conversations	EEF T and L Toolkit highlights that mentors who typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, in small groups can have an impact of +4 months. In addition, our mentors have a reading and academic focus to support self regulation strategies which has an impact of up to 7 months.(July 2021)	1,2
School-based tutoring equipment (headphones, laptops, devices) to ensure the NTP can be accessed by targeted students	Digital technology can add up to +4 months progress (EEF, 2020)	1,2

Departmental grants to spend on students to ensure full access to the curriculum resources, including educational visits.	The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £116,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 x Support and Guidance Managers to support the HOY to support the wellbeing of students to remove barriers to learning, alongside tackling attendance and punctuality to reduce persistent absence.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	3,4,5
CPD for Pastoral team to develop coaching, academic mentoring and mental health support for students	EEF Report suggests that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. We aim to train staff to deal with SEL strategies to better support students in their roles as SGMs. (EEF T and L Toolkit, 2021)	3,4,5,6
12 week behaviour mentor to work with 10 students and their families to reduce barriers to learning addressing behavioural and emotional needs	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	5,6
Student council TLR to support the coordination of student-led school-wide projects to tackle: <ul style="list-style-type: none"> - Equality and diversity - Anti-bullying - Well being - Environmental awareness Literacy skills		1,5,6
Admin support for Welfare Team to ensure PA is tackled with rigor	The attendance of PP students to school is significantly below National expectations. Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.	4,5
Improve family home school liaison and relationships by supporting potential attendance	The attendance of PP students to school is significantly below National expectations. Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.	4,5

barriers such as uniform and food hardship		
Plucky Skates rewards scheme for PP students with social/emotional needs – learn how to skate	Social and emotional learning approaches can have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF T and L Toolkit July2021)	5,6

Total budgeted cost: £ 367,623

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.

Overall Academic Outcomes (3 Year trend)

There was an upward trend in P8 from -0.61 to -0.34.

There is also an upward trend in our EBACC entry, from 29% to 42%.

Attainment 8 has increased from 36.1 to 42.2%

5+ E and M has increased from 29% to 39%

4+ E and M has increased from 53% to 61%

Despite the upward trend, there is still a significant gap between PP and NPP in all of the above measure which we will continue to tackle this academic year.

For our current Year 11, end of year assessment from P8 is +0.04

EBACC entry 43%

Attainment 8 is 38.8%

5+ E and M has increased from 36.4% (current projections)

4+ E and M has increased from 50% (current projections)

Sound Training

In 2020-21, 207 Year 7 Students were tested to give a standardised score for their reading. Students were then placed in similar abilities in groups of 4 and ranked from low to high. Groups came out for sound 3x over a 2-week period for a 6-week intervention.

130 students started and completed the sound training programme. 9 Students did not complete the programme

Of the 130:

X 97 students increased their WRAT test score (75%)

X 20 students increased their WRAT test score by 20-30 points (15%)

X 12 students increased their WRAT test score by 30-40 points (9%)

X 2 students increased their WRAT test score by 40 points and above (1.5%)

Primary Liaison

As part of our commitment to transition, Bower Park staff worked closely with Clockhouse Primary school – students completed a sequence of LEADER taster lessons delivered weekly by year 6 teachers in the final half term. These centred around developing resilience and some key competencies before they started secondary school.

Students also took part in a zoom call with current year 7 and were able to submit their questions in advance.

Attendance and engagement with Clockhouse was very good – attempts to host similar events with other feeder primary schools were less successful.

The outcome was that students from our main feeder primary (approx. 64 students of total year 7 cohort) were more familiar with school and some of its policies.

Online Careers Platform

During the lockdown this ensured all students were able to access high quality careers lessons and we able to look at different career's options based on their interests, subject choices and personal skill rating. During a drop down, day where students had to complete a careers and aspirations survey 80% said that they found the site easy to use and helpful in making them think about their future.

Medic Mentor - Online virtual work experience. 3 of our year 11 PP students took part in this opportunity to virtual shadow a DR and engaged in some virtual work experience. 100% of the students said that the experience was positive and useful and all 3 wish to continue to work towards a career in medicine,

Level up days year 9,10,11 – Access HE came in and ran level up days with all of our yr9-10 pupils. Of the students questioned after: 90% said that they had enjoyed the day.

Some of the comments from PP students include:

- Memory Session

"It was phenomenal engaging people in such a great way"

"I loved that it actually helped me to learn how to revise"

- Academic Writing Session

"I liked learning about how to write an Oxford level essay"

"Show us the benefits it could have in the future"

- Academic Resilience Session

'I learned ways to not be the biggest procrastinator'

'It taught me to how you can determine within yourself'

- Independent Learning Sessions

"I enjoyed this session because not only did I learn about independent learning but also thinking about my further academically"

One to one Careers interviews with Trust Careers Adviser

A new Careers Adviser was appointed in June and was initially timetabled to for 1 to 1 appointments year 10 students that were part of the most disengaged students in the year. These ended up taking place virtually but career action plans have been written for these students and are being followed up in the new academic year.

Targeted Teacher Toolkit with our students at risk of being NEET

These sessions took place virtually last year due and ensured that many of us most at risk of NEET students had completed their college applications in good time and were supported in making the appropriate choices. 100% of student that attended the sessions secured a place a further education or apprenticeship.

Online mentoring with students from the Royal Veterinary College

3 Students in year 11 and 2 students in year 10 took part in an 8-week mentoring programme to raise aspirations. The PP students in year 10 have gone on to be part of the student leadership TEAM and have already applied to colleges for next year.

London School of Management Education tutoring programme

10 PP Boys in year 10 started the online sessions with My tutor in either English or Maths 80% of those that took part said that they had seen an improvement in their progress and have signed up to continue receiving the support in year 11. This has now been extended to 15 students.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.