



THE BULWELL ACADEMY

Pupil Premium Strategy Statement 2023-2024

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.

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 2023 -24 is £1035 per pupil.
- **Total pupil premium funding for current year: £607,062**
- **Total recovery premium funding for current year: £159,152**

Years	Number of children Looked After
Year 7 - 11	3

Year	Others	Pupil Premium	Number of Pupils	Percent Pupil Premium
Year 7	91	151	242	62.4%
Year 8	111	128	239	53.6%
Year 9	89	118	207	57.0%
Year 10	93	107	200	53.5%
Year 11	88	106	194	54.6%
Total	472	610	1082	56.4%

School overview

Detail	Data
School name	Bulwell Academy
Number of pupils in school	1082
Proportion (%) of pupil premium eligible pupils	56.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Damian Belshaw
Pupil premium lead	Chris Smith
Governor / Trustee lead	L Bowers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£607,062
Recovery premium funding allocation this academic year	£159,152
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£0
CET Additional Funding	£10,000
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	£766,214

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	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	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	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	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"> • PP pupils to be in line with National Average. • Decrease in the number of PP pupils who are PA. • Reduce FTE's for PP pupils • Reduce RESET admissions for PP pupils
Improved academic achievement of all PP pupils	<ul style="list-style-type: none"> • Improve reading ages of all PP pupils to within 6 months of chronological age • P8 for PP to be in the range -0.3 to - 0.1 • Achieve Basics 5+ measure of 35% • Narrow gaps in both attainment and progress measures between PP and non-PP pupils
Improved engagement of PP Pupils in extra-curricular activities which provide a wider cultural capital experience.	<ul style="list-style-type: none"> • Engagement in extra-curricular activities by PP Pupils increases • Destinations data for PP Pupils shows an increase in Level 3 pathways • NEETs data for PP Pupils shows a decrease

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: £158,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase to the overall leadership capacity of Teaching and Learning to allow a relentless focus on the development of teaching and learning strategy and systems within the academy.</p>	<p>Leadership of Teaching and Learning ensures that the success and outcomes of all students improves and the attainment gap between PP students and non-PP students is eradicated. Leaders work effectively, strategically and at pace to ensure that areas of weakness are identified, and colleagues are supported to make improvements. Development of an effective SEND provision is key to a sustained improvement in this area.</p>	<p>1,2</p>
<p>Increase the capacity of specialist teachers to allow a focus on intervention to support disadvantaged students to attain the best possible outcomes.</p>	<p>EEF states there is a moderate impact on student learning and attainment for a minimal cost impact. On average students who receive small group tuition make 4 months of additional progress.</p>	<p>1,2</p>
<p>Embed a progressive reading development programme for all levels of ability to ensure disadvantaged students are able to access the curriculum and exam requirements</p>	<p>Reading Ages of students improve to a position where all students can access an effective curriculum, and can achieve success within it. Students with lower Reading Ages are supported effectively through a coherent and structured programme which celebrates success and reduces behavioural challenge as a result of a lack of accessibility. Tier 3 vocabulary is listed at the beginning of 100% of lessons so that all students can access</p>	<p>1,2,3</p>
<p>Engage disadvantaged students more effectively in lessons and whilst working at home with a greater emphasis on rewards, more technological styles of learning and a curriculum which meets all students more effectively.</p>	<p>Introducing accessible educational software into the curriculum for use in lessons, for homework and within interventions to support progress. Embedding an effective homework policy that support improved progress. Developing a more strategic KS4 Curriculum that supports improved progress and aspirational career pathways.</p>	<p>1,2,3 & 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further development and embedding of coaching based DDI programme (Developmental Drop-Ins) to identify:</p> <ul style="list-style-type: none"> • Good practice • The actionable step that would most quickly improve quality of teaching and learning • The Principle of Exemplary teaching that the actionable step links to. <p>Teachers are fed back to and the actionable step agreed with the aim of addressing this in all lessons and being seen in next DDI</p>	<p>All teachers who are teaching within the school building have taken part in 4 DDI cycles resulting in 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</p> <p>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</p>	<p>1,2</p>

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

Budgeted cost: £60,988

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
A comprehensive support/intervention/accelerated progress package is developed for all disadvantaged KS4 students, in all subjects, to ensure that gaps in knowledge are addressed and ambitious targets reached, with specific focus on key micro-populations of Male HAPs, Male MAPs and Female LAPs and on key subject area of English.	<ul style="list-style-type: none"> • Target cohorts are identified quickly, and specific intervention based on QLA data is activated: <ul style="list-style-type: none"> - Period 6 Intervention - Form-Time Intervention - 1-to-1 Tuition Groups - Academic Mentoring • Attainment targets on Basics at 4+ (60-65%) and 5+ (40%) are achieved 	1,2,3,4
Implementation of National Tutoring Programme targeted at specific cohorts of students and subjects	<p>Target cohorts are identified quickly, and specific intervention based on QLA data is activated:</p> <ul style="list-style-type: none"> - Period 6 Intervention - Form-Time Intervention - 1-to-1 Tuition Groups - Academic Mentoring <p>Attainment targets on Basics at 4+ (60-65%) and 5+ (40%) are achieved 'Point to point' progress for KS4 PP students improves (Oct 2022 – May 23) SEND target groups for catch-up literacy and numeracy</p>	1,2,3
Embed an effective Careers Provision that supports in-house activities and provides independent advice and guidance to all students.	<p>All disadvantaged students have the opportunity for at least one:</p> <ul style="list-style-type: none"> - Employer encounter per year - Higher Education encounter per year <p>Destinations data for PP Pupils shows an increase in Level 3 pathways and a decrease in NEETs data</p>	3,4
A comprehensive Literacy and Numeracy Catch-up strategy is embedded for KS3 to improve basic key skills for disadvantaged students.	<p>Target cohorts are identified, and individual/small group tuition implemented through internal tutors and external partners.</p> <p>Reading Ages of students improve to a position where all students can access an effective curriculum and can achieve success within it.</p>	1, 2

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
Alternative Provision placements and activities for pupil premium students at risk of permanent exclusion or unable to access mainstream education for other reasons	Students are in an appropriate educational provision and are safeguarded. Students ultimately are supported in returning to Bulwell Academy or increasing access to education. Students are supported in preparation for external exams.	3

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

Budgeted cost: £547,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Removing barriers to accessing the academy through the provision of uniform and equipment for specific hardship cases.	All students are appropriately dressed and have the correct equipment for learning each and every day.	3
Breakfast Club - all students can access breakfast at the start of the academy day to ensure that they are ready for the academy day.	Students never start the academy day hungry and can therefore access learning. The knock-on effect is improved attendance and improved behavioural outcomes.	1,2,3
Specialist provisions setup and embedded to help students needed therapeutic support.	Vulnerable disadvantaged students engage with their education resulting in an improved attendance rate for this cohort. Low level disruption sanctions for disadvantaged students are reduced as shown by RESET data. Provisions are targeted to be effective strategies for individual students	1, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improvement in the strategic leadership of safeguarding and behaviour systems at the academy to ensure that all students benefit from disruption free learning.</p> <p>New learning materials which match the curriculum being taught in lessons.</p>	<p>Learning walks demonstrate disruption free teaching and learning and students demonstrate an understanding and knowledge of the behaviour systems in place.</p> <p>AtL grades of PP students are at least equivalent to their non-PP peers.</p> <p>Students feel safe in the academy and feel safe in reporting safeguarding issues outside of the academy, as evidenced by student voice.</p> <p>PP students are not disproportionately attending ICE or other academy sanctions in comparison to their non-PP peers resulting in reduced FTE's.</p> <p>Students with additional learning needs or have needs which would make ICE a distinct disadvantage have an alternative space which they can attend and as such have an improved success rate reducing the need for suspension.</p>	1,2,3
<p>Increased capacity within the attendance team by appointing an exceptional attendance manager.</p>	<p>Attendance of PP students is in line with those who are non-PP and is an improvement on previous years.</p> <p>The proportion of PA PP students in the academy is in line with non-PP students.</p> <p>Where there is poor attendance, systems ensure that there is a swift and proportionate response which is underpinned by support.</p> <p>Vulnerable families are welcomed into the Academy and positive relationships are established as evidenced by attendance by PP families to Parents Evening being equal to non-PP families.</p>	2, 3
<p>Development of Trips and Visits schedule and enhanced enrichment timetable for all year groups including subsidised overseas trip to promote MFL</p>	<p>Disadvantaged students experience an activity outside of the usual curriculum through the trips/visits calendar.</p> <p>Disadvantaged students experience at least one social/cultural activity per half-term to raise aspirations.</p>	4

Total budgeted cost: £766,214