

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	1005
Proportion (%) of pupil premium eligible pupils	36%
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 2022
Date on which it will be reviewed	July 2023
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	£321,110
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£59,820
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	£380,930

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide a safe and stimulating teaching and learning environment that delivers quality first teaching. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

We strive to: remove the barriers of low expectations, raise lifelong aspirations and promote the importance of academic achievement. Our Pupil Premium Plan aims to address the main barriers our children face and through careful planning and 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 a particular focus on MPA and LPA students.
2	Insufficient progress for key cohorts including the disadvantaged White British Boys and High Prior Attainers.
3	Negative impact on progress caused by poor attendance, 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.

Challenge	Intended outcome	Success criteria
1	Improve literacy and numeracy levels so that pupils are able to access the whole curriculum.	<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>Create a culture of reading including the introduction of DEAR.</p> <p>All KS3 LPA and MPA students to attend 6 week literacy workshop to improve access to learning</p>
2	Insufficient progress for key cohorts including the disadvantaged White British Boys and High Prior Attainers.	<p>GL Assessments to show that gaps in English and Maths 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>All KS4 HPA and MPA students to attend 6 week revision strategies workshop</p>
3	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>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, improved attendance for PP students (and reduced PP Vs NPP gap) and bring figures in line with the national average for all students.</p> <p>ATL scores show that all PP students are 'always' and 'usually' meeting expectations. (With an average ATL of 3+)</p>
4	Improve attendance levels and reduce persistent absence.	<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, contracts and home visits)</p> <p>Attendance matters are tracked consistently through triangulation of work between the AO, EWO, HOY and SGM with evidence of attendance contracts making a positive impact.</p> <p>More PP students on rewards trips with 95% attendance as part of the criteria</p>

5	Provide meaningful support to pupils with Social Emotional Mental Health problems.	<p>All students continue to take part 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>Train the Student Leadership Team to be Mental Health Champions</p> <p>More students to access behavioural mentoring support and see a reduction in behaviour incidents from 2021-22 data</p>
6	Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.	<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> <p>All PP students to take part in at least one cultural capital learning experience.</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: £ 1275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 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
Provide PP students with reading books to encourage reading for leisure. (Students to choose from a list of 5 books.)	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

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

Budgeted cost: £ 86,250 plus staffing £109,133

= £195,663

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 with a focus on literacy,	1,2,3
Additional small group tutoring to target a minimum of 80% PP students to improve reading, writing and numeracy skills.	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	1,2,3

	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)	
Year 7 English teachers to continue to target SPAG, sentence construction and extended writing via KS3 Writing homework books to 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
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.	2,3,6
Contribution to school-led tutoring to target under achieving students in bespoke subject-based interventions to close gaps across KS4.	The Sutton Trust details that tuition is a cost-effective way of boosting attainment and ensuring disadvantaged pupils do not fall behind, with the EEF Toolkit suggesting it can boost progress by up to 5 months.	1,2,3
Contribution to Year 11 'Boot Camp' for Core subjects to support small group revision and wellbeing close to the examination period, targeting disadvantaged students and key topics from most recent PPE examination analysis.	EEF research shows that small group tuition has an average impact of four months' additional progress over the course of a year and 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. (EEF T and L Toolkit, 2021)	1,2,3,5

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

Budgeted cost: £87,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Pastoral team and teaching staff to develop a positive approach to behaviour management and a whole school 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
Additional in-school interventions and public speakers to motivate and empower students to improve their attitude to learning and to tackle some social and emotional barriers including their relationship with self, food, peers and others.	According to Professor Roy Baumeister's research on negativity bias we tend to remember, and focus more, on negative experiences. As a result, we believe that we need to deliver as many positive experiences for young people as possible.	4,5
Half termly behaviour mentoring to work with 10-15 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
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship via uniform swap-shop and breakfast club.	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
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
Train 40 Mental Health Champions to promote wellbeing and positive mental health strategies across the student body.	EEF evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress. The impact can extend beyond the classroom and boost whole school morale.	5
Pay for PP students to partake in work experience to raise aspirations broaden their understanding of the world of work.	EEF review found that work experience has a range of positive impacts including providing the knowledge and skills demanded for successful school-to-work transitions and giving young people relevant work experiences as well as practical insights into how. (EEF Press release, 11 Jan 2018)	6

Total budgeted cost: £ 284,608

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 2021 to 2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Pastoral Reading Programme

The introduction of a new reading initiative in tutor time was to ensure all students are read to and new vocabulary is explored, on a weekly basis. This initiative was part of our new pastoral curriculum that was delivered by all tutors across the academy to ensure students use tutor time to develop key skills and prepare for the day ahead.

Impact

A new tutor time literacy programme was written for tutor time and completed by 100% of our Pupil Premium students. The programme included a weekly discussion of tier 2 academic vocabulary and age-specific extracts covering fiction and short stories to promote a love of reading. Tutors were provided with specific questions to boost inference and deduction skills and over the course of the year and recommended reads were introduced to publicise the library. Data from the number of books borrowed shows that in the Autumn term, 40% of all books loaned were from PP students; 33% in the Spring term and 34% in the summer term.

In addition, we introduced private reading in tutor time in the summer term and provided new fiction books for all PP students in Years 7-10. The English department provided the titles and students were invited to choose their preference – with 70% of PP students completing the questionnaire in advance to select a book of their choice.

Budgeted cost: £ 2,225

Actual cost: £3339.42

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

Quality First Teaching

During the CPD programme last year there was sessions on live marking and verbal feedback to ensure that lesson time was utilised to help students reflect on their progress. CPD sessions on the importance of modelling, scaffolding and effective retrieval practice helped to ensure knowledge is embedded in student memory and during lessons teachers are effectively strengthening student understanding of tasks and content. A session was led on strategies to engage PP boys to ensure that teachers used strategies and resources to target PP boys to ensure they made the same academic progress as their peers.

Impact

At the end of the academic year, QTOT data highlighted that 93% of lessons met the BPA learning principles.

National Tutoring Programme

To ensure we could run the National Tutoring programme, we purchased ICT equipment for the after school sessions to run smoothly.

NTP Sessions took place over 15 weeks, 74 of the spaces were taken up by year 11 students (41 PP). Overall, the sessions were poorly attended in Year 11. Over the course of the year, where students didn't engage with the programme (despite numerous interventions to try and encourage them), they were removed and Year 10 students added. This resulted in 25 PP students in Year 10 participating. The average attendance amongst non PP and PP in Year 11 was 19%. Attendance in Year 10 was better as students engaged with the programme more.

Across all students, the average attendance was 29%. 54 students had less than 25% attendance, 17 students had between 25 and 50% attendance and 4 students had more than 50% attendance. 10 PP students had attendance greater than 30% in Year 11. The rest were below this.

Impact

In English Language, those students that participated in the NTP programme made on average 0.96 grades progress from Nov mock to their final exam. This is compared to 1.2 grades for the non-PP whole cohort.

In maths, those students that participated in the NTP programme moved 0.18 grades from Nov to summer, where as the non-PP counterparts that didn't participate in the programme improved by 0.3.

There weren't any PP students that were not enrolled on the programme but attended school regularly, so there is no control group to compare to for PP only students.

Moving forward, the NTP took up a lot of resources in school in organising, facilitating and chasing students to attend. The impact when compared to the amount of work that went into organising has been minimal. Students did not buy into the external tutors. There were issues around the professionalism of some tutors and the technical issues associated with online tuition that created unnecessary barriers to learning. We feel these wouldn't have been there if students had been taught by our teachers (even online sessions).

The way tuition has been funded and merged with the School Led Tutoring grant, we will seek to maximise the opportunity for our students to be taught by our teachers moving forward. If external tutors are used, the make-up of the cohort has to be considered. There was more success amongst the Year 10 students in their 'buy in' because they were PP students that were generally more engaged with their learning. This has to be considered moving forward.

Maths HLTAs

Small, nurture group teaching has taken place across key stage 3 this year, following the same curriculum at a reduced pace.

Impact

In Year 7, PP students made an average of 7.5% progress across 5 or more topics. In Year 8, 50% of the PP students targeted moved up to higher sets based on teacher assessment and in Year 9, PP students made an average of 5% progress in each topic, moving to higher sets.

Grammasaurus Training

Key elements from Grammasaurus training including: subject and verb, nouns and verbs as the building blocks, 4 types of nouns: proper, common, abstract and collective, action and being verbs, co-ordinating conjunction; adverbial phrases and complex sentences was incorporated into KS3 SEND literacy interventions and KS4 literacy lessons. At Key Stage 3, this informed large Year 9 literacy groups and smaller interventions in year 7 and 8. At Key Stage 4 this informed functional skills teaching.

Impact

Current Year 8

Prior Attainment: 40% of the year group are estimated to be LPA. Nearly a quarter of the year group estimated to be HPA.

GL Assessments Year 8 (Standard Age Score 100 = National Average)

Group	English		Maths		Science
	Start Yr7	Start Yr8	Start Yr7	Start Yr8	Start Yr7
8	96.7	99.1	94.5	97.1	94.9
Female	97.7	99.9	92	95.8	95
NON-PP	99.9	101.6	94.8	98.1	97.7
PP	93.9	96.7	87.3	91.7	90.5
Male	95.5	98.1	97.6	98.6	94.9
NON-PP	100.4	102	103.5	102.1	99.4
PP	89.5	91.6	90.5	92.9	89.6

- All groups of learners have moved closer to national average, except NON-PP boys in Maths.
- Overall, the year group is below national in both English and Maths.
- When broken down, NON-PP girls are slightly higher in English. NON-PP boys are slightly higher in maths.
- In English, although both below national (significantly in Maths), PP girls and boys have improved more than NON-PP. Interventions appear to be having an impact.
- In Maths, PP girls and boys have improved more than NON-PP, although they are both significantly below national.

Current Year 9 (last year's Year 8)

Prior attainment: There is roughly an even split between each estimated ability group.

GL Assessments Year 9

	English		Maths	
	Start Yr8	Start Y9	Start Yr8	Start Y9
9	100.7	98.3	95.2	97.6
Female	101.8	100.2	93.8	96.4
NON-PP	103.4	101.2	96.9	98.9
PP	98.6	97.7	87.8	90.8
Male	99.7	96.5	96.6	98.9
NON-PP	103.4	98.7	100.1	102.6
PP	91.6	89.5	88.5	91.2

- There has been a decline in standards compared to National in Year 9 English. This is evident across most subgroups. This means that all but NON PP males are performing below national from a stronger starting point.
- In English, the PP gap is considerably smaller in girls than boys. Boys have a significant gap.
- Maths performance has moved closer to national although only NON PP boys are currently performing above national. PP students in maths have made bigger increases compared to their NON PP counterparts. Boys have a large gap between NON PP and PP.

Literacy Tutor

Unfortunately, we advertised this role twice but did not appoint. We have now appointed this role for Autumn 2022/23.

Homework Club

Despite targeting students across different year groups, this club was most popular with year 7. Of the 10 students who regularly attended all year, 5 were PP students and engaged throughout the whole academic year. Next year we hope to target new students in Year 7 and keep our current Year 8 cohort to slowly build this club back to its pre-Covid popularity.

Year 11 Bespoke Revision Programme

In the Spring term, 100% of PP students received a bespoke session about how to revise for their GCSEs for each subject. Revision materials were also handed out in these sessions and they built upon the generic revision programme delivered to year 11 in the Autumn term.

Books and revision guides were provided to PP students as part of this year 11 strategy and PP students were given exam board study guides to support any gaps in their learning; the revision sessions also taught students how to use the revision guides to boost independent learning at home.

Examples of impact

In Science, a full range of revision resources including exam practice questions to accompany the revision guide, past exam questions with mark schemes, pre-made revision flash cards and an additional 'aim higher' work book targeting G5 or G7 was given in addition.

For Maths. 80 students across year 10 and 11 benefitted from the free revision workbooks and were provided calculators; this took away the barriers with equipment and ensure students were more prepared on a daily basis to learn. They were able to develop independence via the revision workbooks leading to greater autonomy.

51 students in year 11 benefitted from the 'Going for gold' sessions which continued following the initial launch. 100+ students benefitted from intervention sessions and via the SLT and NTP tutoring programmes.

TLR for PP Coordinators to mentor small groups of MPA and HPA students, tackling achievement through academic learning conversations

Reading Ambassadors

A group of Year 10 and Year 9 students with high reading ages were recruited and trained to develop a brand new reading programme with Year 8 and 7 students to support 1:1 reading in the LEC during tutor time.

Impact

The intervention ran for the summer term and accelerated reader data showed that 56% of students who engaged in peer reading had an improved reading age.

From the reading ambassadors survey, ambassadors commented that:

- They have improved a lot with their pronunciations and confidence in reading.
- She has grown more confident in her reading and has gotten a more fluent pace
- She has become more fluent in reading and can correct herself.

- My partner has improved in their fluency of reading and their pronunciation of words
- Her pronunciation and confidence has improved.
- Thomas has been improving every week and always makes progress
- They are better at pronouncing words they struggle with by breaking them down and read at a faster pace

On a 5point scale reading ambassadors commented that:

- I enjoy being a reading ambassador - 4.13
- This is a valuable programme - 4
- RA has helped to improve my partners reading - 3.5

This intervention is positive for the ambassador and the reader and will continue into the next academic year.

Work Smart Interventions

A bespoke cross-curricular reading programme was written in Autumn and piloted in Spring to target cross-curricular reading and improved self-regulation through metacognitive approaches in small group teaching. Two groups of twenty year 8 students were targeted across 8 weeks each.

Impact

From the baseline to the end test, 45.5% of students had reading age that was improved. This intervention required students to attend at lunchtime and after school.

Work smart survey results showed that there were fewer 'almost never' responses when asked about how often they use self -regulation and reading comprehension strategies, in the end survey compared to the beginning survey.

HPA Independent Learning Programme

The bespoke sessions were aimed to promote independent learning and revision strategies as well as discussions to enhance aspirations ahead of KS5. Students were provided with materials to continued their independent study and to apply the strategies learned. In Year 11 - 6 students attended at lunchtime on a Thursday from November 2021 - May 2022 (18 Sessions in total) In Year 10 - 12 students attended at lunchtime on a Monday from November 2021 - July 2022 (22 Sessions in total)

Impact

Year 11 - attendance was over 80% for all students - students engaged with sessions around planning for college/sixth form and planning for revision. All year 11 students made at least one application to a college or sixth form ready for September.

Year 10 - attendance was over 90% for all students - students engaged in activities from student breakthrough to identify and set targets and goals for the coming year. All students received a revision planner which they practiced using during their mocks. Students engaged well with revision planning activities and used their revision cards to make reusable cards for English literature. These will be useful for year 10 and will be able take these techniques into year 11.

In-year expenditure

Targeted writing support

From an analysis of in-year data, our English department identified the emerging gap between reading and writing scores. To tackle concerns about extended writing, we decided to go 'back to basics' and target spelling,

punctuation and grammar with our Year 7 cohort by introducing CGP literacy books as the main homework source for the summer term with a long term aim to support students to write more grammatically correctly and have the skills to correct and edit their own written work with confidence.

Impact

After just 6 weeks, 68% PP student scores improved from their baseline tests. This initiative will continue into the 2022-23 academic year.

Departmental bidding to enhance curriculum resources for PP students

Departments were able to bid for curriculum support for PP students to enhance learning experiences and/ or reduce barriers to learning. Examples of departmental expenditure includes:

Art

Subject specific literacy books: 'Understanding Art Isms' and 'Appreciating Art'. Students used this literature to build on AO1 and literacy in sketchbooks such as annotations. Books provided step by step exemplars as well as wider curricular connections to subjects such as maths and Design. These were initially used by year 11 when ordered and when left in school, year 10 students started using them. Copies were made for all students to access.

Equipment packs were ordered to ensure that students could access resources during times of remote learning or working from home. These were specialised packs, including paint pens and water colour. We also ordered extra pencils, drawing equipment, paint for these students to use during home learning and in school. Some of this equipment was also shared between KS3 PP students.

A silk screen exposure unit - used for PP students to produce screen prints. This helped students achieve better marks in AO3 and AO4. Students enjoyed this 'hands on' approach and this motivated learners.

A photography studio - used for students to develop their ideas in AO1 through their own photography. Used in conjunction with cameras already in the department. Students were able to access this during lesson time and in targeted after school intervention. This studio has been used for year 11, year 10 and KS3 art and technology classes. Other departments such as technology have also benefitted from using this equipment. High-quality cameras were also purchased to allow students to use in independent study and in lesson.

Extra operational equipment such as mini cutters for some PPs students whom may have struggled to access areas such as drawing to work in mixed media materials to achieve better marks in AO3 and AO4.

Impact

Students enjoyed using the extra equipment within the department. The exposure unit for screen printing along with the photography studio allowed students to engage with the subject matter and move their project along in ways that was not possible before. Students learnt vocational skills and were able to teach others about the process.

2 students in particular in year 11 had an improvement in behaviour and attendance as they were able to specialise in a medium area and work more independently. This gave them more confidence in their development of ideas and motivation to complete the GCSE.

Year 10 PP students were able to use this equipment earlier on in their sketchbook journey and are therefore more skills rich in these areas than their predecessor year 11 cohort.

KS3 year 9 art students have benefitted from visualising these skills and resources and have become more interested and engaged in the subject. Asking to use such equipment in their classes and this year, having a higher number of students take the subject as a GCSE pathway. (totals(all)- 16 current year 11, 18 current year 10, prospective year 10 - 24 art and 26 creative design and production)

Students' literacy is improving as they were accessing more word-rich vocabulary when using and referencing the literacy books during independent study and home learning. The copies left in school were then used as part of retrieval tasks and starter activities to enhance the quality of AO1 and research in their literacy books and sketchbooks.

Drama

To bring back a love of learning for the creative arts which has wilted since the pandemic, stage blocks were ordered for the drama studio. Whilst there have been long delays in them arriving, the intention for 2022-23 is that we will target PP students to engage with extra-curricular clubs and shows, and provide the experience of using professional stage blocks add to the experience of a professional performance space. We expect the engagement in performance to be higher when the set is more interesting. As a result, students will be able to explore and develop performance skills as well as set design skills which benefit the GCSE exam, Drama Clubs and raise cultural capital.

Food Technology

Students in Key Stage 4 were able to attend a complex skills workshops with a professional chef for year 10 & 11. (10 students and 50% of the cohort)

Impact

The workshop involved filleting fish, portioning chicken, making fondant potatoes, vegetable garnishes and developing presentation skills. Following this, all students same their practical mock grades improve and NEA2 practice grades with most scoring in the 19-24 mark-band.

In addition, Year 10 students also had a school visit to the Jaime Oliver cookery school. (8 students and 50% of the cohort) Students were given the opportunity to cook Thai food, try new ingredients and flavours as well as working with a professional chef to increase their aspirations.

Budgeted cost: £ 248,550

Actual cost: £166,905.31

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

Support and Guidance Managers

Our Support and Guidance Managers were integral to support students' return to education following the pandemic. Part of their salary is funded by PP to help reduce barriers to learning. Over the course of the year, this included:

- Coaching students to regulate their emotions following CPD attendance
- Referring students to bespoke counselling, internal and external interventions
- In-house coaching and behaviour management programmes

- Daily phone calls to parents and lesson by lesson welfare checks
- Supporting the EWO and HOY to challenge poor attendance
- Investigating bullying and anti-social behaviours to support student safety and welfare
- A key link between school and parents to reduce poverty
- Supporting the Safeguarding team by completing the level 3 safeguarding qualification

Plucky Skates

This external wellbeing initiative was brought in to boost self- confidence and motivation for some of our most vulnerable students. Targeting year 8 and 9 students, the programme taught a new skill, encouraged working together and ended with a qualification to boost self-esteem.

Impact

Of the 12 students selected, 10 had 100% attendance and feedback was highly positive in building confidence, a sense of achievement and a positive experience in school.

Behaviour Mentoring

At the start of the year, we had a behaviour mentor two days a week to support students struggling to regulate their behaviour during the school day. By summer, we increased the intervention to 3 days a week due to the high need and used the intervention to complete restorative justice meetings to encourage a culture of reflective practice and respect for others.

Impact

Of the 33 students supported by the intervention, 17 (55%) had improved behaviour by the end of the year and 9 continue to have support into the next academic year and 5 students avoided permanent exclusion.

Student Council TLR

To improve student culture, we established a large Yr 11 Student Leadership Team to develop a Student Council and a Student Voice to launch the school's wellbeing project to: be active, be connected, give back, take notice, keep learning and to create a sense of belonging and care following the pandemic.

The co-ordinator supported student projects to promote charity, literacy, reading ambassadors and mental health.

Impact

Of the 15 students on the Student Leadership Team, 5 were Pupil Premium and able to take on leadership roles. Of the 68 members of our Student Council, 60% were Pupil Premium.

From the student wellbeing survey in July, 79% of Years 8-11 commented that they felt safe in school compared to just 58% of Year 7s at the start of the year.

Budgeted cost: £116,848

Actual cost: £116,739.57

Additional Spending

Later in the year, it became apparent that we had more and more students who needed support for their emotional barriers to learning and so we ensured all Pastoral staff received Trauma informed training at

a cost of £500, to further support students staying the classroom with the long term aim to reduce emotional outbursts during learning.

Student Breakthrough

In response to the increasing mental health needs of our students, we paid for two members of staff to complete Student Breakthrough training as a long term, in-house intervention to reduce barriers to learning and promote wellbeing alongside academic achievements.

Sadly, both of the two PP students did not complete the programme. One left BPA mid-year and the other student went to Alternative Provision.

Gangs Workshop

As a result of working with our local community police department, we were able to offer safety interventions to our Year 10 and 11 cohorts. The chicken-shop gang awareness programme was aimed to increase students' vigilance in the local community and protect them from regional CCE.

Impact

From student feedback, 82% of students commented that they had a better understanding of the dangers of exploitations that can start in local shops and 75% said they felt better equipped if they found themselves in these situations.

School Rewards Trip

To improve attendance, behaviour and achievement, an end of year rewards trip was set up to motivate students to raise their aspirations, conduct and effort in school and to ensure they have a positive experience, associated with school, to acknowledge good conduct.

Impact

167 PP students went on our end of year rewards trip- the first of its kind.

Summer Interventions

As part of our wellbeing initiative, we had a big push on introducing a range of clubs for students to relax, learn new skills, engage with staff and develop a sense of belonging at school. Funding for the new clubs included:

Games Club – money was spent on various board games, including chess, to promote a safe space for play. 15 PP students attended weekly from years 7 and 8 and it promoted friendships across different year groups.

Art Club – resources for Art club which was attended regularly by 15 PP participants are PP from Year 7 alongside launching a new sensory room. (In the summer term, 13% of PP pupils had engaged in the sensory room over a 5 week period across KS3 during lesson time as well to promote reengagement with the arts.)

Eating Disorder Workshops

In response to our safeguarding data and the increasing number of students disclosing habits associated with eating disorders , we arranged for a bespoke programme to run after school to target students and their relationship with food. This course was run twice in the summer term. In the first course, only 3 students attended all 3 sessions. In the second course, 6 students attended all sessions.

Beat Exam Stress Workshops

In response to our Year 11 response to our Autumn mock examinations and from working closely with students and parents, we arranged for 25 Year 11 students to attend a professional workshop to develop strategies to reduce exam stress. This workshop included breathing, relaxation and thinking processes to reduce anxiety before exams. Unfortunately, only one student attended the workshop despite others showing an interest.

Transport

To support our Alternative Provision students getting to their place of education, we agreed to pay for taxis where there was limited public transport to ensure students engaged and did not become NEET.

Impact

The three students who attend AP via taxi have good attendance and engagement with the programme.

The taxis ensured 5 PP students across years 9 and 11 were able to attend their AP, ensure good attendance and avoid being NEET.

Student Breakthrough training

We trained a member of staff to deliver the Student Breakthrough Coaching programme for 2022-23 to increase the number of in-house interventions we have and to reduce the number of students on a waiting list for counselling.

Total Cost of 'additional' in-year spending:

£4955.63

Total Spending: £291,939.93

Carry forward for 2022-23: £59,820

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
Counselling	Independent
Safeguarding Software	C POMMS
Counselling	Peace of Mind
Counselling	EHMP, Trial
Alternative Provision	Wellgate Farm
Alternative Provision	Lambourne End
Alternative Provision	Koru
Behaviour Intervention	5 Day Direction Programme (Local Authority)
Go Girls	Local Authority Programme
Goodfellas	Local Authority Programme

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.