

THE BULWELL ACADEMY

Annual Pupil Premium Report 2022-2023 (reviewed October 2023)



*Creative
Education
Trust*

Academy Name	The Bulwell Academy
Principal / Headteacher	Mr Chris Keen
Chair of Academy Improvement Board	Luke Bowers
Amount of Pupil Premium 2022/2023	£600,850
Total Pupil Premium Expenditure	£600,000

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



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Strand 1: Teaching	Cost	Success criteria	Effect of spending on pupil premium pupils
<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>£70,000</p>	<p>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>	<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 • Tutor Time Reading Programme • Developmental Drop In CPD Programme for staff • Development of the whole school teaching and learning PowerPoint. • Rigorous CPD programme supported by the Trust and some external CPD partners. <p>Curriculum explorations completed to upskill DoFs in understanding of their subject area's curriculum and how they can adapt it to allow for improved teaching of missing knowledge.</p>
<p>Improvement in the strategic leadership of behaviour systems at the academy to ensure that all benefit from disruption free learning. As such PP students are not disproportionately attending ICE or other academy sanctions.</p>	<p>£85,000</p>	<ul style="list-style-type: none"> • Learning walks demonstrate disruption free teaching and learning and students demonstrate an understanding and knowledge of the behaviour systems in place. • ICE follows a similar curriculum to those of lessons. • PP students are not disproportionately participating in sanctions in comparison to non PP students. • 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. 	<ul style="list-style-type: none"> • RESET redeveloped with parallel curriculum in place to prevent lost learning time. • A reduction in the number of Key Stage 4 suspension incidents from 550 (2021-2022) 459 (2022-2023). • A reduction in the number of lesson removals between 2021-22 and 2022-23.



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Strand 1: Teaching	Cost	Success criteria	Effect of spending on pupil premium pupils
<p>Develop an effective SEND Provision which enables students to be supported at a subject-specific level based on individual needs to improve achievement for students with SEND.</p>	<p>£90,000</p>	<ul style="list-style-type: none"> SEND students identified using a clear graduated approach with rigorous testing. Teachers have a clear list of students with SEND. Teachers have strategies they can use with SEND students. Teachers are utilising SEND strategies within their lessons. P8 for improves year on year. 	<ul style="list-style-type: none"> Accuracy of identification of SEND students has improved with an increase in the number of SEND students on the SEND list making it more in line with the 17.3% national average. Improvement in the use of Arbor and EduKey to support staff with SEND student profiles uploaded. Improvement in the strategies that teachers utilise with SEND students, identified through quality assurance. Improvement in Maintenance of P8 for students at -0.38 in 2022 and 2023.
<p>Development of coaching based DDI programme (Developmental Drop-Ins) to identify:</p> <ol style="list-style-type: none"> Good practice The actionable step that would most quickly improve quality of teaching and learning. <p>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>	<p>£25,000</p>	<p>All teachers who are teaching within the school building have taken part in 4 DDI cycles resulting in:</p> <ol style="list-style-type: none"> A rise of standard of teaching and learning across the school. Increased pedagogical discussion. 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. 	<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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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:</p> <ul style="list-style-type: none"> • Year Managers • Interventions (costed below) 	<p>£20,000</p>	<p>Reduction in percentage of time spent by Pupil Premium students in ICE and on FTEs in summer term compared with previous year and term through.</p>	<ul style="list-style-type: none"> • A reduction in the number of Key Stage 4 suspension incidents from 550 (2021-2022) 459 (2022-2023). • A reduction in the number of lesson removals between 2021-22 and 2022-23.
<p>Action Tutoring Programme</p>	<p>£15,000</p>	<p>21 students on programme (all disadvantaged) achieve 4+ in targeted subject (English and/or maths).</p>	<ul style="list-style-type: none"> • An increase in the percentage of pupil premium students who had Action Tutoring gained a 4+ for English and Maths.
<p>Attendance</p> <ul style="list-style-type: none"> • Appointment of attendance team in line with CET structure. • Rewards including termly prizes. • Minibus for collection of priority students. 	<p>£120,000</p>	<ul style="list-style-type: none"> • Attendance of PP students is in line with those who are non-PP. • The proportion of PA PP students in the academy is in line with non-PP students. • Where there are poor attendance systems ensure that there is a swift and proportionate response which is underpinned by support. 	<ul style="list-style-type: none"> • PP attendance in line with whole school attendance. <p>In 2022 overall attendance was 87.3 and pupil premium attendance for the same year was 83.76. This is a difference of 3.54. Overall attendance in 2023 was 85.3 with Pupil premium attendance at 81.85. A difference of 3.45</p>
<p>Increase opportunities for pupil premium students to raise academic standards through creation of mentoring space and specific academic and motivational support for 4+ and 5+ basics target groups in Year 11</p>	<p>£75,000</p>	<ul style="list-style-type: none"> • Engagement of PP students with one-to-one tuition sessions through National Tutoring Programme is maximised and all PP students who are offered a one-to-one access them • Achievement of 5+/4+ English and maths (basics) as appropriate by students who have been through the programme. 	<ul style="list-style-type: none"> • An increase of 4% in PP students attaining 4+ from 2022 (40%) to 2023 (44%).



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Strand 3 – Wider Outcomes	Cost	Success criteria	Effect of spending on pupil premium pupils
Removing barriers to accessing the academy through the provision of stationary for all students and ties.	£20,000	<ul style="list-style-type: none"> All students have the correct equipment for learning each and every day. Provision of uniform to facilitate tightened up uniform policy. 	<ul style="list-style-type: none"> All students regardless of disadvantage had correct uniform and necessary equipment to access learning. This will continue into next academic year. Standards of uniform significantly higher with students having pride in their appearance.
Development of reading across the school, including <ul style="list-style-type: none"> Additional books Interventions including; Read Write Inc., Lexia, Thinking Reading. and Dancing Bears. 	£30,000	<ul style="list-style-type: none"> All students have access to a reading provision that will help them progress. Targeted students will make progress at a faster rate than normal. Students' confidence in reading will increase. Students' access to the curriculum will increase. 	<ul style="list-style-type: none"> 90% of all students in year's 7 -10 were tested in Autumn term. Following up tests were taken where there were anomalies meaning we have an accurate reading age. Students identified as below their chronological age were given intervention. Students will be tested again during the summer term to gauge improvement.
Hardship funding provision Direct support for families where there is additional need for uniform, equipment or support with academy trips.	£50,000	<ul style="list-style-type: none"> All students are able to access all elements of academy life no matter the socio-economic position 	<ul style="list-style-type: none"> Students felt more comfortable in accessing all areas of student life, including end of year Rewards trips, regardless of socio-economic position.