

Pupil premium strategy statement

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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	Belle Vue Girls' Academy
Number of pupils in school	925 (Funding statement)
Proportion (%) of pupil premium eligible pupils	35.12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stephen Mulligan, Headteacher
Pupil premium lead	Deborah Anness, Deputy Headteacher
Governor / Trustee lead	Viv Brealey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,375.00
Recovery premium funding allocation this academic year	£47,125.00
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	£357,500

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Part A: Pupil premium strategy plan

Statement of intent

Our objectives

At Belle Vue Girls' Academy our intention is to provide a truly exceptional educational experience for all, enabling each of our learners to become academically, socially, culturally and emotionally fulfilled young people, ready to take their place in the world. We are committed to breaking down barriers to learning and tackling all forms of disadvantage; we believe in the power of education to promote social equality and dramatically improve life chances. We take our commitment to our learners seriously and strive to provide an educational experience which enables all to thrive and achieve.

The specific intention of our Pupil Premium Strategy is to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the whole curriculum, and particularly in EBacc subjects.

How our pupil premium strategy plan works towards achieving these objectives

Our pupil premium strategy is designed to ensure all disadvantaged pupils, including higher prior attainers, receive an exceptional education and make good progress across the curriculum, achieving the best possible outcomes. We particularly consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our strategies are intended to support their needs, regardless of whether they are disadvantaged or not.

Research evidence is used to identify the strategies that will have the greatest impact.

Key principles of our strategy plan

- We have high expectations for all our pupils. All staff take seriously their responsibility to ensure academic outcomes for disadvantaged pupils are equal to those of non-disadvantaged pupils.
- The curriculum is designed so all pupils, regardless of disadvantage or starting point, receive an excellent quality of education.
- Teaching is consistently of the highest standard.
- Robust diagnostic assessment is used to identify areas in which pupils are most in need of support, with early literacy and numeracy our key priority.
- All pupils have an equal entitlement to high-quality enrichment opportunities.
- We proactively work to remove barriers to learning, supported by a high-quality pastoral team, partnerships with parents and work with external agencies.

- Pupils cannot learn and make progress if they are not in school. We have the same high expectations for attendance for all pupils and work proactively to ensure all pupils are in school every day.

The strategy is integral to wider school plans for education recovery, notably in targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Reading in Key Stage 3 2019 KS2 scaled scores, 2020 and 2021 KS3 GL Assessment CAT4 data, current KS3 Star Test reading age data, English teachers' baseline assessment data and discussion with KS3 pupils and teachers indicates that disadvantaged pupils across the key stage generally have lower levels of reading comprehension than their peers. This has the potential to limit their progress in all KS3 curriculum areas.
2	Maths in Key Stage 3 2019 KS2 scaled scores, 2020 and 2021 KS3 GL Assessment CAT4 test data, maths teachers' baseline assessment and discussion with KS3 pupils and teachers indicates that disadvantaged pupils generally have lower levels of mathematical and problem-solving skills than their peers. This has the potential to limit their progress in all KS3 curriculum areas.
3	Knowledge and Skills Gaps in KS4 2020-2021 KS4 internal progress data (APA Pro), teacher feedback, assessments, observations and discussions with pupils, teachers and families in KS4 suggest that partial school closure has led to gaps in essential knowledge and skills across the curriculum. This internal data suggests partial closure had a greater impact on disadvantaged pupils than their peers. These findings are backed up by several national studies. Current attainment and forecast data suggest there is a gap between disadvantaged and non-disadvantaged pupils' progress in most curriculum areas.

4	<p>Independent learning in KS4</p> <p>2020-21 KS4 internal progress data (APA Pro), teacher feedback, assessments, observations and discussions with pupils, teachers and families suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. This has had an impact on pupils' ability to develop the independent learning skills necessary for success in KS4. These findings are backed up by several national studies. Current attainment and forecast data suggest there is a gap between disadvantaged and non-disadvantaged pupils' progress in most curriculum areas.</p>
5	<p>Pupil Wellbeing</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams and pupils' future prospects, returning to the physical school environment after lockdowns, and the lack of enrichment opportunities due to the pandemic. Bereavement due to Covid-19 is also a significant factor for many in our school community. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, particularly since the return to school after the lockdowns, referrals for support markedly increased.</p> <ul style="list-style-type: none"> • Almost doubling of numbers of 'cause for concerns' (CFC) since return to face-to-face school • Double the number of online safety incidents – we are now dealing with incidents that happened during school partial closure • Emotional related continue to be the highest CFC category. Significant increase since the return to school. • Self-harm CFC almost doubled. • Significant increase in physical health CFC. • Domestic Abuse notifications have significantly increased <p>88 pupils (34 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 90.14%, 88.85%, 83.52%, which is on average 3.77% lower than for non-disadvantaged pupils.</p> <p>36% - 51% of disadvantaged pupils have been 'persistently absent' compared to 23% - 41% of their peers during that period. Our</p>

	<p>assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>The gap between disadvantaged and non- disadvantaged attendance has increased since the pandemic began. The lack of routines and structure, and the diminished influence of school during the past 18 months has been a significant contributor to this issue.</p>
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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
Improved reading comprehension skills among disadvantaged pupils in KS3.	<p>Assessment and progress data for reading demonstrates improved comprehension skills for disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>A higher proportion of pupils have reading ages in line with their chronological age. Pupils have the reading and comprehension skills which enable them to fully access the KS3 curriculum.</p> <p>Pupils complete KS3 with the reading comprehension skills to successfully transition to KS4 programmes of study, including the EBacc pathway.</p>
Improved maths skills among disadvantaged pupils in KS3.	<p>Assessment and progress data in maths demonstrates improved mathematical and problem-solving skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Pupils have the mathematical and problem-solving skills which enable them to fully access the KS3 curriculum.</p> <p>Pupils complete KS3 with the reading comprehension skills to successfully transition to KS4 programmes of study, including the EBacc pathway.</p>
Knowledge and skills gaps are addressed, leading to improved attainment among disadvantaged pupils across the KS4 curriculum.	<p>Assessment, progress data and examination outcomes in KS4 demonstrate strategies to address knowledge and skills gaps among disadvantaged pupils have been successful. There is a smaller disparity between the progress and attainment data of disadvantaged pupils and their non-disadvantaged peers.</p>

	Pupil outcomes are in line with, or exceeding, targets. All pupils are able to progress to the next stage in their education.
Improved independent learning skills and access to learning resources for disadvantaged pupils across all subjects in KS3 and KS4.	Assessment and progress data in all subjects in KS4 demonstrates strategies to improve independent learning skills and access to learning resources for among disadvantaged pupils have been successful and have impacted on attainment. There is a smaller disparity between the progress and attainment data of disadvantaged pupils and their non-disadvantaged peers. Pupil outcomes are in line with, or exceeding, targets. All pupils are able to progress to the next stage in their education.
Appropriate and effective strategies to support the emotional and social wellbeing of all pupils, including those who are disadvantaged, are successfully implemented.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys, teacher feedback and feedback from student wellbeing ambassadors. - A drop in the number of students being referred for wellbeing support. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 11% (1.5% reduction on last year), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. - The percentage of all pupils who are persistently absent being below 30% (11% lower than last year) and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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)

10% SLT salary (Support, CPD delivery) = £654 455 X0.10= **£65 445**

1-day cumulative teacher salaries for CPD and research strategies= £3 857 197/1265=£3 049*6.5=**£19 819**

High quality resources **£10 000**

CPD Resources **£3 000**

Budgeted cost: **£98 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of strategies to support pupils' independent learning. This includes providing devices and internet connection, breakfast club and after-school club, lectures and masterclasses, development of Microsoft 365 and Class Charts, provision of high-quality homework, development of metacognition	EEF reports suggest that pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3, 4, 5

strategies, and the purchase of additional resources to support independent learning such as textbooks and revision guides.		
Implementation of research evidence-based strategies to address gaps in knowledge and skills. This includes subject leader and teacher CPD, curriculum development, assessment review and the purchase of high-quality curriculum resources.	EEF guidance reports and Ofsted research reviews provide evidence-based research across a range of subjects and key stages to support effective curriculum development, assessment and staff CPD. EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports Ofsted: https://www.gov.uk/government/collections/curriculum-research-reviews	3, 4

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

CAT4 tests =£10 000

Additional Teacher for targeted intervention UPS3 inc On Costs-£56 000

Lexia=£5 500

Phonics Package=£2 000

10% SLT salary (strategic planning time) = £654 455 X0.10= £65 445

32.5 hours cumulative CPD costs for staff members to support and effectively deliver Lexia and phonics programme. Teaching staff= £288 878/1265=£228 x 32.5=£7 400

Support staff=£321 998/1235=£260 X32.5=£8 450

Curriculum development in maths and further development of the Maths Watch intervention strategy for pupils in KS3= Cumulative teachers salary costs to develop maths curriculum=£328 617/1265=£259*38hr=**£9 871**

Maths staff CPD to support effective delivery=£32 8617/1265=£259*38hr=**£9 871**

CPD resources=**£3 000**

Staff Overtime and Tutoring expenditure=**£20 000**

Budgeted cost: **£197 537**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of GL CAT4 tests to provide standardised diagnostic assessment data for all pupils in Y7 and Y8	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Purchase of Lexia Package and further development of reciprocal reading strategy. Staff CPD to support effective delivery. Purchase of Phonics programme and staff CPD	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

to support effective delivery.		
Curriculum development in maths and further development of the Maths Watch intervention strategy for pupils in KS3. Staff CPD to support effective delivery.	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	2
Engaging with the National Tutoring Programme to provide mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
Providing a programme of after school lectures and masterclasses – targeted intervention for students requiring it the most, prioritising	<p>EEF reports suggest that disadvantaged pupils can benefit from additional school time if targeted appropriately.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	3, 4

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

Additional Pastoral Manager- **£35 000** inc On Costs

Cost of Senior Mental Health Course est **£2 000**

38 hours per annum of Deputy Head Salary to deliver senior mental health lead role=£98 478/1265x38=**£2 958**

2 days Deputy Headteachers salary for CPD days=£98 478/1265 x13=**£1 012**

CPD release time for PMs to be upskilled on mental health training. £199 000/1235*6.5=**£1 047**

Budgeted cost: **£42 047**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing of the pastoral team to provide further capacity to work on attendance improvement and wellbeing support	DfE 'Improving school attendance: Support for schools and local authorities' guidance suggests skilled pastoral staff who can support pupils and their families are a key intervention when identifying and overcoming barriers to attendance, which is a more significant challenge for disadvantaged learners. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers	6
Train Deputy Headteacher in the new nationally recognised 'Senior Mental Health Lead' role	Creating a whole school approach to mental health is supported by organisations such as Anna Freud: https://www.mentallyhealthyschools.org.uk/whole-school-approach/ This approach creates a positive and supportive school ethos, which the DfE recognises as having 'a profound influence on both pupil and staff mental wellbeing' Mental health and behaviour in schools (publishing.service.gov.uk)	5

Total budgeted cost: £340 000

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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.

In 2021 pupils in Year 11 were awarded Teacher Assessed Grades. Grades were based on a robust series of assessments conducted under examination conditions, and they provide an accurate indication of the progress and attainment of pupils at the end of Key Stage 4. The overall Progress 8 score of +0.95 indicates that on average every pupil achieved almost a grade higher than expected in every subject. The progress of disadvantaged students, while positive in every subject, did not match that of non-disadvantaged pupils. In English the progress score for disadvantaged pupils was +0.51, for non-disadvantaged pupils it was +0.72. In Maths the progress score for disadvantaged pupils was +0.73, for non-disadvantaged pupils it was +1.13, and in science the progress score for disadvantaged pupils was +1.31 while for non-disadvantaged pupils it was +1.63. Although disadvantaged pupils make better than national progress in all subjects, indicating that our pupil premium strategy has had a positive impact, a progress gap remains, and we will continue to work to reduce this gap so that all pupils progress and achieve equally

As evidenced in schools nationally, Covid-19 had the greatest impact on the learning and progress of disadvantaged pupils and particularly those in Key Stage 3 when independent learning skills are less well developed. Partial closure, coupled with high levels of student and staff absence throughout the academic year, meant we have not been able to implement pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. We were unable to target as many pupils as anticipated for example for literacy and numeracy interventions. The pupils who did access these interventions did make pleasing progress however and we plan to roll out these programmes more extensively in 2021-22.

Although overall attendance in 2020-21 was lower than in the preceding 2 years at 87.4%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.7% higher than their peers and persistent absence 0.9% higher. The absence gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted

interventions where required. We are building on that approach in our new plan, with increased pastoral team capacity and further staff training for wellbeing support.

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
Lexia Core5 Reading	
Maths Watch	