

## Belfairs Academy Pupil Premium Strategy Statement

This statement details our Academy's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium 3-year 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 Academy.

### School overview

Detail	Data
School name	Belfairs Academy
Number of pupils in school	1631
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Bev Williams
Pupil premium lead	Ian Noakes
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 244 112*
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	£ 244 112*
<b>* Estimated until final figures are published</b>	

## Part A Pupil premium strategy plan

### Statement of intent

Our Vision at Belfairs Academy is as follows: to inspire everyone to be the best they can be; to provide innovative learning opportunities in a forward thinking environment; to prepare and empower everyone to embark on future challenges with excitement and confidence; to foster respect and responsibility; to reach out into the wider world. Our Academy priorities lead our approach to supporting the needs of all children, including our disadvantaged and vulnerable groups.

Academy priority 1	Focus on the progress, attainment, and experience of every student, especially those most at risk of not meeting their potential.
Academy priority 2	Ensure staff are taking consistent approaches to behaviour and learning across the academy.

Pupil Premium funding will be used to provide support for disadvantaged pupils in three main ways: through activities to promote the quality of teaching within the Academy (such as the provision of personal development and staff CPD); to provide targeted academic support (i.e. through intervention strategies); and address non-academic barriers to learning (i.e. attendance, wellbeing and relationship building).

Our intent is to implement a 3-year strategic plan that will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

As high-quality teaching is paramount to support students' making good progress, it is implied that students have good attendance at school. Consequently, another focus of our pupil premium strategy is to decrease the persistent absence rates of all students eligible for pupil premium. We believe in a full and rich curriculum that is enriched beyond the classroom; a focus in our strategy is to increase the uptake of pupil premium students who participate in non-whole school enrichment activities and educational trips and visits.

This policy is in place to ensure funding is allocated and spent appropriately with accountability of educational performance, including scrutiny by governors and trustees. Academy leaders with responsibility for the plan work with key stakeholders and line managers. The Principal are accountable through direct line management and to the governing body, with regular reports and updates to the governing body meetings.

## Challenges

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

Challenge number	Detail of challenge
1 – Progress and Attainment	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the Academy. Whilst the types of barriers to learning vary across individuals, identified pupils who are not on track need additional support to make expected progress by the end of the academic year across all subjects. Particular focus is on Grade 4+ English and Maths, and overall improvement of Progress 8.
2 – Attendance and Punctuality	Disadvantaged and vulnerable pupils need support to improve attendance and punctuality so that the percentage of persistent absent rates and gaps between the attendance of disadvantaged and non-disadvantaged pupil decreases.
3 – Personal Development and Cultural Capital	Our observations and conversations suggest disadvantaged pupils have less access to enrichment opportunities to support and develop their cultural capital outside of school. This could be exaggerated due to disruption in schooling.
4 – Emotional Health and Well being	All pupils, including our disadvantaged and vulnerable students, have experienced some periods of isolation, which can impact negatively on social skills; learning behaviours; health and wellbeing.

## 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
Progress and Attainment Gaps narrowed across all subjects, specifically Maths and EBACC subjects, for disadvantaged students across all year groups.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of the strategy in  By the end of our current plan in 2024/25, 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.  Specifically, by the end of the academic year: Year 7, 15% of pupils working at, or above, forecast grade. Year 9, 5% of pupils working at, or above, forecast grade  For Year 11, by the end of T3, 15% of pupils working at, or above, forecast grades. PP Current vs Expected P8 Gap

	reduced from -0.48 to -0.2 in Mathematics, -0.36 to -0.15 in English Language and Literature.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>Attendance target of 94.4% for all students. Pupil Premium students in line with all students.</li> <li>the overall persistent absence rate for all pupils drops to 24%. Pupil Premium Students are in line with all students.</li> </ul>
Improved participation in non-whole school enrichment activities by disadvantaged pupils. This includes clubs, events and trips within and outside of the Academy.	The percentage of disadvantaged pupils who participate in non-whole school enrichment activities is in-line with non-disadvantaged pupils. 100% of all pupils participate in some form of enrichment activities.
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.

## 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: £ 97 644.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. This includes CATS and Lexonix.	Standardised tests can 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="#">EEF - Diagnostic Assessment</a>	1
Further staff training relating to student feedback for all students, with disadvantaged a priority. Feedback should be written with the aim of (and be capable of producing) improvements in students' learning. Professional Development opportunities will be utilised to improve teacher practice.	Feedback can be verbal, written, given through tests or digital technology. It can come from a teacher or someone taking a teaching role, or from peers (peer tutoring) Evidence suggests this has very high impact for very low cost based on extensive evidence. <a href="#">EEF - Feedback</a>	1, 3
Improving literacy in all areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. It will be rolled out first in Mathematics to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">EEF - Improving Literacy</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Mathematics and English: <a href="#">Oxford Language Report</a>	1
Improving numeracy in all areas in line with recommendations in the EEF Improving Mathematics in Key Stages 2 and 3 delivered through professional development within subject departments.	Direct Instruction, Mastery approaches, problem solving, inquiry-based learning are found to be beneficial to student learning in KS3 for all pupils, particularly	1

	those from disadvantaged backgrounds and additional needs. <a href="#">EEF Maths Evidence Review</a>	
Oracy training and development to emphasise importance of spoken language and interaction within the classroom which includes dialogic activities.  We will fund professional development, linking with BTSA a local Hub, to attend relevant Training Courses.	Oracy, or Oral language, interventions, have some similarity to approaches based on Metacognition and to Collaborative Learning approaches which promote pupils' interactions in groups.  Evidence suggests this has very high impact for very low cost based on extensive evidence.  <a href="#">EEF - Oral Language Instruction</a>	1

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

Budgeted cost: £ 48 822.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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:  <a href="#">EEF - Reading comprehension strategies</a>	1, 4
Structured interventions, including one-to-one or small group interventions.	Evidence suggests one-to-one tuition conducted by a teacher, teaching assistant or other adult, as additional teaching outside of normal lesson time (extension of school day or as a summer school) has high impact for moderate cost.	1, 4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 97 644.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice.  Staff will get training and release time to develop and implement new procedures.  Attendance/support officers have been appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  <a href="#">DfE - Improving School Attendance</a>	2
Fund to support the provision of enrichment opportunities for students to boost wellbeing, behaviour, attendance and aspiration.  Educational trips and visits, and the enhancement of cultural capital can remove barriers to	A New Direction commissioned a series of case studies exploring how secondary schools are aligning their narrowing the gap strategy with providing opportunities for students to engage with arts and culture.  <a href="#">Using Pupil Premium to Enrich Cultural Education</a>	3

accessing and understanding the wider curriculum. Disadvantaged pupils will be encouraged to participate.		
Continue to provide excellent wellbeing and enrichment opportunities for all our pupils through activities run by our Enrichment leaders.	Positive impact and benefits to children's well-being, confident, self-efficacy, physical development, health and wellbeing and attitudes to learning, impacting on improved attendance. This has been evident in our own experiences and evidence as well as research based approaches. <a href="#">EEF - Social and Emotional Learning</a> <a href="#">EEF - Arts Participation</a>	3
Continue to provide career awareness through Gatsby Benchmarks across individual subject areas and whole school approaches.	A combination of employer 'pull' and school 'push' is needed for good career guidance. Many students experience good career guidance from families; we need to ensure disadvantaged and vulnerable pupils have good career guidance within the Academy. <a href="#">Gatsby Benchmarks</a>	3
CPD to train staff on how to build positive relationships with all children, in particular disadvantaged and vulnerable children so that barriers to learning are identified quickly and support provision is put in place.	Both targeted intervention and whole class approaches can have positive overall effects. <a href="#">EEF - Behavioural Interventions</a>	1, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Continue to provide holiday clubs to support emotional health and wellbeing.	Our evidence from previous clubs show that children and parents from disadvantaged backgrounds benefit from focused holiday clubs. We use our own teaching staff, specialists and provide intensive, well-resourced sessions within the provision. <a href="#">EEF - Summer Schools</a>	1, 3, 4
Breakfast Clubs	Breakfast clubs can reduce the number of pupils coming to class hungry which can support pupil concentration and paying of attention within lessons. Breakfast clubs can also promote pupils' social development and improvement in behaviour. <a href="#">DfE - Breakfast Clubs</a>	1, 2, 4

**Total budgeted cost: £ 244 112**

## 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 2022-2023 academic year.

We have analysed performance of our school's disadvantaged students during the 2022/2023 academic year using examination performance data and our own internal assessments.

Our outcomes for students completing exams in 2023 are summarised in the table below.

	2023	2019
% Grade 5+ En & Ma (Non PP)	40	44
Pupil Premium	21	13
% Grade 4+ En & Ma (Non PP)	71	75
Pupil Premium	35	47
% EBacc 4+ (Non PP)	26	21
Pupil Premium	13	11
P8 (Non PP)	-0.69	0.03
Pupil Premium	-1.17	-0.39

Comparing results from 2023 to 2019, more disadvantaged students secured Grade 5+ in both English and Maths GCSE, with a greater percentage of students securing 4+ in the English Baccalaureate. Pupil Progress for both groups of students decreased, though the rate of decrease was less for the disadvantaged group of students. Much of this is attributed to increased grade boundaries and challenges faced with this cohort, though it remains clear that a focus remains to increase the percentage of disadvantaged students who secure a Grade 4+ in English and Maths as well as overall rates of student progress.

Throughout the academic year, our curriculum provision was reviewed to adjust for the legacy years of national lockdowns, partial re-openings, remote learning, blended learning and full return to the academy. A whole school approach to our curriculum also took place to allow for an increase in GCSE option choices available to our students.

Pupil progress and attainment is measured at termly intervals throughout the academic year, evaluating progress against internal data and where possible, external examination results.

Headline figures indicated that good levels of progress of students was made across all Year groups when comparing percentage of pupils working at Expected Grade greater or equal to their appropriate Forecast Grade. The percentage results for disadvantaged students is outlined below.

Year	D1	D2	D3	D1 Variance	D3 Variance
7	63.4	66.6	67.6	-2.4	-4.3
8	65.2	64.8	65.0	-9.5	-14.6
9	54.2	57.2	57.2	-10.5	-4.8
10	58.0	57.2	57.4	-9.7	-10.4

The results indicate that approximately 60% of disadvantaged students are in line to reach their Year 11 forecast grades throughout each year group. The percentage reduces in Year 9 and Year 10 which needs to be arrested. The variance between disadvantaged and non-disadvantaged also increases, indicating potential disadvantaged progress gaps.

Multiple CPD sessions have taken place to develop teaching staff. These include specific T&L strategies for disadvantaged students, briefings to share key students of concern, as well as implementing strategies to ensure disadvantaged student books are marked first to ensure the feedback is received and acted upon. Internal book checks and learning walks indicate beneficial impact.

Attendance rates have improved compared to the previous academic year, a reduction of 8% of PP students who meet the absence threshold. We remark however, that a percentage gap of 8% between disadvantaged students and their non-disadvantaged peers remains, and that we will continue to address this throughout 2023/24.

## 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