

## Pupil premium strategy statement 2022-23

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 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	903.5
Proportion (%) of pupil premium eligible pupils	35.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2025/26
Date this statement was published	9th December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Deborah Anness, Headteacher
Pupil premium lead	Eleanor Hatch, Deputy Headteacher
Governor / Trustee lead	Nurjahan Ali Arobi Vice Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317 663
Recovery premium funding allocation this academic year	£91 356
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£409 019

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our objectives**

At Belle Vue Girls' Academy we are committed to providing an exceptional educational experience for all, empowering our young people to become confident learners, confident communicators, and confident future citizens.

We are driven by ambition, aspiration and excellence. We expect nothing but the best, from everyone, for everyone. We break down barriers, we tackle disadvantage, and we value and actively promote inclusion and celebrate diversity. We create an inclusive environment, in which everyone feels welcomed, supported and confident about being themselves whatever their characteristics or background. We know that education has the power to dramatically improve life chances and we take our commitment to our young people seriously. We take every measure to ensure our academy is a happy and safe place for young people to learn and grow.

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. EEF Research evidence is used to identify the strategies that will have the greatest impact. [EEF Pupil Premium Menu](#)

#### **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.

## Challenges

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

Challenge number	Detail of challenge
<p><b>1. High Quality Teaching for all</b></p>	<p>In 2022 there was a significant gap between the attainment and progress of Pupil Premium Pupil and non-Pupil Premium pupils at all key measures by the end of Key Stage 4:</p> <ul style="list-style-type: none"> <li>• Progress 8: PP +0.1, non-PP +0.33.</li> <li>• Attainment 8: PP 4.5, non-PP 5.</li> <li>• English progress: PP +0.30 non-PP +0.6</li> <li>• Maths progress: PP +0.31, non-PP +0.64</li> <li>• Science progress: PP +0.09, non-PP +0.33</li> </ul> <p>Evidence indicates that high quality teaching is the most important lever we have to improve pupil attainment, including for disadvantaged pupils. Our focus is building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment so that the attainment of all pupils continues to improve, and the gap between pupil premium and non-pupil premium pupils continues to narrow.</p>
<p><b>2. Targeted Academic Support</b></p>	<p>Some pupils in Key Stage 3 require targeted academic support to assist language development, literacy and numeracy. Our interventions are carefully linked to classroom teaching and matched to specific needs, and do not inhibit pupils' access to the curriculum.</p> <p><b>Reading in Key Stage 3</b></p> <ul style="list-style-type: none"> <li>• 2019 KS2 scaled scores, 2020 and 2021 KS3 GL Assessment CAT4 data, current KS3 Star Test reading age data for Years 8 and 9, GL Assessment NGRT for Year 7, 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.</li> </ul> <p><b>Numeracy in Key Stage 3</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>English as an Additional Language</b></p> <ul style="list-style-type: none"> <li>• 2019 KS2 scaled scores, 2020 and 2021 KS3 GL Assessment CAT4 test data and baseline assessments and discussion with KS3 pupils and teachers indicates disadvantaged students with EAL needs find it harder to make progress with language acquisition and need further EAL interventions.</li> </ul>

<p><b>3. Wider Strategies</b></p>	<p><b>Pupil Wellbeing</b>  Social and emotional skills support effective learning and are linked to positive outcomes later in life.</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 / future prospects, returning to the physical school environment after lockdowns, and the lack of enrichment opportunities due to the pandemic. Bereavement due to C19 is also a significant factor for many in our school community. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>After returning to face-to-face schooling from lockdowns, we saw a significant increase in the number of pupils needing support. This has continued to remain high into this academic year, for example:</p> <ul style="list-style-type: none"> <li>• Safeguarding Cause for Concerns (CFC) are more than doubled pre-pandemic levels</li> <li>• Emotional related CFCs continue to be the highest CFC category and are significantly higher than pre-pandemic levels.</li> <li>• Self-harm CFC almost doubled.</li> <li>• Significant increase in physical health CFC.</li> <li>• We have a number of KS3 students who have significant SEMH needs which are presenting new challenges to the staff team. All of these students are PP. Our curriculum provision requires adaptation to meet their academic and social, emotional and mental health needs.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 90.9%, 85.6% and 84.3% which is on average 0.6% lower than for non-disadvantaged pupils.</li> <li>• 30% - 57% of disadvantaged pupils have been 'persistently absent' during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</li> <li>• The gap between disadvantaged and non-disadvantaged attendance has increased significantly during the pandemic (from 1.7% to 5.6%). 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. Whilst the gap has now closed (to 0.2% in 21-22), this is due to non-disadvantaged students attendance dropping significantly rather than disadvantaged student attendance improving.</li> </ul>
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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
<p><b>1. High Quality Teaching for all</b></p>	<p>Strategies to ensure that the quality of teaching for all pupils, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Pupil Premium pupils progress and attainment continuing to improve at all key measures.</li> <li>• Further narrowing of the Pupil Premium / non-Pupil Premium gap at all key measures.</li> <li>• Recruitment and retention of teaching staff.</li> </ul>
<p><b>2. Targeted Academic Support</b></p>	<p>Strategies to improve the <b>literacy</b> skills of all pupils in Key Stage 3, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Assessment and progress data which 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.</li> <li>• A higher proportion of pupils with reading ages in line with their chronological age. Pupils have the reading and comprehension skills which enable them to fully access the Key Stage 3 curriculum.</li> <li>• Pupils completing Key Stage 3 with the reading comprehension skills to successfully transition to Key Stage 4 programmes of study, including the EBacc pathway.</li> </ul> <p>Strategies to improve the <b>numeracy</b> skills of all pupils in Key Stage 3, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Assessment and progress data which 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.</li> <li>• Pupils with the mathematical and problem-solving skills to enable them to fully access the Key Stage 3 curriculum.</li> <li>• Pupils completing Key Stage 3 with mathematical and problem-solving skills to successfully transition to Key Stage 4 programmes of study, including the EBacc pathway.</li> </ul> <p>Strategies to improve language acquisition skills of EAL learners, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Assessment and progress data across the curriculum and within the internal EAL intervention assessment profile demonstrates a smaller disparity between scores of disadvantaged and their non disadvantaged peers. Teachers have recognised this improvement through engagement in lesson and book scrutiny.</li> </ul>

	<ul style="list-style-type: none"> <li>Pupils accessing the EAL intervention programme can access the KS3 curriculum and make successful transition to KS4</li> </ul>
<b>3. Wider Strategies</b>	<p>Strategies to support the <b>emotional and social wellbeing</b> of all pupils, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys, teacher feedback and feedback from student wellbeing ambassadors.</li> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>A curriculum offer that meets the SEMH needs of students, leading to positive academic outcomes and improved presentation of mental health</li> </ul> <p>Strategies to improve the <b>attendance</b> for all pupils, including those who are disadvantaged, are implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 9% (4.2% reduction on last year), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>The percentage of all pupils who are persistently absent being below 30% (30% lower than last year) and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

### 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, data analysis, CPD) =  $£831\ 388.29 \times 0.10 = \mathbf{£83\ 138.82}$
- 35% Cover Supervisor salaries (CPD, development and deployment)  
=  $£86\ 109 \times 0.35 = \mathbf{£30\ 138.32}$
- Pupil Premium Champion TLR 3B= **£1 865**
- Reading Champion TLR 3B= **£1 865**
- Teaching staff and support staff to be trained through whole school and individual CPD in effective disciplinary literacy strategies and their implementation-equivalent of 1 day/6.5 hours throughout the academic year. Teaching Staff=  $£3\ 680\ 913.20 / 1265 * 6.5 = \mathbf{£18\ 913}$   
Teaching Assistants= **£1 534**
- Total= £137 454.14**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>High Quality Teaching for all</b> Strategies to recruit and retain high-	"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending". Our strategies focus on recruiting high quality teaching staff, development of a team of skilled cover supervisors with subject specialisms, providing high-quality CPD,	1

quality teaching staff	and continually working to reduce unnecessary workload and support staff wellbeing. <a href="#">Education Staff Wellbeing Charter</a> <a href="#">Workload reduction toolkit</a> <a href="#">EEF Professional Development</a>	
<b>High Quality Teaching for all</b> Implementation of the whole school disciplinary literacy strategy	“Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects” Our strategies focus on the implementation of a whole school Disciplinary Literacy strategy base on the research of Kathryn Mortimore <i>Disciplinary Literacy</i> , Alex Quigley <i>Closing the Reading Gap</i> , Doug Lemov <i>Reading Reconsidered</i> . This research and implementation of the evidenced based techniques will be facilitated through the work of the lead teacher for the Confident Communicators strand, the Reading Champion and the Pupil Premium Champion. Teaching staff and support staff to be trained through whole school and individual CPD in effective disciplinary literacy strategies and their implementation. <a href="#">Improving Literacy in Secondary Schools</a> <a href="#">Ofsted: struggling readers</a> <a href="#">EEF T&amp;L Toolkit Oracy</a> <a href="#">EEF Toolkit: Reading</a> <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1

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

- Tutor and intervention salaries = 1 x £60 000 1 x £37 303 = **£97 303**
- Lexia = **£7 000**
- Targeted resources = **£4 000**
- The numeracy intervention teacher and TAs CPD. Teacher £37 303/1265 x 32.5 = **£958**
- **Total = £109 261**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted Academic Support</b> Purchase of GL Assessment CAT4 and NGRT to provide standardised diagnostic assessment data for all pupils in KS3	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. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2

<p><b>Targeted Academic Support</b></p> <p>Purchase of Lexia Package and further development of Reciprocal Reading strategy.</p> <p>Staff CPD to support effective delivery.</p> <p>Purchase of the 'Fresh Start Phonics' programme and staff CPD to support effective delivery.</p>	<p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The Lexia package will be used with students identified at tier two intervention level, needing smaller group teaching and literacy catch up. This will be delivered by the literacy intervention teacher and TAs who will all be specifically trained in Lexia implementation through the Lexia provider. The intervention will require access to laptops and headphones and a designated space in school. EEF evidence and the school's internal Lexia pilot scheme provides evidence that this is an effective strategy with positive outcomes.</p> <p>Pupils identified as needing more intensive Literacy intervention will follow the Reciprocal Reading Programme, researched and endorsed by the FFT Literacy foundation as well as achieving positive outcomes from the school's internal Reciprocal Reading research project. This intervention requires very small group teaching by specially trained TAs and Intervention teacher (EEF Tool Kit).</p> <p>Pupils identified as needed phonics intervention follow the Ruth Miskin 'Fresh Start Phonics' programme, designed for pupils aged up to Yr9 (EEF Tool Kit small group intervention). The intervention teacher and intervention TAs have received CPD from Fresh Start Phonics and extensive resources have been purchased from 'Fresh Start Phonics' to support the implementation of the programme. Through research with other schools, it was decided that the Fresh Start Phonics programme resources were more age appropriate and had positive outcomes. (EEF research into Fresh Start was in conclusive- issues around consistency of approach))</p>	
<p><b>Targeted Academic Support</b></p> <p>Curriculum development in maths and further development of the Maths Watch intervention strategy for pupils in KS3.</p> <p>Development and training for the Success @ Arithmetic</p>	<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><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></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>	2



<p>programme to enhance the use of manipulatives in the classroom and in Numeracy intervention Staff CPD to support effective delivery.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p>The Success@ Arithmetic intervention programme was run as a pilot at BVGA with positive outcomes as well as used and endorsed by other local schools. The principle of the use of manipulatives to increase pupil's numeracy skill and understanding has been promoted by the NCTM and providers such as White Rose Maths. The numeracy intervention teacher and numeracy TAs have on going CPD in the effective use of manipulatives in the classroom and for intervention.</p> <p>Success@ Numeracy intervention programme is targeted at Tier 2 level intervention with pupils needed small group teaching (EEF Teacher Toolkit). The numeracy intervention teacher and TAs continue to receive CPD in effective teaching strategies to improve numeracy skills and problem solving</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

- 10% SLT salary (Support, data analysis, CPD) = £831 388.29 X 0.10 = **£83 138.82**
- Attendance resources. inc Academy car = **£7000**
- Attendance Manager salary 50%=£32 000/2 = **£16 000**
- Mental Health and counselling SLA = **£32 000**
- SEMH CPD for Teaching and Associate Staff = **£3 000**
- SEMH Provision Leader 35% Salary = **£22 050**
- **Total = £163 188**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Wider Strategies</b> Further increased staffing of the pastoral team to provide further capacity to work on attendance improvement and wellbeing support (increased school nurse time, additional pastoral support assistant)</p>	<p>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.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers</a></p>	3
<p><b>Wider Strategies</b> Contract Place2Be mental health provision 3 days per week to support individual/groups of students and provide expert guidance to SLT on whole school</p>	<p>Creating a whole school approach to mental health is supported by organisations such as Anna Freud:</p> <p><a href="https://www.mentallyhealthyschools.org.uk/whole-school-approach/">https://www.mentallyhealthyschools.org.uk/whole-school-approach/</a></p> <p>School's responsibility on mental health include <b>'identification</b>: recognising emerging issues as early and accurately as possible and <b>'Early support</b>: helping pupils to access evidence based early support and interventions'</p>	3

<p>approaches to positive student wellbeing</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</a></p> <p>Students with SEMH needs require access to on-site counsellors in school</p> <p><a href="https://semh.co.uk/types-semh-intervention/">https://semh.co.uk/types-semh-intervention/</a></p>	
<p><b>Wider Strategies</b> Create a SEMH nurture group provision, including the appointment of a specialist teacher and enhance teaching assistant, to improve the academic offer and meet the SEMH needs of students.</p>	<p>Students presenting with significant SEMH needs are unable to access the current curriculum provision, They also require additional specialist input into their curriculum including education of mental health.</p> <p><a href="https://semh.co.uk/types-semh-intervention/">https://semh.co.uk/types-semh-intervention/</a></p>	<p>3</p>

## 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.

<p>Our 2021-22 academic outcomes and internal impact data provides robust evidence that the pupil premium strategies we implemented have had a positive impact on the progress, outcomes and educational experience of pupil premium students. In each challenge area we successfully implemented research evidence-based strategies, identified clear success criteria, and were clear about the intended outcome and how this would be measured. The Pupil Premium funding has been used effectively, and we are confident that the impact will be sustained over time. The challenge areas Targeted Intervention and Wider Strategies will remain a focus in 2022-23 to ensure successful strategies are fully embedded, leading to even greater impact over time for a greater number of Pupil Premium pupils.</p> <p><b>Challenge 1 - KS3 Reading</b></p> <p>The funding paid for a full time, fully trained English teacher to deliver Reading intervention following the small group tutoring model. The Lexia programme and Reciprocal Reading model were used as a framework for the intervention. The programmes have had a highly positive impact with pupils in KS3 making significant improvements in their reading ages as well as developing in their confidence.</p> <ul style="list-style-type: none"> <li>• Pupils following the <b>Reciprocal Reading Programme</b> (small group teaching with the Literacy Intervention teacher) made good progress. On average the Year 7 cohort made 12 months progress in the twelve-week intervention period and Year 8 pupils made 5. 4 months progress.</li> </ul>
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- Pupils following the **Lexia intervention programme** (a computer-based package with teacher interventions where needed) made good progress. Pupils are assessed and demonstrate progress in word study, grammar and comprehension skills. The Lexia assessment tool demonstrated that pupils made good progress through all 3 strands
- Most pupils improved by a key stage in the three key areas
- The word study and comprehension units have the greatest impact on reading ability developing vocabulary and improvement of reading for meaning skills. In Year 9 40.5% of pupils reached ARE in these areas, 17.5% pupils in Year 8 and 40.5% in Year 7.

## Challenge 2 - KS3 Maths

The funding paid for HLTAs training and delivery of the programme. The intervention followed a tiered approach with pupils being placed according to need. The Primary KS1/KS2 trained HLTA delivered the *Success @ Arithmetic* programme designed to address gaps in KS1 and KS2 number skills. The second tier was a computer-based intervention 'My Maths' delivered by HLTAs and Aspiring HLTAs, who also delivered 1:1 intervention where needed. The programmes have had a highly positive impact students have developed their numeracy skills improving on performance and confidence.

- Pupils in Year 7 and Year 8 who had significant gaps in their numeracy skills followed the *Success @ Arithmetic Programme* (small group intervention led by a primary trained HLTA). Progress was measured using the Sandwell Numeracy test.
- In Year 7 (after extended intervention) all pupils made progress, no pupils regressed and the average rate of progress in the 24 -week period was 20 months
- In Year 8 and 9 all pupils made progress and no pupils regressed. The average rate of progress in the 12 -week period was 18 months in Year 8, and 21.5 months in Year 9.
- Pupils following the *Success@ Numeracy programme* (computer-based programme with TA intervention) made good progress. Impact measures were demonstrated using the Maths departments baseline assessment tool.
- **In Year 7** 100% of pupils improved on their baseline score with the average baseline assessment score increasing from 40% to 73%.
- **In Year 8** in Band A 100% of pupils improved on their baseline in Band B 70% improved. The average baseline score increased from 48.5% to 71.5%.
- **IN Year 9** 100% of pupils improved on their baseline increasing their score from 47.5% to 78%.

## Challenge 3: KS4 Knowledge and Skills Gaps and Challenge 4: KS4 Independent Learning

The strategies outlined in Challenge 3 and 4 had a highly positive impact on the progress and outcomes of Pupil Premium students in Key Stage 4. A breakdown of results can be found here: [Results by pupil characteristics - Belle Vue Girls' Academy - Find school and college performance data in England - GOV.UK \(find-school-performance-data.service.gov.uk\)](#)

Attainment for all, and for PP students, improved significantly (by at least 10% at all key attainment measures) since last exams in 2019. The average grade (A8) for PP students is 4.5, for non-PP students it is 5. The Progress 8 score for PP students is +0.1, for non-PP students it is +0.33. The PP progress gap is now 0.23, in 2019 it was 0.27. The gap between PP and non-PP pupils remains, but attainment and progress of PP students remains above the national average for all. Our priority is to ensure PP students continue to achieve above national average, and that the gap continues to narrow.

### Academic Mentoring

We appointed one Academic Mentor for KS4 Science. Student engagement and motivation improved because of the personalised tutoring, and outcomes for students receiving additional tutoring are positive. We used the model to provide our own in-house maths and English tutoring programme, delivered by members of existing teaching staff which also had a highly positive impact.

- Y11 Science progress: **+0.22**, PP+0.09, non-PP +0.33
- Y11 English progress: **+0.44**, PP+0.30, non-PP: +0.6
- Y11 Maths progress: **+0.43**, PP+0.31, non-PP: +0.64

### Challenge 5: Pupil Wellbeing and Challenge 6: Attendance

The initial impact of the wider strategies around wellbeing and attendance are evident in the KS3 and KS4 progress and outcomes detailed above. The impact of wider strategies will be in greater evidence as they are further embedded as part of our three-year plan. Attendance has improved in line with national, but this remains a key priority for 2022-23. Pupil behaviour, wellbeing, and mental health, significantly impacted over the last three years by Covid-19 related disruption to education, remain a priority. The impact of the pandemic was particularly acute for disadvantaged pupils, and we have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on that approach in our new plan, with increased attendance and 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 Power Up	Lexia
Fresh Start Phonics	Ruth Miskin
Maths Watch	
Reciprocal Reading	FFT Literacy
Success@ Arithmetic	