

The Birley Academy: 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	The Birley Academy
Number of pupils in school	1,076
Proportion (%) of pupil premium eligible pupils	26.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Gina Newton Head Teacher
Pupil premium lead	Diarmaid Casey Deputy Head Teacher
Governor / Trustee lead	Susan Breeze Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,920
Recovery premium funding allocation this academic year	£51,018
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	£352,938

Part A: Pupil premium strategy plan

Statement of intent

The intention of our pupil premium strategy is to use the pupil premium funding to help us raise the attainment of disadvantaged students in our school and close the gaps between them and their peers. We aim to eliminate inequities in their academic outcomes, attendance and behaviour, cultural capital and access to the wider school experience.

The current three-year strategy (September 2021 - 2024) will focus on specific strategies in three areas: teaching and learning; academic interventions; wider whole school approaches. All will focus on developing high quality teaching and early targeted academic intervention and pastoral support. In particular, we will ensure that those students with social, emotional and mental health needs will have access to high quality provision from appropriately trained adults. These strategies are supported by findings and recommendations from the Educational Endowment Foundation and other organisations.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as teacher CPD to develop quality first teaching.

We believe that all students are entitled to a school experience which provides them with the knowledge and cultural capital needed to succeed in life. To support this, we will provide our disadvantaged students with access to high-quality work experience, careers and further education guidance.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for life beyond The Birley Academy.

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. The impact of Covid-19 and national lockdowns has been greater on our disadvantaged students.

2	Our assessments show that disadvantaged students generally 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 most subjects compared to non-disadvantaged students. The impact of Covid-19 has been greater on our disadvantaged students due to a lack of resources, such as access to the internet and learning devices.
3	Our assessments, observations and discussions with students show disadvantaged students are generally more likely to have poor levels of literacy. This is the case for the <i>Not Secondary Ready</i> cohort on entry into Year 7 (and Year 8 due to Covid-19 closures).
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 due to the on-line nature (post COVID-19).

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, or exceed, attendance percentages in line with national averages. The gap between disadvantaged pupils and their non-disadvantaged peers will close.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	The gap between disadvantaged and non-disadvantaged students will close yearly. Progress and attainment will increase each year for disadvantaged students.
Improve literacy levels so that disadvantaged students are able to access the whole curriculum.	Reading assessments demonstrate that the percentage of students reading below their chronological age will continue to 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 fixed term suspensions or PEX.	Reduction in fixed term suspensions for the disadvantaged students. No disadvantaged PEX by 2023.
Provide support to students with SEMH problems and achieve improved wellbeing for all students, including those who are disadvantaged.	High levels of qualitative data, such as student, parent/carer 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of Teaching and Learning Communities – personalised CPD for teaching staff through instructional coaching.	Research: Effective Professional Development – Guidance report, by the Education Endowment Foundation educationendowmentfoundation.org.uk	2 and 3
Further development of CPD including: subject specific support; supporting dis-advantaged students in the classroom and assessment strategies; behaviour boost.	Research: Effective Professional Development – Guidance report, by the Education Endowment Foundation educationendowmentfoundation.org.uk Research: Developing Teachers – Improving professional development for teachers by the Sutton Trust suttontrust.com	2, 3, 4 and 5

Develop and improve the quality of teaching learning and feedback for all pupils in all lessons.	<p>Research: Teaching and Learning Toolkit – Summary of education evidence, by the Education Endowment Foundation <i>EEF research suggests feedback may lead to pupil progress gains of up to 6 months.</i></p> <p>Research: Teacher Feedback to Improve Pupil Learning, by the Education Endowment Foundation educationendowmentfoundation.org.uk</p>	2, 3 and 5
Continue with the development and embedding of the whole school <i>Closing the Reading and Vocabulary Gap</i> strategies	<p>Research: Improving Literacy in Secondary Schools – Guidance report, by the Education Endowment Foundation <i>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</i> educationendowmentfoundation.org.uk</p> <p>Research: Why Closing the Word Gap Matters: – By the Oxford Language Report <i>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</i> word-gap.pdf (oup.com.cn)</p>	2 and 3
Appointment of additional teachers in English, maths and science to reduce class sizes and ensure an improved ratio of pupil to teacher	<p>Research: Teaching and Learning Toolkit – Summary of education evidence, by the Education Endowment Foundation <i>EEF research suggests feedback may lead to pupil progress gains of up to 2 months.</i> educationendowmentfoundation.org.uk</p>	2, 3 and 5

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

Budgeted cost: £101,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention through the creation of <i>Not</i>	Research: Teaching and Learning Toolkit – Summary of education evidence, by the Education Endowment Foundation	1, 2, 3, 4 and 5

<p>Secondary Ready KS3 teaching groups</p>	<p>educationendowmentfoundation.org.uk</p> <p><i>EEF research indicates that small group tuition has a positive impact on academic outcomes. Studies have found that it provides approximately four additional months progress on average.</i></p> <p><i>Similarly, EEF research has found that the use of teaching assistants provides approximately four additional months progress on average.</i></p> <p><i>Finally, EEF research has found that the use of reading comprehension strategies provides approximately six additional months progress on average.</i></p>	
<p>Reading interventions for low attaining disadvantaged students</p>	<p>Research: Teaching and Learning Toolkit – Summary of education evidence, by the Education Endowment Foundation educationendowmentfoundation.org.uk</p> <p><i>EEF research indicates that the average impact of the deployment of teaching assistants is about an additional four months progress over the course of a year.</i></p> <p><i>In addition, research has found that the use of reading comprehension strategies provides approximately six additional months progress on average.</i></p>	<p>1, 2, 3 and 4</p>
<p>Appointment of an additional Deputy SENDCo</p>	<p>Research: Special Educational Needs in Mainstream Schools – Guidance report, by the Education Endowment Foundation educationendowmentfoundation.org.uk</p> <p><i>The report recommends that schools should understand the needs of students, and that they should complement high quality teaching with targeted interventions.</i></p>	<p>2, 3 and 4</p>
<p>Academic tutoring in a range of subjects</p>	<p>Research: Teaching and Learning Toolkit – Summary of education evidence, by the Education Endowment Foundation educationendowmentfoundation.org.uk</p>	<p>1, 2 and 3</p>

	<p><i>EEF research indicates that one to one tuition can be effective, providing approximately five additional months progress on average.</i></p> <p><i>EEF research indicates that small group tuition has a positive impact on academic outcomes. Studies have found that it provides approximately four additional months progress on average.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £81,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of strategies that support and work with students and their families to remove barriers and increase attendance.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</i></p>	1
<p>Offer bespoke SEMH programmes through Unravelling, the Inclusion and PSHE Teams.</p> <p>Trauma informed training for all staff to apply approaches to routine practice in-school.</p>	<p>Research: Teaching and Learning Toolkit – Summary of education evidence, by the Education Endowment Foundation educationendowmentfoundation.org.uk</p> <p><i>EEF research indicates that metacognition and self-regulation interventions can be effective, providing approximately seven additional months progress on average.</i></p>	4

<p>The Birley Academy – visible consistencies, behaviour interventions and communication with parents</p>	<p>Research: Teaching and Learning Toolkit – Summary of education evidence, by the Education Endowment Foundation educationendowmentfoundation.org.uk</p> <p><i>EEF research indicates that behaviour interventions can be effective, providing approximately four additional months progress on average.</i></p> <p><i>Additionally, EEF research indicates that parental engagement can be effective, providing approximately four additional months progress on average.</i></p>	<p>2, 4 and 5</p>
<p>Programme working with parents and carers to develop effective home learning environments.</p>	<p><i>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions.</i></p> <p>NSPCC.org.uk</p>	<p>5</p>
<p>Contingency fund for issues that occur throughout the year</p>	<p>Based on our experiences, 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>1, 2, 3, 4 and 5</p>

Total budgeted cost: £352,938

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.

Year 11 outcomes:

The lack of published examination data for 2020/21 makes it difficult to compare the progress of dis-advantaged students at The Birley Academy against national benchmarks. Nevertheless, the T.A.G. gap between disadvantaged and non-disadvantaged pupils narrowed in 2020/21 (non-dis-advantaged P8 = +0.3 / dis-advantaged P8 = -0.3) compared to the last published results in 2018/19 (non-dis-advantaged P8 = -0.1 / dis-advantaged P8 = -1.1). This suggests that our strategy was successful in preventing dis-advantaged students being further negatively impacted as a result of lockdown.

Year 7 to 10 internal tracking:

In KS3 and Year 10, end of year residual data shows non-disadvantaged students out-performed the dis-advantaged cohort. This was evident in English and maths, in particular. Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19 and the national lockdowns. This disrupted the teaching, not only of English and maths, but all subjects. Broadly speaking, it had a negative impact on most pupils' development, but especially dis-advantaged students.

Teaching and learning:

Teaching staff continued to contribute toward the development of their subject specific curriculums. Schemes of learning and supporting resources continued to be developed. However, time and emphasis was given to ensuring adaptations were made to support the recovery and catch-up curriculums for all students.

Teaching and learning was hindered, especially from January to March by COVID -19. We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school. This was done via paper work for those without access to the internet/laptop; through Microsoft Teams on-line lessons and using resources, such as those provided by the Oak National Academy. Our evaluation of our pupil premium strategy and recovery plan for 2020/21 indicated that we were successful in providing access to technology to students and in developing subject knowledge. The challenge was in providing differentiated support to our dis-advantaged pupils.

Outside of the lockdown, we had to adapt our pedagogy to suit socially distanced classrooms. Despite these challenges, teachers were still able to teach effectively by increasing their use of questioning and gauging student feedback by using tools, such as mini white boards.

The volume of quality assurance carried out was also significantly reduced, especially post January 2021. A Trust review of remote learning indicated that our provision was secure. However, we recognise there were/are inconsistencies in practice. In September, we re-launched our teaching and learning approach (The Birley Learning Framework) to mitigate against this. In addition, CPD will develop teacher pedagogy through the use of instructional coaching.

Student and parent voice was very positive about the support received during lockdown (including regular contact home) and in terms of their return to school and learning since.

Attendance:

Analysis shows that dis-advantaged attendance declined despite our intervention strategies. This was a national trend for all students, irrespective of socio-economic background.

Personal development and well-being:

Our assessments and observations suggested that for many students, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used the pupil premium funding to help provide wellbeing support and targeted interventions where required. For example, we employed a mental health first-aider.

Parental engagement:

Due to the bubble system, we were unable to run Parents' Evenings in-school. To mitigate against this we used School Cloud, an on-line application.

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
The Scholars Programme	The Brilliant Club

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.