

## **Strategies to Raise the Attainment of Students Supported by Pupil Premium Funding**

### **Pupil Premium Funding Allocation 2018-2019 – £314,000**

Biddick Academy has a Pupil Premium Funding allocation of £314,000 for the academic year 2018-2019. This funding is given with the specific remit being to diminish any differences between disadvantaged students and their non-disadvantaged peers. Biddick Academy works to support disadvantaged students in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged student will achieve at least as well as their non-disadvantaged peers and be given every opportunity to excel.

Some disadvantaged students face many and complex barriers during their education which can make effective learning very difficult. Some students have very specific needs and others have few barriers at all. Outlined below are some of the key barriers faced, although it must be stated that these difficulties encountered are not unique to those who are disadvantaged.

#### **The key barriers and challenges faced by Pupil Premium eligible students in 2018-2019 are:**

1. Some disadvantaged students do not receive consistent levels of high quality teaching to meet their individual learning needs
2. Some struggle to attend regularly and of these some are persistently absent
3. Some students struggle to manage their behaviour
4. Some students need extensive pastoral support for a variety of reasons
5. Some students struggle with the increased complexity of organization with a secondary environment and increased demands for independent work
6. Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning
7. Some students need additional adult support to help enable them to fully achieve their potential both during the school day and after school with managing homework
8. Some students need individual tuition and/or teaching in small groups to enable them to achieve
9. Some students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential
10. Some students have low levels of literacy and numeracy which impedes their learning and their confidence
11. Some students lack access to the internet and the use of computers to support their studies
12. Some students lack space to study with adult support
13. Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities
14. School uniform and transport can cause significant challenges for some families
15. Some students do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers

#### **Pupil Premium strategic plan for expenditure received in 2018-2019:**

In light of the above data and understanding of barriers and challenges to learning, the total allocation to support students will be spent as detailed below. The list below of overall spending categories is not exhaustive. Exact details of pupil premium spending may be so specific to one student's needs, that this cannot be published here. For this reason, a summary of overall spending in different areas is provided.

Cost Area	Estimated Cost
<p><b>Disadvantaged Lead (All Barriers)</b> Teacher with responsibility to drive and influence the practice of others in line with the whole school disadvantaged strategy.</p>	£1,000
<p><b>Accelerated Reader (Barriers 7,9,10,11)</b> Reading groups running for Years 7-9. Students access up to three 25 minute sessions per week facilitated by either a teacher or a student support assistant. Resources bought appropriate to the learners needs, enabling them access to the programme.</p>	£12,000
<p><b>Additional Reading Interventions (Barriers 7,9,10,11)</b> Guided reading sessions 1:8 led by a student support assistant four times a week for 25 minutes. Each student receives a term's worth of sessions and this is then reviewed. Students identified have immature reading behaviours. This intervention aims to model good reading habits and promote reading for pleasure. Mentoring is conducted for reluctant readers on a 1:1 basis with a lead reading teacher. One week block of four 25 minute sessions.</p>	£5,100
<p><b>Additional English, Maths and Science Teachers (Barriers 1,7,8)</b> Additional teachers allow for capacity to:</p> <ul style="list-style-type: none"> <li>• Work as an extra teacher in classes with a high proportion of disadvantaged students</li> <li>• 1:1 and small group work when appropriate (reacting to individual need)</li> <li>• Increased opportunities to create bespoke disadvantaged enhancement lessons</li> <li>• Additional revision sessions for disadvantaged students</li> <li>• Clubs to engage and motivate in their subject area</li> <li>• Collaborative planning opportunities for disadvantaged provision</li> </ul>	£143,000
<p><b>Assistant Heads of Year (Barriers 2,3,4,5,6,7,9)</b> Assistant Heads of Year manage the day to day needs of all learners and specifically Pupil Premium recipients who present challenges, have barriers to learning, have low aspirations or are disadvantaged because of socio-economic reasons. They also manage the pastoral Pathways 2 Progress mentoring programme which specifically targets underachieving disadvantaged students in English and maths. Assistant Heads of Year are integral to the monitoring of attendance across each year group followed by subsequent intervention where necessary.</p>	£33,000

<p><b>Staffing, Resourcing and Learning Pathways for ‘At Risk’ Students (‘The Bridge’ and ‘Steps’) (Barriers 2,3,4,6,7,8,9,12)</b></p> <p>Staff committed to working with students ‘at risk’ of dropping out of school (poor attendees or behaviour) along with the staffing and resourcing of SEND-specialist provision aimed at providing a qualification pathway that enables success for those at risk.</p>	<p>£20,000</p>
<p><b>Staffing and Resourcing for Social, Emotional and Behavioural Needs (Barriers 2,3,4,6)</b></p> <p>Supporting the needs of vulnerable students, many of whom are disadvantaged, across the academy.</p>	<p>£51,000</p>
<p><b>Specialist Student Support Assistant (Barriers 5,7,12)</b></p> <p>Working with identified disadvantaged students to provide bespoke support to individuals or groups across the academy.</p>	<p>£8,000</p>
<p><b>Pupil Premium Funding External Review of Provision (All Barriers)</b></p> <p>A review on the school for Pupil Premium outlining successes and identifying areas for development.</p>	<p>£750</p>
<p><b>Aspirational and Motivational Intervention Work (Barriers 9,13,15)</b></p> <ul style="list-style-type: none"> <li>• Simon Clarkson – coaching targeted groups across school to develop an understanding of how we learn and learning behaviours.</li> <li>• Enterprise Academy</li> <li>• ESH (aspire programme) – careers</li> <li>• College/University visits and workshops</li> <li>• Careers mentoring</li> <li>• Mock interviews</li> <li>• SLT mentoring</li> <li>• Work experience</li> <li>• STEM activities</li> <li>• Access to visits</li> <li>• Right Choice University Mentoring</li> </ul>	<p>£30,000</p>
<p><b>Social Skills (Barriers 4,7,9)</b></p> <p>SEND students identified as requiring additional support and development in social skills. Bespoke intervention as appropriate to the individual.</p>	<p>£5,000</p>
<p><b>Communication with Parents (All Barriers)</b></p> <p>Designated member of staff updating the platforms keeping content interesting and relevant, providing key information to parents. All disadvantaged students linked to a member of the SLT from Year 9 onwards. A series of meetings helps to engage parents and have a better understanding of how they can support individual learning needs.</p>	<p>£5,000</p>

ESTIMATED TOTAL EXPENDITURE	£314,000
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**Review of Impact**

The impact of our actions above are reviewed termly and in every meeting with both our Pupil Premium Link Governor and the Provision of Quality Education (PQE) Governor Committee. Some of the impact is qualitative (for example: the impact of educational visits) but some is quantitative (for example: the number of behavioural incidents, achievement data, attendance figures). This data is gathered during regular meetings with the Senior Leadership 'Achievement' Team and relevant middle leaders as well as the analysis of termly assessment points. Individual students are monitored daily where needed, to ensure actions to support them are taken swiftly.

The over-arching impact of this work is to raise the standards reached and improve the progress made by our school's disadvantaged students and prepare them for the next stage of their education, employment or training. We adapt our support and our plans for further work in light of this evaluation. Ultimately, the impact of our actions over time are seen as pupils reach the end of Key Stage 4. The impact for each child at an individual level is monitored carefully during each academic year as they progress towards their external examinations.