

THE BULWELL ACADEMY

Annual Pupil Premium Report 2020-2021 (reviewed September 2021)



*Creative
Education
Trust*

| | |
|---|---------------------|
| Academy Name | The Bulwell Academy |
| Principal / Headteacher | Mr Brad Nash |
| Chair of Academy Improvement Board | Luke Bowers |
| Amount of Pupil Premium 2020/2021 | £538,000 |
| Total Pupil Premium Expenditure | £538,293 |

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/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- Low attendance and punctuality
- The quality of teaching in the classroom
- The quality of behaviour in the classroom
- The impact of Covid 19 and lockdown on effective learning routines, academic motivation and mental health.



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| Strand 1: Quality Teaching and Learning | Cost | Success criteria | Effect of spending on pupil premium pupils |
|--|---------------|---|--|
| Increase leadership capacity to allow relentless focus on development of teaching and learning strategy and systems within school to support this | £36400 | Clear proven strategy and supporting systems are in place to swiftly drive up the quality of teaching and learning within the Academy. The focus on creating, developing and practising long term and sustainable systems that drive up the standard of teaching and learning are uninterrupted by the context of covid and provide the basis for sustainable increase in attainment and progress 8 score over time | <p>All students including pupil premium students benefitted from the introduction of new strategies notably:</p> <ul style="list-style-type: none"> • Disruption free classrooms • <i>Tutor Time Reading Programme</i> • <i>Developmental Drop In CPD Programme</i> for staff • Development of the whole school teaching and learning PowerPoint <p>All programmes will continue into next academic year</p> |
| Improve the environment for learning across school through development of behaviour policy to one warning system resulting in disruption free classrooms | £73618 | <ul style="list-style-type: none"> • Learning walks show that all classrooms are generally disruption free • Class charts demonstrates that new system is being used correctly and consistently • Think for the future mentors used to facilitate On Call and Reset | <ul style="list-style-type: none"> • 100% of pupil premium students now have the opportunity to learn in classrooms free of disruption • Reset and Restart systems are in place to support students whose behaviour removes them from the classroom |
| Development of whole school teaching and learning strategy by lesson: Do Now: Input, Do, Review. (Developed from I do, We do, You do – Feb 2021) | £67605 | <ul style="list-style-type: none"> • 100% of lessons have Do Now 5-10 questions at the beginning of them • Development of whole school power point used across 100% of lessons • Learning objectives are concise, appropriate and effective in 100% of lessons • Tier 3 vocabulary is listed at the beginning of 100% of lessons so that all students can access | <p>The use of the PowerPoint is now embedded across 100% of lessons. This has ensured for all students (including pupil premium students) that:</p> <ol style="list-style-type: none"> 1. Students have retrieval practice at the beginning of every lesson 2. Cognitive overload is reduced 3. Learning objectives head each chunk of learning as the title 4. The tier 3 vocabulary necessary to access the lesson is defined and explained at the beginning of all lessons (or chunk of learning) 5. The strategy of <i>Input Do Review</i> across all lessons allows for a consistent |



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| <p>Development of coaching based DDI programme (Developmental Drop-Ins) to identify:</p> <ol style="list-style-type: none"> 1. Good practice 2. The actionable step that would most quickly improve quality of teaching and learning 3. The Principle of Exemplary teaching that the actionable step links to. Teachers fed back to and the actionable step agreed with the aim of addressing this in all lessons and being seen in next DDI | <p>£39173</p> | <ul style="list-style-type: none"> • All teachers who are teaching within the school building have taken part in 4 DDI cycles resulting in: <ol style="list-style-type: none"> 1. a rise of standard of teaching and learning across the school 2. Increased pedagogical discussion 3. issues holding back teaching and learning in disruption free classrooms are based on data from a wider more formulated base resulting in CPD that will be more appropriate, differentiated and effective for staff as individuals and as a collective • Use of Teach Like A Champion and Walk Thrus enables CPD to be practically resource based and differentiated and the discussion of this within department meetings with preset questions ensures high quality pedogeological discussion about the practical application of ideas within the classroom | <ul style="list-style-type: none"> • 4 DDI cycles were completed by the end of the year. This resulted in CPD at whole school, group and individual level in response to the actionable step outcome of each developmental drop in. • The impact of CPD on the actionable step was measured in following DDI cycles resulting in a rise in the standard of teaching and learning for all students including pupil premium students. • Most common actionable step was linked to “1C – Promote active participation and deep thinking” and is to “cold call” students rather than rely on hands up responses from students |



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| <p>Development of leadership capacity through leadership wider reading programme and discussion of practical application understanding of effective feedback developed through purchase and 18 x half hour discussions of <i>Thanks for the Feedback</i>, <i>Legacy</i> and one other book to be confirmed</p> | <p>£20875</p> | <p>Leadership able to articulate a range of examples of how reading has helped them to increase and develop strategy to ultimately maximise capacity to impact on students within the classroom, the majority of whom are pupil premium</p> | <p>15 discussion sessions took place with the extended leadership with an emphasis on how the ideas within each book may be adopted at whole school and curriculum team level in order to impact on students. The resulting development of thinking as a leadership team as a result of book-based discussion led to curriculum team discussions. These discussions were based on articles written by teaching and learning experts and again the focus of discussion was how this knowledge could be used to impact the achievement of students.</p> |

See following page for Strand 2



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| Strand 2 – Targeted and Tailored Intervention | Cost | Success criteria | Effect of spending on pupil premium pupils |
|---|---------------------|---|---|
| <p>Intervention programme in place for those students who are regularly out of lessons for behaviour facilitated through Think for the Future, Year Managers interventions (costed below) and Community Garden Programme (costed below)</p> | <p>£9596</p> | <p>25% reduction in percentage of time spent by Pupil Premium students in Reset and on FTEs in summer term compared with 8th March to Easter through:</p> <ol style="list-style-type: none"> 1. Think for the future mentoring 2. Menu of interventions linked to tariffs facilitated by Year Managers 3. Development of resilience programme through allotment | <p>The <i>Restart</i> programme was developed in June 2021 as a targeted response to re-engage students who are experiencing behavioural barriers. The 20 highest tariff students across years 7 to 10 have been placed on the Restart programme of which 75% are pupil premium. The programme will continue into next academic year with development according to impact</p> <p>Think for the Future mentors were used to staff RESET full time to begin with, and then were able to withdraw students for mentoring from May half term.</p> <p>The Community Garden was landscaped and was able to be used for the first time in the final term beginning with Y10 as an intervention to reduce lateness and support achievement with targeted students. 5 of these students are pupil premium.</p> <p>The scheme has also contributed to students' cultural capital. Students have been attending twice a week and completed a competition where students came together as groups and pitched their ideas in creating a sustainable project. The winning group has been given a budget of £100 that they use to work with KS3 in creating their idea next academic year.</p> |
| <p>Action Tutoring Programme</p> | <p>£1765</p> | <p>17 (4HAPS and 13 MAPS) students on programme (all disadvantaged 9PP) achieve 5+ in targeted subject (English and/or maths)</p> | <p>86% of pupil premium students who had English tuition achieved 5+ for English (100%)</p> <p>100% of pupil premium students who had maths tuition achieved 5+ for maths</p> <p>The programme will continue into this academic year, with the cohort actually beginning at the end of year 10, once Year 11 had left.</p> |



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| Think Forward mentoring | £16000 | Targeted group of disaffected PP students show improved attendance, engagement and are in EET at 16 | Think Forward worked with 30 students on role at the Academy 20 students who have now left the Academy continue to be engaged with by Think Forward and will be up until they are 18. 90% of the cohort being mentored are Pupil Premium students. | | | | | | | | | | | | | | | | | | |
| Pastoral support of students to reduce barriers to achievement specifically with regard to: <ul style="list-style-type: none"> • Behaviour • Attendance • Ability and motivation to engage during lockdown • Student well-being and self-esteem | £99900 | Increase in PP students' engagement in remote learning PP students achieving National average attendance No gap between PP and NPP negative behaviour data | Tracked weeks of non-engagement during lockdown <table border="1" data-bbox="1276 587 1888 1034"> <thead> <tr> <th>w/b</th> <th>Whole school non-engagement</th> <th>PP non-engagement (% of total non-engagement)</th> </tr> </thead> <tbody> <tr> <td>25/01</td> <td>253</td> <td>193 (76.2)</td> </tr> <tr> <td>1/02</td> <td>193</td> <td>157 (81.3)</td> </tr> <tr> <td>8/02</td> <td>186</td> <td>144 (77.4)</td> </tr> <tr> <td>22/02</td> <td>185</td> <td>138 (74.5)</td> </tr> <tr> <td>1/03</td> <td>252</td> <td>189 (75)</td> </tr> </tbody> </table> <p>Pastoral contact resulted in a 28.5% drop in PP non-engagement between week 1 and 4 with all figures being higher for week 5 when the return to school had been announced nationally</p> <p>Attendance for this academic year was: PP 91.8% Non PP 95.5% (Years 7 to 11)</p> | w/b | Whole school non-engagement | PP non-engagement (% of total non-engagement) | 25/01 | 253 | 193 (76.2) | 1/02 | 193 | 157 (81.3) | 8/02 | 186 | 144 (77.4) | 22/02 | 185 | 138 (74.5) | 1/03 | 252 | 189 (75) |
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| <p>Increase opportunities for pupil premium students to raise academic standards through employment of mentors and creation of mentoring space:</p> <p>a) Facilitation with students via parents to access Covid Catch-Up one to ones via Teams and within school when allowed</p> <p>b) Specific academic and motivational support 4+ and 5+ basics target groups in Year 11 (moving on to 10) for core subjects through the creation of <i>Academic Mentoring Programme</i> to reduce barriers to learning in order to maximise achievement (covering ambitions, target setting, VESPA maximising knowledge, methods of retention and retrieval, Pixl revisit) Pupil Premium students who are eligible for this have been prioritised in Year 11</p> <p>c) Engagement with Teacher Assessed Grade (TAG) formal assessments is maximised</p> | <p>£49580</p> | <p>a) Engagement of PP students with one to one tuition sessions through Covid Catch-Up payments is maximised and all pp students who are offered a one to one access them</p> <p>b) Achievement of 5+/4+ English and maths (basics) as appropriate by students who have been through the programme</p> <p>c) All students have sat TAG 1 and 2 assessments and any student that misses a Teacher Assessed Grade assessment within school has a second opportunity to complete it within controlled conditions. Any barriers to completing the assessment within controlled assessments are addressed and removed as far as possible</p> | <p>Pupil Premium students were prioritised for the Covid catch-up sessions where they formed part of the 4+ or 5+ target group.</p> <p>The Teacher Assessed Grade (TAG) data for basics (attainment in both English and maths) is detailed below</p> <table border="1" data-bbox="1391 584 2002 783"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>4+</td> <td>43.8%</td> <td>60.9%</td> </tr> <tr> <td>5+</td> <td>23.8%</td> <td>41.3%</td> </tr> <tr> <td>7+</td> <td>8.8%</td> <td>12%</td> </tr> </tbody> </table> <p>51.4% of pupil premium students achieved a positive progress 8 score in comparison with 75.6% of non PP students</p> <p>All students including pupil premium students were given opportunity to catch up on and resit missed TAG assessments in controlled conditions and with access arrangements as appropriate. Bespoke arrangements were put in place for all students including those who were pupil premium to ensure any barriers were removed to them demonstrating what they were capable of. There is no doubt that this work reduced the gap between PP and non PP student progress that would otherwise have been.</p> | | PP | Non-PP | 4+ | 43.8% | 60.9% | 5+ | 23.8% | 41.3% | 7+ | 8.8% | 12% |
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| Alternative Provision placements and activities for pupil premium students at risk of permanent exclusion or unable to access mainstream education for other reasons | £77000 | | 15 students had an alternative placement this academic year of whom 86% are pupil premium. 61.5% of the pupil premium students on alternative provision were successful in remaining on role at the Academy |
| Strand 3 – Wider Outcomes | Cost | Success criteria | Effect of spending on pupil premium pupils |
| Ensuring optimum conditions for pride in standards on return to school post lockdown and equity between all students regardless of disadvantage | £5754 | All students provided with new books and equipment in March 2020 Provision of uniform to facilitate tightened up uniform policy | From April 2021 all students regardless of disadvantage had correct uniform and necessary equipment to access learning. This will continue into next academic year |
| Development of tutor time reading programme | £40534 | <ul style="list-style-type: none"> All students have read and had read to them a minimum of four books by the end of the academic year supporting literacy and oracy outcomes The reading at the start of the day provides a calm and positive start to the day with an emphasis on literacy The clear expectations of behaviours around reading ensure the tone is set for lessons | All tutor groups in key stages 3 and 4 read at least 3 books as part of the tutor time guided reading programme. The programme for these key stages was embedded by the end of the year and will continue into next academic year for all key stages |
| Subscription to attendance systems (SOL and 3 BM) | £493 | Provision of accurate data in useful forms as the basis for effective decision making to maximise attendance of Pupil Premium students. This in turn supports the narrowing of the gap with national non-PP students with regard to attendance | SOL has been used by the attendance team this academic year with a view to extending its use to year managers for next year Attendance for this academic year was: Pupil Premium - 91.8%; Non Pupil Premium – 95.5% |

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