
Belfairs Academy



Pupil Premium Funding Policy and 3-year Strategic Plan 2022-2025

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Context of Belfairs Academy

Total Pupil Premium provision	£ 278 550
Number of students on roll	1653
% of students eligible for Pupil Premium	16.0% (264)
Date of review of Pupil Premium Strategy	July 2025

	2021-22			2022-23			2023-24			2024-25		
	National	Belfairs		National	Belfairs		National	Belfairs		National	Belfairs	
	All	All	Disadv.	All	All	Disadv.	All	All	Disadv.	All	All	Disadv.
9-4 En and Ma %	65%	75%	56%	65.1%	71%	35%						
9-5 En and Ma %	43%	55%	32%	45.3%	36%	21%						
Ebacc 9-4 %	25%	38.2%	18%	24.2%	26%	13%						
Ebacc 9-5 %	17%	25%	8%	45.3%	13%	10%						
Progress 8*	-0.03	0.61	0.03	-0.02	-0.77	-1.19						
Attainment 8	47	51.56	42.07	46.3	2.68	32.73						

Overarching Principles

- ❖ At Belfairs Academy, all members of staff and governors accept responsibility for those students recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- ❖ Every child who is considered as 'disadvantaged' is valued, respected, and entitled to develop to his / her full potential, irrespective of disadvantage.

Background to the Pupil Premium

Introduced in April 2011, the Pupil Premium is a government initiative that provides additional funding aimed at students from deprived backgrounds. Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided to support these students in reaching their potential by accelerating their progress.

The Government has used students entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per student, based on the number of students registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these students.

Overall Objectives:

- ❖ Belfairs Academy will ensure the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- ❖ The Pupil Premium funding will be used to provide additional educational support to improve the progress and raise the achievement for these students.
- ❖ The funding will be used to narrow and close the gap between the attainment of these students and their peers.
- ❖ The Academy will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

How we will ensure effective use of the Pupil Premium

- ❖ The Pupil Premium will be clearly identifiable within the budget.
- ❖ The Principal, in consultation with the Governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled students. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- ❖ In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged or underachieving.
- ❖ The Academy will assess what additional provision should be made for the individual students.

- ❖ The Academy will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium.
- ❖ The Principal will report to the Governing Body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- ❖ The Academy will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- ❖ The Academy will monitor, evaluate, and review the success of the impact of the Pupil Premium Funding.

Review of Intended Outcomes within Strategy Statement

Intended Outcome	Success Criteria
<p>Improved attainment for disadvantaged students in all subjects, notably Mathematics and EBACC subjects, relative to their starting points.</p> <p>Progress gaps, measured through Progress 8 figures, reduce between disadvantaged and non-disadvantaged pupils.</p> <p>Improved attainment 8 scores of KS2 high prior attaining students.</p>	<p>End of year internal assessments and external examination results will evidence improved attainment at the end of the strategy in 2025/26. Yearly progress updates will identify interim success and achievement of intended outcomes.</p> <p>By the end of our strategy, the percentage gap of students working at or above forecast and expected grades between disadvantaged and non-disadvantaged has reduced. External examination results, where applicable, evidence this.</p> <p>By the end of our strategy, the Progress 8 gap of year 11 students has reduced from the 2022 figures of 0.73 (0.03 disadvantaged and 0.76 non-disadvantaged).</p> <p>By the end of our strategy, the Attainment 8 gap of year 11 students has reduced from the 2022 figures of 12.10 (42.07 disadvantaged and 54.17 non-disadvantaged)</p> <p>By the end of our strategy, Improved Attainment 8 scores of High prior attaining, disadvantaged pupils from 2022 figures of 46.75 (64.71 non-disadvantaged).</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance. Initial end of 2022/23 targets:</p> <ul style="list-style-type: none"> • the attendance figure of all students is 94% • the overall persistent absence rate of all students reduces to 24%
<p>Improved participation in non-whole school enrichment activities by disadvantaged pupils. This includes clubs, events, and trips within and outside of the Academy.</p>	<p>The percentage of disadvantaged pupils who participate in non-whole school enrichment activities is in-line with non-disadvantaged pupils.</p> <p>By the end of the strategy, and year on year targets, 100% of all pupils, including disadvantaged pupils, participate in at least one non-whole school enrichment activity.</p>

To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged and vulnerable students.

Sustained high levels of wellbeing demonstrated by qualitative data from student voice, surveys, and teacher observations. Additionally, the high take up and engagement of students participating in enrichment activities exhibits this.

1. High Quality Teaching

Desired outcomes (Intent)	Chosen actions/approaches	How will you ensure it is implemented well?	Staff lead(s)	Impact Update June 2023
Quality first teaching of a rich curriculum	Developing high quality teaching and assessment, following a curriculum which responds to the needs of all pupils, including our disadvantaged.	Learning walk and book checks Excellence review process	NOI LAM	Excellent reviews
Delivery of CPD to ensure staff are aware of evidence-based approaches to improve quality of teaching and learning.	Professional development on evidence-based approaches such as: <ul style="list-style-type: none"> - Oracy - Feedback - Metacognition - Mastery learning 	CPD record of attendance Learning walk evidence implementation of strategies Excellence review process	NOI SIB	Stretch and Challenge and Pupil Premium support has been delivered through twilight carousel sessions. Focus for 2023-2024 would be to include Oracy and Metacognition training within the Academy through the T&L team and Academy CPD plan.
Purchase of technology to support teaching and learning	Technology and other resources that support high quality teaching and learning.			
Improved educational attainment outcomes of 2022 GCSE examination data of disadvantaged students relating to P8 and A8	Identification of key vulnerable Year 11 students Ensuring targeted support is provided.	Line management and progress meetings with HAE and progress team	NOI HAE ROG	P8, A8, and percentage students attaining Grade 9-4 and 9-5 was less than in 2022.
Reduction of P8 gap of Y11 from 0.79 and increase of disadvantaged P8 score of 0.03	Consequence of high-quality teaching, attainment results will improve and the attainment and progress gap between disadvantaged and non-disadvantaged pupils will reduce.	External and internal assessment data	NOI HAE ROG	0.42 gap which is a reduction. Though this is a result of reduced P8 figures.
Improving numeracy across the academy, allowing students to make connections	Support departments as part of academy numeracy initiative regarding teaching of mathematical	Delivery of CPD events, attainment and data	NOI MUR	Intervention, as presented in Numeracy and Intervention Reports to SLT evidenced development of numeracy across the

<p>across subject areas through consistency of language and teaching approaches.</p>	<p>content within subjects. Delivery of teaching content, CPD provision.</p>	<p>analysis of internal and external assessments</p>		<p>Academy. This is supported through Numeracy co-ordinator supporting other subject areas and their teaching, by implication, supporting disadvantaged pupils.</p>
<p>Total Budgeted Curriculum Support</p>				<p>£ 111 420.00</p>

2. Targeted Academic Support

Desired outcomes (Intent)	Chosen actions/approaches	How will you ensure it is implemented well?	Staff lead(s)	Impact Update Jun 2023
Improved numeracy of pupils who are below expected standard at Year 7	KS2 data analysis and CATS assessment identifies key students. Interventions to support numeracy development take place.	Use of co-educators and other staff to run intervention support initiatives	NOI TUE FOT	TUE as Y7 PL identifies key students using KS2 and CATS data and regularly signposts these students across the academy.
Improved reading and comprehension of pupils who are below expected standard at reading at Year 7	As above, with interventions to support reading and comprehension.	Use of co-educators and other staff to run intervention support initiatives	NOI HEH FOT	As part of the reading programme within the school, students are encouraged to read – details can be seen in Reading Reports presented to SLT half termly.
Personalised support of disadvantaged students with SEND according to specific needs.	Interventions to meet the specific needs of disadvantaged pupils with SEND	Use of co-educators and other staff to run intervention support initiatives	FOT	Co-Educators are aware of those students who are both SEND and disadvantaged and provide support outside of lesson time dependent on needs and Year groups and time of year. For example, Co-Educators effectively go through revision material in preparation for PPEs.
Class support through use of additional adults for disadvantaged pupils with SEND.	Co-Educator deployment and interventions	Effective use of co-educators evidenced through book checks, learning walks, excellence reviews.	FOT	Co-Educators are aware of those students who are both SEND and disadvantaged, and one-to-one support is provided to these students in lessons.
Total Budgeted Curriculum Support				£ 55 710.00

3. Wider strategies

Desired outcomes (Intent)	Chosen actions/approaches	How will you ensure it is implemented well?	Staff lead(s)	Impact Update Jun 2023
<p>Improved attendance to and reduction of persistent absence.</p> <p>2022/23 target: 94% attendance 24% persistent absent</p>	<p>Identification of key students who are likely to provide maximum impact with support.</p> <p>Year Leaders have a focus group of students and monitor attendance and provide encouragement of attendance through competition and celebration of improved and high attendance.</p> <p>Identification of students who are in danger of declining attendance and/or becoming persistent absent.</p> <p>Regular updates of attendance figures to SLT</p>	<p>Tracking of attendance.</p> <p>Year Lead support initiatives take place.</p> <p>Support of key students through Aspect 3</p> <p>Recognition and rewarding students celebrating 100% attendance.</p> <p>Improved attendance of all and disadvantaged students.</p>	<p>RON</p> <p>NOI</p> <p>Yls</p>	<p>Improvements of PA has been made.</p> <p>Update March 2024: In 2022/23 until 10.03.23 90.5% attendance, PA 30%. In 2023/24 until 10.03.24, 91.4% attendance, PA 25.1%.</p> <p>Targets: 94.4% and PA of 24%</p>
<p>Supporting pupils' social, emotional and behavioural needs – sustained high levels of student well-being.</p>	<p>Regular student feedback obtained from student voice, surveys, teacher observations.</p>	<p>Positive student and parent feedback</p> <p>High levels of participation of student enrichment activities</p>	<p>Yls</p>	<p>Student voice surveys indicate students feel safe and learning takes place.</p>
<p>100% attendance of disadvantaged students to at least one non whole-school enrichment activity</p>	<p>Promotion of enrichment activities through tutor programme and enrichment bulletin.</p> <p>Enrichment leaders and Year leaders to target and invite students not participating.</p>	<p>Enrichment leader reports and tracking of data.</p>	<p>LIA</p>	
<p>Increased cultural capital exposure</p>	<p>Ensuring students have opportunities to participate in extracurricular activities relating to sport, outdoor activities, arts, culture, and trips.</p> <p>Review of curriculum maps and schemes for learning</p>	<p>Record of attendance of student participation of enrichment activities, educational trips and visits.</p> <p>Delivery of personal development and cultural capital opportunities.</p>	<p>NOI</p>	<p>BromCom records student trip participation.</p>

Support Y6-Y7 transition and academic support through summer school provision	Summer school takes place	Summer school report Attendance record of participation.	WIR	Summer school initiatives and Y6 transition days take place.
Supporting physical hunger needs of disadvantaged students	Breakfast club and meal provision as appropriate	Register of attendance to breakfast club	NOI	Breakfast clubs take place.
Total Budgeted Curriculum Support				£ 111 420.00

Additional detail

- ❖ Belfairs Academy will continue to ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- ❖ The Pupil Premium will continue to be used to provide additional educational support to improve the progress and raise the achievement for these students.
- ❖ Belfairs Academy will continue to use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

Evaluation and Reporting

It will be the responsibility of the Principal to produce a report for the Governing Body that will include:

- ❖ The progress made towards closing the gap, by year group, for disadvantaged students.
- ❖ An outline of the provision made during the term since the last report.
- ❖ An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

Appeal

Any appeals against this policy will be through the Governor's Complaints Procedure.