



# THE BULWELL ACADEMY

## Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Improvement Board meeting. The annual review is published on the academy's website in September each year.

Disadvantaged criteria are:

- Pupils who have registered for Free School Meals (FSM) at any point in the last six years.
- Pupils who are looked after by the local authority for more than six months.
- Pupils whose parents are currently serving in the armed forces.
- The level of pupil premium in 2024 -25 is £1050 per pupil.
- **Total pupil premium funding for current year: £619,191**

Years	Number of children Looked After
Year 7 – 11	5 (+1 fostered)

Year	Others	Pupil Premium	Number of Pupils	Percent Pupil Premium
Year 7	80	109	189	57.6%
Year 8	107	131	238	55.0%
Year 9	121	109	230	47.4%
Year 10	100	98	198	49.5%
Year 11	106	85	191	44.5%
Total	514	532	1046	50.9%

## School overview

Detail	Data
School name	Bulwell Academy
Number of pupils in school	1055
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Matt Irons
Pupil premium lead	Dominic Hayton
Governor / Trustee lead	Ben Driver

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£619,191
Recovery 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	£619,191

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At the Bulwell Academy, we have high expectations, aspirations and ambitions for all of our students and believe that all learners should have the means to reach their full potential. This should not be dependent on a learner's start in life and all students will be supported to develop the necessary skills and values to succeed.

Students in receipt of the Pupil Premium funding face specific barriers to reaching their full potential and we are determined to provide support and guidance needed to help overcome these barriers. In addition, we aim to provide them with access to a range of exciting opportunities and a high quality, broad and balanced curriculum to enrich their educational experience.

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## Challenges

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

Challenge number	Detail of challenge
1 Teaching	PP pupils at Bulwell Academy have attained and progressed at a lower level than their non-disadvantaged peers. PP pupils at Bulwell Academy typically have gaps in their knowledge, misconceptions in understanding and find it difficult to retain/recall prior knowledge
2 Targeted Academic Support	Key findings from the EEF rapid evidence assessment (June 2020) on the impact of school closures due to Covid-19 on the attainment gap suggests that the school closures will have widened the gap between disadvantaged pupils and their peers.
3 Wider strategies	Safeguarding issues, low attendance and persistent absenteeism of PP/disadvantaged children is a significant challenge at Bulwell Academy, together with the displaying of challenging behaviour which often precedes a period of absence.
4 Wider strategies	Pupils at Bulwell Academy often have limited experiences beyond their home life and immediate community.

## 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
Improved attendance and behaviour of PP pupils.	<ul style="list-style-type: none"> <li>• PP pupils to be in line with the national average.</li> <li>• Decrease in the number of PP pupils who are PA.</li> <li>• Reduce FTE's for PP pupils</li> <li>• Reduce ICE/ALT Ex admissions for PP pupils.</li> </ul>
Improved academic achievement of all PP pupils	<ul style="list-style-type: none"> <li>• Improve reading ages of all PP pupils to within 6 months of chronological age.</li> <li>• Improve 4+ and 5+ basics for PP students.</li> <li>• Narrow gaps in both attainment and progress measures between PP and non-PP pupils.</li> </ul>
Improved engagement of PP Pupils in extra-curricular activities which provide a wider cultural capital experience.	<ul style="list-style-type: none"> <li>• Engagement in extra-curricular activities by PP Pupils increases.</li> <li>• Destinations data for PP Pupils shows an increase in Level 3 pathways.</li> <li>• NEETs data for PP Pupils shows a decrease.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of staff for Teaching and Learning leadership	Associate Assistant Principal appointed to improve the teaching and learning within the school. Improvement in learning walk data. This will be overseen by a strategic VP.	1,2
New Teaching and Learning framework	Improvement in learning walk data. This has been developed through a teaching and learning working party which has looked into research to help inform adaptations. Improvement in progress and attainment of Y7-11 outcomes.	1,2
Teaching and Learning focussed tutor sessions, so students understand how the teaching is delivered in the classroom and why it helps them learn.	As part of the development of the development of the teaching and learning model making sure students understand learning and understand the routines so that they can focus on the learning.  This has worked well previous within small parts of teaching and learning.	1,2
Appointment of Numeracy Lead to support development numeracy across the school.	To continue supporting students to develop across the curriculum and have better access to the wider curriculum pushing Numeracy to the next step.	3,4

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

Budgeted cost: £98,200

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
Year 11 High Attaining group highlighted and supported. Focus on PP	One area of development through outcomes and within the school. These students will be supported to broaden their horizons.	2,3,4
Diagnostic testing across the whole school (Dyslexia/ NGRT etc.)	Students will achieve better if they receive the support they need, and the teachers understand their needs better	1,2,3
IT support sessions for parents with accessing online platforms and homework. More devices available for students.	To support students accessing homework and learning at home. Removing barrier for parents to access these platforms which has been mentioned as an issue previously	2,3,4
Appointment of Associate Assistant Principal leading on year 11. Different style of approach to support Year 11- metacognition	Supporting students with understanding the bigger picture and strategic views within tutor time. Overseeing the HAP's groups Focussed intervention for year 11s	3
Intervention groups with English and Maths class teachers.	English and Maths 4+, 5+ and 7+ are a focus for improvement. Pupils prefer to work with familiar teachers. Specialist teachers to increase effectiveness.	1,2,3
Setting in Key Stage 3	Students can access more work at a suitable level and can be at different levels within different areas	1,2,3

## Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £380,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of rewards strategy.	Students are engaged with the Bulwell Bucks as a positive tool of engagement within school. Students have been involved in decided the product to sell within the Bucks Shop	1,3,4
Minibus to support students getting into school	Using a minibus has helped the attendance team pick up more students which has meant an increase in attendance. This has improved PP attendance last year	3
Wider Bulwell Boost opportunities	Much wider offer to students so they experience more activities	3,4
Students in need supported with uniform to support barriers of non-attending	Use of the hardship to remove barriers. During home visits was previously often an issue raised by parents	3
Gateway provision for year 7 and 8 pupils focussed on Maths, English and Science	Learners with significantly low reading ages gaining a bespoke curriculum. Students accelerated quicker within these groups last year due to bespoke lessons	1,2,3
Some at risk year 11 students accessing Nottingham College (AP).	Year 11 suspensions have reduced particularly for these students. Parents were on board with the change for these students	1,3
Year 10s accessing more hands-on specialist courses at Nottingham College to give them a different experience (also support increasing these students' attendance)	Increased attendance. Students accessing a wider range of activities.	1,2,3,4
Attendance blasts with rewards for hitting the criteria within selected weeks.	Initial blast worked well for year 7 and will be continued with other year groups to reward positive attendance	2,3
Further develop the use of kickboard	Students are engaged with the Bulwell Bucks as a positive tool of engagement within school. Students enjoy and engage with the pay check each week.	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
TFTF Mentors and other interventions	Support for students that would be improved by extra support. Focus on high profile and PP students	2,3
NTU Raising Attainment Sessions	Focussed sessions delivered by NTU specifically for PP students to help raise aspirations	2,3,4
Attendance rewards	End of term rewards for students with high attendance. Winter Wonderland/ Easter Eggs/ Christmas Countdown	3,4
End of term positive rewards	Students chose prizes depending on the number of positives they have received. Students focussed on getting enough bucks to afford higher prizes	3,4
Increased trips out of school	Allowing students to see different opportunities to support increasing aspirations	3,4

**Total budgeted cost: £619,191**