

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bluecoat Aspley Academy
Number of pupils in school	1384 (937 KS3/4) (447 KS5)
Proportion (%) of pupil premium eligible pupils	39.6% KS3-4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Matthew Turton
Pupil premium lead	Natalie Devine
Governor / Trustee lead	Robert Della-Spina

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£366,390
Recovery premium funding allocation this academic year	£102,592
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	£468,982

Part A: Pupil premium strategy plan

Statement of intent

At Bluecoat Aspley Academy we aspire to be courageously inclusive. This grounded principal that every student is unique, valued and loved by God means that we strive to ensure that we are developing and securing progress, attainment and core values for all, and in particular our most disadvantaged students. Setting priorities is key to maximising the use of the Pupil Premium funding and ensuring that all of our students 'can ignite future success' (Jeremiah 29:11). Through our core values of Faith, Hope, Family and Respect, we want our disadvantaged students (and all of our students) to have the opportunity to develop the skills that will enable them to go into our global family believing in themselves, others, in God, which will allow them to become whatever they want to be and form a wonderful part of our society.

Our pupil premium strategy plan achieves these objectives through identifying barriers to learning and identifying our key priorities.

Our priorities are as follows:

- Ensuring all students receive quality first teaching in every lesson based on a knowledge-rich curriculum.
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium funding benefits all students including those who need it most

Our Pupil Premium Strategy will be implemented over 3 years allowing us to take a longer term approach which aligns our plans with the wider academy improvement plan. The key principles of the strategy will focus on these 3 areas:

- Tier 1 - supporting training and continuous development to ensure that all teaching is of a high quality and underpinned by a knowledge-rich curriculum.
- Tier 2 - targeted support for all students through evidence based interventions
- Tier 3 - supporting whole school strategies to improve attendance, behaviour and attitudes to learning

Taking this approach will give the academy greater certainty when we plan our expenditure, recruitment, teaching and learning approach and continuous professional development of our staff.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (based on data in autumn 2021).

Challenge number	Detail of challenge
1	Students eligible for pupil premium funding at BAA have been disproportionately represented at extra-curricular clubs and activities. This is exemplified by a Year 7 residential trip to Wales (October 2021), where only 35% of students eligible for pupil premium funding attended against a whole cohort percentage of 42%. The number of students eligible for pupil premium funding attending RAP/Academic enrichment opportunities in Year 11 has been lower than for non-disadvantaged pupils (in October 2021 it was 37.7%). The attendance of our disadvantaged students has also been more sporadic at extracurricular clubs. The challenge is that students potentially face further disadvantage if they are not accessing cultural capital activities which enhance wider understanding and experience of the world and can result in better educational outcomes and life experiences.
2	Poor attendance has a significant impact on a student's learning and wellbeing. At BAA, attendance rates amongst students eligible for pupil premium funding is lower than for non-PP students (92.2% in 2020-2021 for PP students compared to 94.7%). SEND students eligible for pupil premium funding will be potentially impacted further with their significantly lower attendance (84.9% in 2020-2021).
3	Amongst students facing disadvantage, the proportion of students with an identified special educational need has been above national average (13.5%) at 16%. High proportions of our SEN students are eligible for pupil premium funding (47.9% of the SEN cohort). PASS survey results highlight that Feelings about school (29.2 against a cohort average of 41.7), Perceived learning capability (43.6 against a cohort average of 53.12) and Confidence in learning (55.7 against a cohort average of 63.43) are all significantly lower among SEN students facing disadvantage than the rest of the cohort. The challenge faced here is to ensure that all teachers are aware of the multitude of individual needs faced by our students and that all needs are addressed through adaptive teaching.
4	GL Assessment's NGRT shows that reading and literacy levels are lower in students eligible for pupil premium funding at BAA. GL assessment shows that the average reading stanine in students who are not eligible for pupil premium funding is 5.9 whereas in those students who are eligible for the funding, it falls to 5.32. GL Assessment NGRT shows that literacy levels and thus lower vocabulary levels are a challenge among our students who are eligible for pupil premium funding. There are less students achieving stanine 4+, on average the gap between students eligible for pupil premium funding and those who are not eligible stands at 6.6%. Lower reading levels impact the whole curriculum in terms of accessibility and attainment.
5	GL Assessment's NGRT data for the school shows that there is a reading gap between students eligible for pupil premium funding who have an additional identified educational need and those who are SEND and not eligible for pupil premium funding. Lower reading levels impact the whole curriculum in terms of accessibility and attainment, this is therefore a challenge facing the Academy. Students eligible for pupil premium funding are disproportionately represented within the lower stanines. This is evident at KS4, year 10 average stanine is 5.19 and this falls to 5.02 for student's eligible for funding. In Year 11, the whole cohort average is 5.37 and a similar pattern is repeated where this falls to 5.16 for those eligible for funding.
6	Homework supports the curriculum and improved learning outcomes. Therefore, students who do not complete homework are at a disadvantage to their peers and are unable to access learning at a higher level of challenge, deepen their understanding or consolidate their learning. Students eligible for pupil premium funding are disproportionately represented at homework detentions (56% of students who were issued homework detentions in 2021-22 were identified as qualifying for pupil premium support). Our challenge is to support all students to complete their homework and

	provide an environment that is suitable for additional learning to take place and to ensure that the impact on preparing for the final examinations through lack of homework completion are mitigated.
7	Students must be supported in their behaviour to ensure that positive behaviour has a positive impact on personal and academic outcomes. Students eligible for pupil premium funding are currently disproportionately represented with the distribution of negative points. 54.5% of all negative points in 2020-21 were awarded to those students eligible for pupil premium funding. This is significantly higher than the percentage of student's eligible for funding within the academy. Students identified with the most severe and complex behaviour needs are also disproportionately represented among students eligible for pupil premium funding. Additionally, 70.16% of the pupils that received negative points in 2020-21 were male. Therefore, boys eligible for pupil premium funding in particular represent a challenge. 60.5% of pupils identified as needing specific behaviour interventions and referred for support from the behaviour team are eligible for pupil premium funding (October 2021).
8	We aim to support all students with their behaviour and ensure that their education is not adversely affected with time away from face to face teaching. Across the academy, fixed terms exclusions have remained steady, however, students eligible for pupil premium funding have been disproportionately represented and received more fixed term exclusions in 2020-21 (5.45%) than those students who were not eligible for pupil premium funding (1.09%).

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
Provide personalised support for all students identified as below expectations.	<ul style="list-style-type: none"> Identified students make accelerated progress in reading shown through NGRT. Students receiving additional coaching in English and maths to meet benchmarks. Progress of identified students to be in line with their peers. P8 will remain above average
Student behaviour is not a barrier to learning.	<ul style="list-style-type: none"> Fixed term exclusions and negative points issued to students eligible for pupil premium funding will reduced and aims to be in-line with the cohorts demographic. PASS Survey will show an improved view of self and perceived learning capability. Behaviour Team Mentors will see a reduced number of students eligible for pupil premium funding under their guidance for shorter periods of time.
SEN PP reading gaps to be reduced and in line with SEN peers.	<ul style="list-style-type: none"> NGRT data will shows that students eligible for pupil premium funding with an SEN are in line with GL Assessment average. SEN students eligible for pupil premium funding will improve their A8 to see that they are in-line with all SEN students.
To develop Quality First Teaching to ensure the closure of the gap and improve attainment among disadvantaged students across the curriculum with a focus on EBacc Subjects.	<ul style="list-style-type: none"> P8 will remain above average. Internal assessment scores will indicate an increase in the proportion of students who are 'in-line'.

	<ul style="list-style-type: none"> By the end of 2024-25 there will be an increase in the number of student's taking EBacc and average point score will increase.
Opportunities for enrichment and sport are experienced by all students.	<ul style="list-style-type: none"> Involvement in enrichment will lead to improved educational outcomes and improvement in attendance as EEF research suggests that opportunities for enrichment improve educational outcomes. All departments to identify opportunities for cultural capital within their curriculum planning documents. Expanding pupil's opportunities for enrichment will improve their self-worth and this will be reflected in improved PASS survey results.
Improve attendance and punctuality to lessons.	<ul style="list-style-type: none"> Students eligible for pupil premium funding will have attendance levels that are in-line with the whole cohort. Attendance and persistent absence figures will be least at the national average. Lateness to lesson among students eligible for pupil premium funding will reduce and be in-line with the rest of the cohort.
To provide opportunities for extended and independent study to support classroom learning.	<ul style="list-style-type: none"> Homework is purposeful and linked to curriculum maps and curriculum intent. Attendance at homework club will be voluntary for most students. Homework is viewed by students as valuable and integral to their learning and thus completion rates will be equivalent to that of students not eligible for pupil premium funding. Student voice will show an improvement in responses to flipped learning revision homework being set. This will move to at least 90%.
To increase literacy levels and promote a lifelong love of reading	<ul style="list-style-type: none"> By 2024-25 the gap between students gaining maths and English at GCSE at grade 5 will be in-line with students not eligible for pupil premium funding. All subjects to identify novels linked to their curriculum and build reading into schemes of learning to show the value of reading, embed reading for enjoyment and cultural capital. Identified students in English will make accelerated progress to be in-line with their benchmark grade through coaching study sessions. NGRT show that the gaps between SEN students eligible for pupil premium funding and those SEN students not eligible for funding will reduce across all year groups. All departments to use Freya Model and Word Walls to illustrate Tier 2 and Tier 3 vocabulary. NGRT will show and increase in reading at stanine 4+ in all year groups. NGRT shows that boys eligible for pupil premium funding literacy levels are in-line with boys who are not eligible. Paired reading cohort will see an improvement in both academic subject and NGRT levels. Student voice will show that more opportunities are being given for reading within class across all subjects.

To develop and support SEN PP outcomes, attendance and support readiness for employment.	<ul style="list-style-type: none"> • All subjects to embed use of graphic organisers to support explanation of complex concepts and processes for SEN students. • SEN students eligible for pupil premium funding given priority appointments from Futures and Luminate. • Academy meets all Gatsby Benchmarks. • SEN students eligible for pupil premium funding will improve their A8 to see that they are in-line with all SEN students.
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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: £ 164,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>1. Literacy</u></p> <p><u>Whole School literacy</u> <u>Coordinators:</u> To improve literacy in all subjects by providing CPL to all staff and promote reading and classroom talk strategies cross the curriculum.</p> <p><u>Reading Rulers:</u> Reading ruler resources acquired for staff and students (KS3-5). CPL for staff on strategies. Form time sessions dedicated to supporting students using the strategies.</p> <p><u>Diagnostic tool:</u> Effective diagnosis of reading difficulties through purchase and use of NGRT licence. All data available in Go4schools for classroom interventions. Students on stanines 1 and 2 are identified and receive bespoke Accelerated Reader programme</p>	<p><u>EEF – Reading comprehension strategies</u> On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to students' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge.</p> <p><u>EEF – Oral language interventions</u> Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, students who participate in oral language interventions make approximately six months' additional progress over the course of a year.</p> <p><u>Accelerated Reader (re-grant) EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>The EEF recommends that the results of this re-trial where pupils in Year 4 and 5 made limited progress be considered alongside the positive result on the reading comprehension scores of poor readers at the beginning of secondary</p>	1, 3,4,5

<p>licence purchased to support progress.</p> <p><u>Personalisation of Literacy Strategies:</u> All staff to know identified students and their individual learning needs. Highlighted and explained through teach meets. All staff to use personalisation grid for students and link to PP/SEND and reading stanines data from Go4schools</p> <p><u>Curriculum MTP:</u> Literacy built into curriculum MTP to identify where reading opportunities can take place. Reciprocal reading, graphic organisers, Frayer models, literacy for enjoyment and wider contextual understanding.</p>	<p>school in the first EEF trial. Accelerated Reader may be more promising when used as a targeted intervention for Year 7 pupils with below age-expected reading levels. The first study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p>	
<p><u>2. High quality professional development</u></p> <p><u>Weekly CPL:</u> Time is provided for weekly CPL sessions on Thursday afternoons in addition to shorter weekly 'Teachmeets'. This time is used to equip teachers with the strategies to deliver high quality adaptive lessons that meets disadvantaged and SEN student's needs. Specific foci for 2023-24 include Metacognition strategies, Literacy and SEND.</p> <p><u>Instructional coaching:</u> Instructional coaching has been launched using Steplab for all teaching staff. This is a key CPL tool where expert coaches are used to allow personalisation of professional development.</p> <p><u>Metacognitive Curriculum and Graphic Organisers:</u> Subject leaders and lead teachers are developing subject specific strategies to embed</p>	<p><u>Effective Professional Development EEF</u> Effective professional development plays a crucial role in improving classroom practice and student outcomes and research supports the claim that high quality teaching can narrow the disadvantage gap.</p> <p><u>EEF Metacognition and Self Regulation</u> Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p><u>EEF – Teaching Assistant interventions</u> Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p><u>Dialogic Teaching</u> Cognitively challenging classroom talk can lead to gains for pupils in language, mathematics and science. Evidence suggested that the equivalent of about 2 months additional progress was made as a result and similar gains were made with children eligible for free school meals.</p>	<p>3,4,5</p>

<p>metacognitive skills including the use of graphic organisers in lessons and as part of the prepare and review resources.</p> <p><u>Trained Teaching Assistants:</u> Quality CPL sessions to support delivery of high quality interventions including one: one and group work. TAs are trained in metacognition by the Teaching and Learning AP. Develop expertise in the delivery of the teaching and learning model. Included modelling, scaffolding, retrieval and revision techniques and Talk for learning to question students about their approach to learn. Sessions also focused on using G4S for data analysis.</p>	<p>School planning support 2022-23 EEF Strategies from 'Moving forwards, making a difference: A planning guide for schools 2022–23', have been used including the tiered model that focuses upon high-quality teaching, targeted academic support and wider strategies (such as improving attendance) to develop our AIP.</p> <p>High-quality teaching EEF The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	
<p><u>3. Curriculum and assessment</u></p> <p><u>Curriculum convergence:</u> All subject teams are developing their curriculum to ensure that there is a clear intent, sequenced curriculum map with end points and detailed mid-term plans (MTP) with appropriate resources to support teaching and learning. Curriculum audits are used to map progress and teams are working across the Trust.</p> <p><u>Mastery Curriculum:</u> Bluecoat Aspley Academy was part of an EEF trial in the English Mastery Curriculum 7/8. This is now being embedded and extended to include Year 9.</p> <p><u>Assessment:</u> Specific, planned assessments are embedded in all Schemes of work and curriculum maps. These range from no-stakes/low stakes retrieval tasks and 'Rolling</p>	<p>EEF Metacognition and Self Regulation Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>EEF – Mastery learning Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. On average, mastery learning approaches are effective, lead to an additional five months progress.</p> <p>Black, P. and Wiliam, D., (2010) Inside the black box: Raising standards through classroom assessment. Phi delta kappan, 92(1), pp.81-90</p> <p>Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement, Black and Wiliam</p>	<p>3, 4, 5,7</p>

recalls' to summative KAP common assessments.		
<p><u>4. Effective Feedback</u></p> <p><u>Retrieval quizzing and Read all the Assessments:</u> Quizzing (retrieval, Rolling recall) opportunities to be mapped into the curriculum for all year groups and included in all MTP. Feedback lessons built into MTP specifically aimed at addressing misconceptions and supporting pupils through quality feedback. Read all the Assessments strategy targets re-teaching and planning for the future, addressing gaps in knowledge and skills.</p> <p><u>Classroom RAP/Data Wrappers:</u> after each snapshot staff review class performance and adapt QFT to target support. Students complete exam wrapper to reflect and set personal targets. Data analysis following snapshots by HoS and SLT link. DoA identifies gaps and coordinates targeted intervention.</p>	<p><u>EEF - Feedback</u> Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Feedback studies tend to show very high effects on learning and indicate that 6+ months additional progress is achievable.</p> <p><u>Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP.</u></p> <p><u>John Hattie Visible learning</u> Meta-analysis advocating the most appropriate types of feedback with evidence that feedback is one of the top 10 influences on student achievement.</p>	3, 4
<p><u>5. Homework</u></p> <p><u>Prepare and review mats:</u> Homework is always linked to classroom work using prepare, retrieval and consolidation tasks. Homework receives feedback as part of learning in class. It is purposeful and built into curriculum MTP and metacognitive approach to learning. Bedrock and Sparx tools are used for homework in English and Maths.</p> <p><u>Homework Clubs:</u> All pupils have the opportunity to complete homework in school outside of normal school hours. Internet access and resources</p>	<p><u>EEF - Homework</u> Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. 'Homework clubs, where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application task. Studies in secondary schools show an impact of +5 months.</p> <p><u>Tom Sherringham – Learning Rainforest</u> Pre-learning supports student's with SEN and PP. Effective teacher-led instruction and teaching for long-term memory are strongly evidenced in the research. Knowledge is fundamental to building deeper, wider schema that then inform creative processes and problem solving.</p>	1,6

are provided to support learning as well as access to teaching and support staff to help with homework.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 139,231

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>1.Tutoring and coaching</u></p> <p><u>Raising standards team:</u> SLT, DoA, YL and HoS engage in regular data analysis to identifying Most Vulnerable Pupils (MVP) and 15 for focus ((15FF) to target use of intervention tools/strategies.</p> <p><u>School-led tutors:</u> Intensive, targeted small group or individual academic coaching in Maths and English by specialist tutoring staff to support those identified as having low prior attainment or at risk of underachieving. Academic coaching carefully tracked in consultation with HoS/TLR and linked to identified gaps in learning and the curriculum.</p> <p><u>Bespoke tutoring packages:</u> Specialist tutoring packages commissioned to meet individual needs e.g Edclass</p> <p><u>Timetabled RAP sessions:</u> Specific and targeted sessions during and after the school day staffed by specialist teaching staff. Designed to close the gaps. Drop down</p>	<p><u>EEF - One to One Tuition</u></p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><u>Making a difference with effective tutoring EEF</u></p> <p>High-quality tuition presents a significant opportunity to make a long-term contribution to closing the socio-economic attainment gap in classrooms across the country. There is evidence that this gap has only widened as a result of the pandemic. The EEF Teaching and Learning Toolkit shows that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress. It can be particularly effective for socio-economically disadvantaged pupils.</p>	3,4

RAP days timetabled at strategic points within the year to support those students with identified gaps in their learning and low progress scores.		
<p><u>2. Reading and Phonics intervention</u></p> <p><u>Diagnosis of Reader's Difficulties:</u> NGRT used to carefully diagnosis the difficulties that the reader is experiencing. Marksheets and contextual data developed to support teachers with identifying reading age and specific pupil issue with text.</p> <p><u>Bespoke phonics support:</u> Students identified with decoding difficulties provided with a specific phonics intervention programme delivered by specially trained teaching staff as part of their English curriculum offer.</p>	<p><u>EEF – Phonics</u></p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting mastery of the basics of reading, with an average impact of an additional five months' progress. It is one part of a whole school literacy strategy.</p> <p><u>EEF – Reading and Comprehension Strategies</u></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p>	3, 4
<p><u>Academic Coaching:</u> Coaching sessions to take place after school and during tutor time.</p> <p><u>School holiday supported sessions:</u> Additional classes commissioned where data analysis identifies areas for support. Specialist teaching staff paid to deliver.</p>	<p><u>EEF – Extending School Time</u></p> <p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p>	1,6

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

Budgeted cost: £ 164,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>1.Enrichment</u></p> <p><u>Extracurricular:</u> increasing offer of extra-curricular activities held before and after school. Attendance of disadvantaged students tracked. Financial support is provided for some students with identified needs.</p> <p><u>Dropdown days</u> Students to experience a range of guest speaker who embody the school values, promoting development in character and growing aspirations for the future. For example: Mine artist, BBC careers roadshow, Mariposa, RSHE experts</p>	<p><u>EEF – Physical Activity</u></p> <p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. Participating in sports and physical activity is likely to have wider health and social benefits.</p>	1,2
<p><u>2.Specialist student support</u></p> <p><u>Mentoring by Year Leaders/SLT:</u> to develop resilience and character or raise aspirations. Meetings are held for about an hour a week over a sustained period.</p> <p><u>Mentoring by Christian Youth Workers:</u> with the aim to build confidence and relationships. Meetings are held for about an hour a week over a sustained period.</p>	<p><u>EEF - Mentoring Opportunities</u></p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period. On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. It can add 2+ months.</p> <p><u>EEF - Behaviour Interventions</u></p>	1,2,7,8

<p><u>Mentoring by Student Support Team:</u> to develop resilience and character. Meetings are held for about an hour a week over a sustained period with a focus on self management.</p> <p><u>Non-Teaching Heads of Year:</u> Year Leaders address barriers to learning identified through PASS data, attendance, safeguarding, behaviour data and mentor individuals where barriers are identified. Raising standards meetings for pastoral teams are used to action plan and identify students to focus and track interventions.</p> <p><u>Targeted support lead:</u> appointed to extend the Early Help offer and provide additional support for disadvantaged and vulnerable students.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Both targeted interventions and universal approaches have positive overall effects (+ 4 months)</p>	
<p><u>3.Aspiration Raising.</u> IN2 University opportunities for KS4 and KS5 students. PP students and those at risk of being NEET are given priority for careers appointments with Illuminate Careers and Futures.</p>	<p><u>EEF- Aspiration Raising</u></p> <p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	<p>1, 2, 7,8</p>
<p><u>4. Resources</u></p> <p><u>Homework club and RAP Room:</u> available everyday, staffed by TAs, Student Support and Heads of Year. Online revision materials to support: Sparx Maths & Seneca individualised assignments available to all students.</p>	<p><u>EFF – Extending School Time</u></p> <p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school</p>	<p>1, 6</p>

<p><u>GCSEPod:</u> Licence purchased to provide high quality learning resources which students can access in school or at home. Revision pods and activities can be allocated by teaching staff following assessments to address individual gaps in knowledge and understanding.</p> <p><u>Revision Website:</u> Relaunched for KS5 in November 2022, KS4 January 2023 and currently developing KS3. Allows structured support for students and supports a metacognitive approach, while providing free revision resources.</p> <p><u>Revision resources:</u> Subject specific revision guides purchased/produced in house so that all students have access to high quality resources out of school.</p> <p><u>School uniform:</u> Students can be loaned items of uniform on a short-term basis. We also operate a uniform shop and good quality donated items are distributed when needs arise. Disadvantaged funding is used to purchase some uniform items on an individual basis.</p>	<p>programmes, which have higher impacts on average.</p> <p><u>EEF - Homework</u> Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. 'Homework clubs, where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application task. Studies in secondary schools show an impact of +5 months.</p> <p><u>EEF Metacognition and Self Regulation</u> Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p>	
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Total budgeted cost: £ 468,982

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 to 2023 academic year.

The 3 tier approach was adopted by Bluecoat Aspley Academy in the development and delivery of this 3 year Pupil Premium plan.

The 2022-23 cohort for Year 11 were the first to return to a 'normal' method of terminal assessment, although they were significantly impacted by school closures in 2020 and 2021 (their Y8 and Y9). EEF family of schools data has not been published again for 2023. Data comparisons for national assessments have therefore been made against the 2019 (Pre-Covid) outcomes. The Covid-19 pandemic had an overall negative effect nationally, especially on the most socio-economically deprived students. "The evidence is clear that disadvantaged students have fallen further behind during the pandemic" (Professor Becky Francis EEF Guide Pupil Premium April 2022).

Despite this, there have been many successes for all of our students, including our disadvantaged cohort at Bluecoat Aspley Academy. The percentage of disadvantaged students achieving grade 5+ in Basics (English and Maths) has increased from 24% in 2019 to 36% in 2023, a much larger increase of 12% than for all students (38% to 46% = 8% gain). The proportion of disadvantaged students meeting the grade 4+ Basic measure also increased considerably in the same time from 53% to 61% (all students was 60% in 2019 and 69% in 2023).

The P8 estimate gap increased to 0.36 (-0.26 PP and 0.10 Non PP), however when the national data is considered, the academies disadvantaged figure of -0.26 compares well against a 'like for like' value of -0.57 nationally, but we will still be doing all that we can to improve the progress outcomes for all of our students this year and especially our PP cohort. The attainment gap for our disadvantaged students remained the same in 2023 data tables as in 2019 with an A8 gap of -3.7. Despite the Academy's best effort to minimise the impact of the significant disruption to the education of this cohort, our mitigations could not substitute entirely for face to face teaching, access to our pupil premium funded improvements to teaching and learning and targeted academic support.

Analysis of the GCSE English results reveals additional gains over this period for our Pupil Premium cohort, including: improvements in grades 7+ (9.6 to 11%), 5+ (41.1 to 46.3%), 4+ (57.5 to 72.0%) and the average grade improving from an average of 4.3 to 4.5. All of our students improved in these measures, but the PP cohort made the largest gains in those achieving 7+ and 4+grades. GCSE Maths results have also demonstrated some fantastic improvements over the same time period for our PP students: P8 (-0.1 to 0.1), grades 7+ (13.6 to 23.2%), grade 5+ (28.8 to 45.1%), grade 4+ (60.6 to 73.2%) and the average Maths grade (4.0 to 4.8). All of our students made gains over this time period, but the disadvantaged students made the largest improvements, therefore reducing the gaps in achievement.

Revision sessions, school-led tutoring and coaching and student mentoring were all focused on our most vulnerable and disadvantaged during this time period, so it is very pleasing to see these impact on their grades. The RAP (Raising Achievement and Progress) programme which has been implemented to support all learners has contributed towards the identified improvements and the strategies have benefitted all learners including the disadvantaged focus group. 53% of the Year 11 cohort that received Maths School-led tutoring improved their attainment by at least one grade and some students improved by up to 3 grades. 40% of these were students facing disadvantage. In total, 321 students from year 8 to 11 received an additional 7092 hours of expert support and interventions.

The improvements in these outcomes for disadvantaged students correlates with the high quality teaching evidenced through quality assurance processes. Our tier 1 strategies for 2022-23 focused on ensuring that we had systems in place to ensure that we had highly effective teachers for all of our students, as the quality of the teacher makes the largest difference to educational outcomes (EEF). The Academy has invested heavily in ensuring that expert, specialist teaching and support staff have been recruited and retained. Every Thursday afternoon, teaching staff have had a CPL session which focused on whole academy priorities (adapting teaching to support SEND and disadvantaged students, curriculum convergence and sequencing, retrieval, assessment and feedback) as well as providing the time to develop subject specific pedagogy.

NGRT assessments indicate that there were improvements in reading stanine assessment scores for both the PP and all students, which was a focus for our literacy programmes. Between the Autumn term of 2019 and the end of the Spring term 2023, the average stanine for disadvantaged students improved from 4.7 to 5.2, slightly narrowing the gap with their non-disadvantaged peers who scored on average 5.3 and then 5.7 in the same timeframe. Our SEND learners have also demonstrated improvements in their average reading stanines: SEND student with an EHCP improved from 1.9 to 2.6, SEND support students (K) improved from 3.7 to 4.1 and disadvantaged SEND (K) students (3.8 to 3.9). The PP boys cohort improved from an average reading stanine of 4.5 to 4.9, which was the same improvement as for all male students (4.9 to 5.3).

Our Tier 3 approach to supporting whole school strategies to improve attendance, behaviour and attitudes to learning in 2022-23 included the deployment of non-teaching year leaders and a targeted support lead. This has continued to enable there to be a more strategic and responsive pastoral approach, providing increased support for our most vulnerable students. Targeted support from staff ensured barriers were minimised for students by providing timely interventions resulting in a reduction in the proportion of suspensions for PP students (69.6% of suspensions in 2020-21 were PP and 53.3% in 2022-23). The focus for the next phase of the strategy will be to reduce the number of suspensions through our targeted support strategies, including using provisions from external agencies where there is an identified need for support to reduce student suspensions. There are other signs of green shoots from the behaviour support interventions when the behaviour points are analysed. In 2021-22, 41.46 % of positive points were awarded to disadvantaged students, this increased slightly to 41.83%, above the proportion of students identified as qualifying for Pupil Premium support. In the same period, the percentage of negative points awarded to PP students also decreased from 55.65% to 50.34%.

The IDSR report reveals that during 2021-22, Bluecoat Aspley was in the lowest 20% of schools nationally for persistent absence and overall absence for schools with a similar level of deprivation (latest data available Nov 23). A direct comparison of the attendance data for 2021-22 and 2022-23 reveals that overall attendance decreased by 1.4% (93.9% to 93.2%), whilst attendance for disadvantaged students decreased by 1.6% (93.4 to 91.8%). These figures are still higher than the National figures of 92.1% (all pupils) and 87% for PP. This suggests that strategies to improve the attendance of this target group are having some impact, but this will be an area of increased focus in 2023-4. Early indications for the Autumn term of 2023 are indicating progress in this area as the latest figures are 94.0% for PP students and 94.5% overall.

Our internal data and information from PASS (Pupil Attitudes to School and Self) surveys had shown that student behaviour, wellbeing and mental health have been significantly affected over the previous 2 years, primarily due to the pandemic. In the most recent round of PASS surveys, there are some signs that the support that was been implemented in the last academic year is having a positive impact. Data on 'perceived learner capability' and 'confidence in learning' have all shown a marked increase for our disadvantaged students over the last 12 months and are now similar to their non-PP peers. Areas that will require a closer focus is 'response to curriculum', an area highlighted for action this year.

This review highlights areas where significant progress has been made but also areas where further development is required. The strategy plan for this year has been based on this review and modifications made to support with meeting our ambitious intended outcomes by the end of the 3 year strategy cycle in 2024.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not funded by the Pupil premium or recovery premium. This will include;

- A clear focus on Christian distinctiveness and our core values of faith, hope, family and respect to support with behaviour, attendance and aspiration. Acts of worship, acts of charity and the extra curriculum activities led by our Christian Youth workers, alongside the developments to the curriculum will not only development enrichment opportunities but will help to build life skills and a senses of community and belonging to support improvements in mental well-being.*
- Review of the curriculum and curriculum model to revert to a 3 year KS3 to ensure that all pupils are given breadth and depth in their education, supporting the development of skills and knowledge at KS3, embedding their understanding to support readiness for GCSE.*
- Enhancing student leadership opportunities to develop character and reliance. Proving enrichment opportunities and life skills that will support well-being and thus academic performance.*
- Embedding the teaching and learning model including more effective practise around retrieval, graphic organisers and revision.*
- Developing our RAP approach to be all encompassing; ensuring that pupils access appropriate support under the National Tutoring programme and the other support that they will receive, including how the curriculum is delivered through the use of Prepare Mats and curriculum maps which will reduce levels of anxiety and address concerns about loss of learning.*