

# Belle Vue Girls' Academy: Pupil Premium Strategy statement 2020-2021

*Educating the women of tomorrow*



1. Summary information					
School	Belle Vue Girls Academy				
Academic Year	2020-2021	Total PP budget	£321835	Date of most recent PP Review	October 2020
Total number of pupils	948	Number of pupils eligible for PP	337 (35.5%)	Date for next internal review of this strategy	Spring 2021

2. Current attainment		
	Pupils eligible for PP in 2019-20 (our school) were 67/185	Pupils not eligible for PP (national average)
Progress 8 score average	+0.37 (0.44 2019)	+0.71 (0.44 2019)
Attainment 8 score average	42.4	48.2 (42.7 Bradford 2019)

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Reading age on entry – Pupil prior attainment is well below the national comparator for reading for current year 10 and year 11 (Ofsted Secondary Inspection Data Summary Report December 2018)	
B.	English as an additional language (EAL) The school is in the top 20% of the proportion of EAL at 51.9% (Ofsted Secondary Inspection Data Summary Report – December 2018)	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
C.	Lack of opportunity for disadvantaged students to extend learning at home or have learning through experiences outside of the classroom	
D.	Gaps in learning due to Covid which is compounded when 4% of students have no internet access	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Gap closing between reading ages and chronological ages	RA test results and interventions show closing in the gaps of RA's

<b>B.</b>	Quality First teaching and appropriate language intervention when needed	Progress data after DC 1,2,3 (Y11)and 2021 results. JET examination results
<b>C.</b>	Build cultural capital of the students through increased wider school participation of disadvantaged students	Registers , Academy action plans and impact
<b>D.</b>	Faculty and subject leaders, with their teams will review their curriculum, identifying <u>gaps in student knowledge</u> of key content to <u>ensure</u> the curriculum on offer <del>to ensure that the</del> <u>has the</u> intent and that implementation will have impact on student outcomes, their literacy and destinations. This will be supported, where appropriate, with bespoke intervention	Reviewed SoL in place Blended learning materials shared through agreed appropriate methods Exam results

## 5. Planned expenditure

### Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Planning for progress of all learners including strategies to close the gap between PP and non PP where it exists  Remote education provision is aligned to the faculty curriculums, and integrated into school planning to support students who are self-isolating or otherwise absent from school due to Covid	Quality first teaching that is differentiated and based on the data to inform planning for teaching and learning Gaps in knowledge are identified and addressed and actions in place with impact routinely monitored  All PP students will be able to access learning remotely	<b>EFF research shows that the following actions have the most impact</b> <ul style="list-style-type: none"><li>• Meta Cognition and self-regulation</li><li>• Feedback</li><li>• School context</li></ul> <b>EFF research shows the following:</b> Teaching quality is more important than how lessons are delivered Pupils can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.	Routine QA programme – Red folder evidence learning walks by SLT  PM observations HoF monitoring New teacher induction	Dan, SMg HoF PM appraisers	Data collection points 1,2 QA feedback as part of the whole academy T&L QA process  October half term, end of the autumn term

		Ensuring access to technology is key, particularly for disadvantaged pupils It is important that support is provided to ensure that disadvantaged pupils have access to technology. Ensuring that pupils are provided with support and guidance to use specific platforms is essential,			Half termly with HoY after the RAP meeting
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(i)KS3 English Co-ordinator to continue to implement and monitor the impact of ARP at KS3 including increasing the number of students reading for pleasure	Maintain increase in reading materials borrowed from the library	<b>EEF research identified the low cost actions that have the most impact</b> <ul style="list-style-type: none"> <li>• Reading comprehension strategies (ARP)</li> <li>• Engagement of parents</li> </ul> <p>The National Curriculum for England clearly states that “all schools should provide library facilities and set ambitious expectations of reading at home”</p>	<p>Reading ages are assessed twice a year to measure progress</p> <p>Students engagement in required reading monitored by English teachers</p>	KS3 English Co-ordinator English teachers	<p>Star reading test results I October</p> <p>Reading age assessments outcomes in the summer term</p> <p>Termly figures on books borrowed from the library</p>
(ii) Reciprocal reading programme is rolled out across the academy	Gap in reading ages are reduced	<b>EEF research identified the low cost actions that have the most impact</b> <ul style="list-style-type: none"> <li>• Reading comprehension strategies (Reciprocal reading)</li> <li>• Oral Language intervention</li> <li>• Small group interventions</li> <li>• Teaching assistants</li> </ul>	<p><b>Reciprocal reading trialled</b> by small group teachers then rolled out whole school</p> <p>In Y7 40 students identified with RA 2-3 below chronological age. Two waves each of 12 weeks</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Reciprocal reading: (5 pupils/25mins x 3per week x two groups</li> </ul> <p>Delivered by English specialist teacher</p>	<p>Trained volunteers from last year. All staff</p> <p>EHA/SMA</p>	<p>Reciprocal reading is used consistently across the academy</p> <p>Targeted year 7 group established from results of Star reading tests– improvement in RA by 12 months RA</p>
Identified year 7 students readers RA 2-3 years below chronological programme for targeted reading intervention	Gap in reading ages are reduced				



<div>Total budgeted cost</div> <div>£219 000</div>					<ul style="list-style-type: none"> <li>• £98 000 2 % of staff planning time</li> <li>• £20 000 3% of strategic leadership team SLT</li> <li>• Success@arithmetic £950</li> <li>• Sandwell testing £270</li> <li>• Support Staff expenditure £20 000</li> </ul> <div>Teaching Expenditure English and Maths</div> <div>£80k 60% x 2 teachers</div>
Targeted support: Promote exceptional attitudes towards education					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p><b>Pastoral support:</b> Safeguarding / CP practitioner Qualified nurse Mental Health Coordinator Pastoral managers Enrichment Team Internal Alternative Provision Manager</p>	<p>Ensure students are safe and emotionally supported so that learning is happening, therefore increasing achievement and desires for life -long learning. Reduce the differences in limiting external factors and opportunities between PP and Non PP. Provide support and challenge</p>	<p><b>EEF research identified the low cost actions that have the most impact</b></p> <ul style="list-style-type: none"> <li>• Social and emotional learning</li> </ul> <p>Appropriate intervention strategies are put in place to support students in terms of health and social and emotional well being</p>	<p>Half termly updates from well-being team</p> <p>PD Journey map</p> <p>Student voice</p> <p>Tracking engagement of PP students in enrichment activities</p>	<p>JPA, VWA, JKE</p>	<p>Increase in number of students who access wider school participation and experiential learning opportunities Student Voice that proportionately represents PP students in the feedback</p>
<p>Implement the Y11 Quad strategy to ensure that all students achieve ambitious outcomes</p>	<p>Clear understanding of progress data of all Y11 from impact analysis reports which will inform the setting of individual attainment and progress targets</p>		<p>Half termly RAP meetings in place to monitor progress of students and to review the impact of interventions</p>	<p>JPA /HoY /HOFs</p>	



<p>Robust Independent Advice and Guidance delivered through a structured programme.</p> <p>Linking curriculum subjects to career opportunities</p> <p>All PP students to have a one to one progress discussion</p>	<p>Increase inspiration and Ambition</p> <p>All students will have a work experience in Year 10</p> <p>All Y11 have a 1:1 careers guidance meeting regarding post 16 options available to them</p> <p>All students will have 1:1 discussion with HoY with any barriers to learning identified</p>	<p><b>EEF research identified the low cost actions that have the most impact</b></p> <ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Aspiration interventions</li> </ul>	<p>HoY</p>	<p>CEIAG Coordinator WEX Coordinator Enrichment Team</p> <p>HoY</p>	<p>All Y10 PP students have a work experience placement June 2020</p> <p>All Y11 PP students have accessed a 1:1 careers meeting with Careers staff</p> <p>All PP girls had progress discussion with HoY and, any barriers to learning have been addressed through appropriate strategies</p>
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					<p><b>Total budgeted cost</b> <b>£96 000</b></p> <p>25% of the following staff salaries:</p> <ul style="list-style-type: none"> <li>• Safeguarding / CP practitioner</li> <li>• Qualified nurse</li> <li>• Mental Health Coordinator</li> <li>• Pastoral managers</li> <li>• Enrichment Team</li> <li>• Internal Alternative Provision Manager</li> </ul> <p>£96 000</p>
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**ii. Other approaches**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Extended Learning time strategy – independent learning study bases opened after Oct half term for Y11 students to access appropriate resources, including specialist learning facilities where appropriate	Provide students with quality targeted resources and support to build on learning in the classroom	<p><b>DfE: <i>The Benefits of Study Support: A Review of Opinion and Research</i></b></p> <p>For pupils from disadvantaged backgrounds, study support provides opportunities to study in a safe environment, and gives them access to resources not available at home. Our experts suggested that study support may benefit parents by improving communication with the school. Parents are pleased that their children have additional opportunities for learning in a safe environment.</p>	<p>Work spaces supported by SLT – registers taken</p> <p>Faculty leaders target specific resources for PP students</p>	<p>Intervention Coordinator</p> <p>AHT</p> <p>HoY</p> <p>Faculty Leaders</p>	<p>Data collection points 1,2,3(Y11)</p> <p>Mock exam results</p> <p>Results in August 2021</p> <p>Review of P6 registers</p>

Late bus provided	Consolidate / deepen student subject knowledge			AHT HoY Faculty Leaders Subject teachers	Data collection point after Christmas Student Voice
Revision guides for all GCSE subjects	All PP students have a revision guide	<b>Based on evidence from cognitive psychology (Dunlosky et al, 2013) which is summarised in Robert Coe et al's review of</b> the underpinning research – What Makes Great Teaching? ..... strategies for teachers to use in the classroom so that their students can make better use of these resources at home.	Students are taught within lessons and PD how to use a revision guide through a range of different strategies e.g <ul style="list-style-type: none"> <li>• Summarising</li> <li>• Doing something with the information</li> <li>• Focus on small chunk text</li> </ul>	JKE Class teachers	Data collection points 1,2,3 Results in August 2021
<p style="text-align: right;"><b>Total budgeted cost £7 000</b></p> <p style="text-align: right;"><b>Overall total budget £322 000</b></p>					<p><b>£4 000 35% cost of Transport</b></p> <p><b>£3 000 35% resources</b></p>

