

Pupil premium strategy statement – The Birley Academy

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	399
Proportion (%) of pupil premium eligible pupils	36.01%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Victoria Hall
Pupil premium lead	Victoria Hall
Governor / Trustee lead	David Petley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,682.08
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£176,175.48
Total budget for this academic year <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>	£413,857.56

Part A: Pupil premium strategy plan

Statement of intent

The Academy has had a significant change in leadership since the Pupil Premium strategy was written previously (2022/3), with a new Headteacher, three new Deputy Headteachers and new attendance and safeguarding leads; therefore, the strategy has been rewritten to be representative of the steps the academy is taking to improve the outcomes for disadvantaged pupils.

We believe educational disadvantage includes all students whose achievement is at risk because of the impact of their social and economic circumstances.

These circumstances can include factors such as aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations like diet, emotional support and living conditions.

We therefore take educational disadvantage to incorporate all students who are vulnerable, including children with social workers and young carers, whether or not they are in receipt of the Pupil Premium, and whether or not they are classified as high or low prior attaining.

We aim to look at everything that we do through the lens of educational disadvantage in order to support us to be clear about the impact of our actions on all our students, in particular our most vulnerable. We plan to use our limited resources where they will make the biggest difference to the greatest number. Research and experience suggest this is in the classroom, where through our teaching we have the most control over our students' development.

We can significantly improve students' learning if we focus – as we intend to – on the development of their language ability. Ensuring high quality teaching is the key part of our strategy. One of our main foci is improving teachers' understanding of how to support students with their reading comprehension. We support this through our tutor reading programme, where tutors read with their classes carefully chosen texts to broaden the understanding and exposure of pupils to classical and modern texts.

We have a deep commitment to powerful whole school routines that bring about consistency and ensure student focus is always on learning. We know that our disadvantaged pupils have lower attendance than their more advantaged peers, and therefore we prioritise support for attendance and engagement.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupil premium students is below that of non-pupil premium. Pupils with low attendance who are Pupil Premium are also often combined with other vulnerability factors such as SEND, safeguarding or mental health concerns, or poor attendance. This challenge means that multiple approaches to support have to be employed to see an impact on improving attendance.
2	Our assessments show that, on average, disadvantaged students make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in the majority of subjects compared to non-disadvantaged students. This is also a national trend.
3	Our assessments, observations and discussions with students show disadvantaged students are generally more likely to have poor levels of literacy. This pattern is identified in primary however the gaps become more pronounced at secondary, we are therefore needing to invest in staffing trained in phonics and early reading intervention/teaching.
4	There is an increased demand for behaviour support and mental health services. Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety and low self-esteem. Disadvantaged students are more likely to receive fixed term suspensions or permanent exclusion in school and nationally.
5	Through conversations with students and their families, we have found that disadvantaged students' parents/carers are less likely to engage with Parents' Evenings, this may be due to a number of factors, but often, parents could be single parent households or are working and therefore attending parents' evenings can be a challenge. Parental engagement is an ongoing priority and how the school reaches out to build confidence with parental communication in both directions is a much needed priority focus.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attendance levels to ensure that the attendance of disadvantaged students is in line with non-disadvantaged students.	Disadvantaged students will achieve attendance percentages in line with national averages. The gap between disadvantaged pupils and their non-disadvantaged peers will close to within 3%.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	The gap between disadvantaged and non-disadvantaged students will close yearly with disadvantaged and non-disadvantaged attainment being in line with national. Progress and attainment will increase each year for disadvantaged students.
Improve literacy levels so that disadvantaged students are able to access the whole curriculum. Specifically, all pupils should be able to access the secondary curriculum through targeted reading interventions in Y7 and Y8. Thinking Reading intervention demonstrating impact at KS4.	Reading assessments demonstrate that the percentage of students in KS3 reading below their chronological age will decrease. The gap between disadvantaged and non-disadvantaged students closes yearly.
Disadvantaged students are supported well by behavioural interventions to ensure they are less likely to receive suspensions or permanent exclusion.	Targeted intervention effectively tracked and impact measured. Evidence of effective intervention in place for all students at risk of multiple suspensions or permanent exclusion.
Provide support to students with SEMH needs and achieve improved wellbeing for all students, including those who are disadvantaged.	High levels of qualitative data, such as student, parent/carers and teacher surveys. An increase in enrichment activities, particularly among disadvantaged students.

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: £ 300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use <i>professional development and planning time</i> to develop a broad and balanced, knowledge-based curriculum which responds to the needs of all pupils. Mapped out across the academic year to support and build on prior CPD and learning.	Education Endowment Foundation: Mastery learning High impact for very low cost based on limited evidence	2, 3 & 5
Develop <i>high quality teaching and assessment through strategically planned and delivered CPD</i> , including deliberate practice and reflection, and embedding the Teaching Excellence Framework as an evaluative and developmental tool.	Education Endowment Foundation: Cognitive science approaches in the classroom Education Endowment Foundation: Characteristics of more effective professional development	1, 2, 3 & 5
Providing time for staff to undertake professional development such as National Professional Qualifications (NPQs), exam board training and subject specific training in line with the Academy Improvement Plan.	DfE: Emerging findings from the NPQ evaluation Education Endowment Foundation: Characteristics of more effective professional development	2 & 4
Through targeted CPD and a systematic approach to <i>whole school literacy development</i> – including oracy – pupils with lower literacy will have a structured and developmental exposure to new vocabulary supporting literacy and disciplinary language. <i>Specifically see the TBA Literacy Development Strategy.</i>	EEF Improving Literacy in Secondary Schools	2&3
Use of specialised reading assessment software (NGRT) and analysis tools (Power BI) to assess and analyse barriers to reading so that the appropriate intervention can be targeted.	Ofsted: Now the whole school is reading Education Endowment Foundation: Phonics High impact for very low cost based on very extensive evidence	2 & 3
<i>Disruption Free Classrooms</i> Students can learn in a safe environment with no low-level disruption	Improving Behaviour EEF Research	1, 2, 4, 5
Development of the <i>Pegasus Learning Centre</i> to support pupils who are at risk of exclusion – and who are also meeting a range of additional vulnerability factors.	Improving Behaviour EEF Research Nurture Provision Research Papers	1, 2, 3, 4

Pupils are taught in small group targeted provision.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriately diagnosed and targeted interventions to support language development, literacy and reading.	Education Endowment Foundation: Reading comprehension strategies Very high impact for very low cost based on extensive evidence Education Endowment Foundation: Oral language interventions Very high impact for very low cost based on extensive evidence	1, 2 & 3
Use of 'Thinking Reading' to train specialist reading mentors to offer small group and individual intervention.	Education Endowment Foundation: Teaching assistant interventions Moderate impact for moderate cost based on moderate evidence	2 & 3
Small group tuition with a qualified teacher to tackle year 11 underachievement through comprehensive intervention for individuals at risk of NEET and who are disengaged	Education Endowment Foundation: Small group tuition Moderate impact for low cost based on moderate evidence Education Endowment Foundation: Extending school time Moderate impact for moderate cost based on limited evidence	1 & 2
Well planned programme of support and revision to ensure all disadvantaged pupils can access specialist support, including 'Period 6', Saturday School and holiday study sessions with subject teachers and members of the Leadership Team	Education Endowment Foundation: Small group tuition Moderate impact for low cost based on moderate evidence Education Endowment Foundation: Extending school time Moderate impact for moderate cost based on limited evidence	1 & 2

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

Budgeted cost: £ 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of strategies and interventions to support pupils' social, emotional and behavioural needs including 'Unravel' Emotional and Behavioural Psychology and Counselling; and support through inclusion and pastoral teams.	Education Endowment Foundation: Social and emotional learning Moderate impact for very low cost based on very limited evidence	1 & 4
Supporting attendance, particularly persistent and severe absence, through a range of strategies working with pupils and their families to remove barriers to attendance.	DfE – Working together to improve school attendance DfE – Improving school attendance Education Endowment Foundation: Attendance interventions rapid evidence assessment	1 & 4
Increasing communication with, and support of parents and families through regular weekly bulletin, over-communication of notices and information via social media, and senior leaders and pastoral leaders having access to a school mobile phone which improves parental opportunity to contact school.	Education Endowment Foundation: Parental engagement Moderate impact for very low cost based on extensive evidence	1, 4 & 5

Total budgeted cost: £ 413,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Headline data – Summer 2024 results

Cohort	PP	SEND	Boys	Girls
Number in cohort: 202	73	SEND K: 45 SEND EHCP / IR: 2 SEND EHCP: 10 Total: 57	105	97
% of cohort	36.1%	SEND K: 22.3% SEND EHCP / IR: 1% SEND EHCP: 4.9% Total: 28.2%	52%	48%

PROGRESS 8	Disadvantaged	ALL Pupils
2024 outcome	-0.7 é	-0.27 é
2024 (FFT 5 target)	+0.9	+0.8
2023 outcome	-0.9	-0.31
2022 outcome	-1.1	-0.55
2019 outcome	-1.1	-0.28

ATTAINMENT 8	Disadvantaged	ALL Pupils
2024 outcome	3.0 é	3.8 é
2024 (FFT 5 target)	4.5	4.7
2023 outcome	2.9	3.7
2022 outcome	3.1	4.1
2019 outcome	2.8	4.1

4+English and Maths	Disadvantaged	ALL
2024 outcome	41.1% é	56.9% é
2024 (FFT 5 target)	76.7%	83.3%
2023 outcome	35.8%	53.6%
2022 outcome	40.6%	57.2%
2019 outcome	25	49%

5+ English and Maths	Disadvantaged	ALL
2024 outcome	23.5% ê	36.1% é
2024 (FFT 5 target)	43.8%	49.8%
2023 outcome	20.9%	32.4%
2022	21.9%	40.4%
2019	12%	25%

Attendance - cumulative attendance	
All students	Year 11
Male	87.64%
Female	87.1%
PP	80.57%
Non - PP	91.51%
SEND	75.7%
SEND (K)	77.18%
SEND (E)	68.92%
Non – SEND	92.03%
EAL	86%
Non - EAL	87%

There remains a significant progress and attainment gap between disadvantaged pupils and their peers with the majority of adjusted progress scores applied to disadvantaged pupils. This will be, in part, due to low/non-attendance. In line with this, disadvantaged pupils are less likely to be entered for the English Baccalaureate suite. There has been a significant shift in the positive for this moving forward, with much higher numbers of pupils opting to study a modern language, we are hoping to supplement this with a trip to France next academic year to further enrich the curriculum.

The attendance of disadvantaged pupils remained lower than their non-disadvantaged peers and whole school figures in 2023-24 despite deployed interventions. The attendance of disadvantaged pupils was 7% lower than whole school figures and 11% behind non-disadvantaged peers. This is the same pattern as the previous year. The Attendance Team has now been significantly strengthened through the appointment of a Deputy Headteacher to lead Pastoral and Attendance, an additional Attendance Officer, to bring the team to 4 full time equivalent staff, and the development of the pastoral team to ensure that attendance calls are prioritised, and support is offered.

Pastoral support and wellbeing continues to be a priority for the Academy. There remain a high proportion of children who meet *multiple* criteria for our 'vulnerability index' which includes SEND, PP, poor attendance or safeguarding concerns. These pupils are now tracked and discussed each fortnight in a full multi-disciplinary meeting within school – allowing colleagues to ensure timely and robust intervention is in place to support the pupils and families. We continue to pay for 2 full days of Unravel support – who provide emotional and behavioural counselling and therapy, we access the 'Safe' project through Sheffield Local Authority to engage pupils who are disadvantaged and at risk of exclusion, we have also redeveloped and relaunched our school values to ensure that we can over-communicate and promote success of pupils at all levels, particularly those who are disadvantaged, and give opportunities for cultural enrichment.

Year group	No of pupils PP	PP KS2 Ave: WTS	PP KS2 Ave: EXS	PP KS2 Ave: GDS	PP No SEND	PP SEND support	PP EHCP
7	86	93	105	110	50	28	8
8	77	94	103	107	47	28	2
9	90	93	104	111	54	24	12
10	70	N/A	N/A	N/A	34	29	7
11	77	N/A	N/A	N/A	50	25	2
Total	400	93	104	109	235	134	31

Parental engagement continues to be a priority, but we have made significant inroads into building stronger links with the school community. The senior leadership team write a weekly online 'sway' newsletter which is shared with all parents, carers and the local community. This enables it to be auto-translated on phones to support our EAL community, many of whom are also Pupil Premium due to refugee and asylum status.

We have invested in multiple school mobile phones to support parental communication with senior leaders, and supporting our disadvantaged pupils and families to engage with school in a more personal manner (rather than via enquiries@... Or by calling reception) to support engagement with school and learning.

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.

Programme	Provider
The Scholars Programme	The Brilliant Club
Looked After Children Leader	Sheffield Virtual School
Safe Task Force: Adventure Expedition	Sheffield LA
Healthy Minds	NHS
Dame Kelly Holmes Project	Dame Kelly Holmes Trust
Safe Task Force: Sheffield Wednesday Football Club Community Programme	Sheffield LA
Social Prescribing	NHS
Access to Sheffield (Y9&10)	University of Sheffield
Anti-bullying Programme	Diana Award