

Pupil premium strategy statement

1. Summary information					
School	Biddick Academy				
Academic Year	2020/21	Total PP budget	£327671		
Total number of pupils	1114	Number of pupils eligible for PP <small>*Year 7</small>	350	Date for next internal review of this strategy	March 2021

Year	Number	Cohort Number	% School defined Pupil Premium
7	83*	232	35.7%
8	63	229	27.5%
9	74	228	32.4%
10	78	211	36.9%
11	52	214	24.2%
Total	350	1114	31.1%

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	DS students are achieving less well: (4-9) All 68% v Non PP 81% v PP 45.45%, (5-9) All 48% v Non PP 59% v PP 27.27% Progress 8 All -0.2 v Non PP +0.03 v PP -0.61	
B.	Continued investigation is required of the unique circumstances/barriers on an individual level.	
C.	Social, emotional and behavioural needs of DS students is having a negative impact on progress.	
D.	Underpinning issues such as the need to improve literacy skills across KS3 and KS4.	
E.	Whilst Destination Data is improving, too many students still have low aspirations which has a negative impact on progress.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	The impact of Covid – 19: lockdown (March 2020) and subsequent periods of absence which are Covid – 19 related (x code). Inclusive of attendance rates for PP students and the complexities of 'Remote Learning' for PP cohort.	
3. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Diminishing difference of attendance rates for PP students in 2020/2021.	Diminishing difference of attendance rates. PP students to be in line with other students. Inclusive of attendance to Remote Learning or engagement with Remote Learning.
B.	Diminishing difference between attainment of PP and other students.	Diminishing differences between attainment of PP and other students PP: 41.14 v Non PP 54.75% v All 49.9%
C.	Identification of individual barriers for DS students with a focus on students who are also SEN K	Evidence regarding actions to remove barriers at a student by student level. DS students fully engaged in school.
D.	To continue to develop careers provision so that all students are aspirational in their next steps.	Zero NEET's and an increased in the percentage of students progressing to an academic pathway.

4.	5. Planned expenditure					
Academic year		2020-21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i.	ii. Quality of teaching for all: <i>the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (The EEF guide to supporting school planning: a tiered approach to 2020 – 21)</i>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost/SP	Staff lead	Impact
Diminishing difference between progress of DS and other students. Focus: basics 5-9 Eng/Maths)	Quality First Teaching: Continued focus on high quality inclusive teaching, where the teacher has the highest expectations for all pupils in their class. Inclusive of evidence based strategies to support high quality teaching for pupils with SEND: Scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible grouping, use of technology.	Quality First Teaching with a focus on differentiation will improve attainment for all students, not just DS students. Differentiated teaching and learning and homework is shown to be an effective strategy in other subjects and in the EEF Toolkit (homework).	Regular monitoring of homework tasks by mid-leaders, PL and DHY (T&L) Effectiveness of differentiation is a focus of SLT Subject Reviews, exam analysis etc. Half-termly meetings between DHT and LP/HOF to examine impact on student progress. <i>SIP: Quality of Education 1 2 3</i>	£12999 Research: EEF DfE	TDE FNW FL's	

<p>Diminishing difference between progress of DS and other students.</p>	<p>To continue to embed a rich curriculum philosophy within each Faculty with a focus on the quality of teaching for all students.</p>	<p>To continue to review and develop an ambitious curriculum for all students, especially DS and SEND, which promotes good progress and to provide high quality teaching that both challenges and supports students to embed and apply key concepts in their learning.</p>	<p>The whole school's curriculum clearly reflects the school's local context by addressing known gaps (reading, aspirations for MPA and HPA). The curriculum plans within faculty areas are mapped and evidence how pre-existing knowledge and skills are built upon logically. Curriculum Review meetings (KS) calendared <i>SIP: Quality of Education 1</i></p>	<p>£8067 Research: EEF DfE</p>	<p>FNW TDE FL's</p>	
<p>Diminishing difference between progress of DS and other students. Focus: basics 5-9 Eng/Maths)</p>	<p>Continued focus on strategic feedback. CPD and monitoring focus on effective, differentiated feedback for improvement.</p>	<p>Consistently effective written feedback will improve progress for all students. There is much educational research which proves high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on developing personalised, challenging feedback and student response.</p>	<p>Expectations shared with all staff in marking policy. Half-termly work scrutiny, QA process and open book weeks in place to monitor quality of feedback. LA subject reviews calendared. Training bespoke to staff needs to support effective feedback. Ongoing monitoring of the progress of DS students. <i>SIP: Quality of Education 3</i> <i>SIP: Leadership & Management 1</i></p>	<p>£16135 Research: EEF +8 DfE</p>	<p>TDE FNW FL's</p>	

<p>Diminishing difference between progress of DS and other students. Focus: basics 5-9 Eng/Maths)</p>	<p>Continued implementation and review of monitoring and tracking systems refined at KS3/KS4 to identify and intervene in differences in progress immediately. Staff CPD in interpreting and using data leading to meaningful impact.</p>	<p>Frequent and accurate monitoring of progress allows T & L to be altered immediately to reduce differences in progress of DS students and other students.</p>	<p>Planned and shared Quality Assurance calendar including training sessions. Scheduled data analysis meetings at SLT and Faculty level. DHT monitoring of data and reporting to Trustees as appropriate. <i>SIP: Quality of Education 1 2 3</i> <i>SIP: Behaviour and Attitudes 2</i></p>	<p>£8355 Research: EEF DfE</p>	<p>TDE FNW FL's</p>	
<p>Diminishing difference between progress of DS and other students. Focus: basics 5-9 Eng/Maths)</p>	<p>Strategic plan for intervention to be implemented responding promptly to underachievement with striking impact where appropriate.</p>	<p>Tailored intervention (for example 'Wave' strategy and Map, Master, Move Forward) for groups of students underperforming in subject specific areas, for example DS Male to allow for rapid progress.</p>	<p>Deployment of teaching staff as appropriate where underachievement is recognised to allow for the planning of intervention. <i>SIP: Quality of Education 1 2 3</i></p>	<p>£31021 Research: EEF DfE</p>	<p>TDE GMO FL's LPR</p>	
<p>Diminishing difference between progress of DS and other students. Focus: basics 5-9 Eng/Maths)</p>	<p>HOF and Lead Practitioners to focus on consistency of aspirational target setting (currently FFT50+1) across the Academy. Focus on target setting systems (this will effect DS too) consistency of challenge.</p>	<p>Thorough scrutiny of individual targets combined with holistic context of each student will enable staff to set targets (adjust up) that are realistic but challenging for all students.</p>	<p>Routine analysis of target setting, data outcome captures to be evidenced via continual cycle of review. SLT to meet frequently to analyse all data as appropriate. <i>SIP: Quality of Education 1</i> <i>SIP: Behaviour and Attitudes 2</i></p>	<p>£13254 Research: EEF DfE</p>	<p>TDE LPR FL's SLT</p>	

Increased attendance rates for DS students in 2019/20.	Clear and robust Attendance Action Plan in accordance with EEF recommendations. Inclusive of 'Impact of Covid – 19'. Focus on SEN with design and implementation of SEN Attendance Action Plan.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Additional focus on the continued impact of Covid – 19.	Attendance Action Plan 2020/21 sets out step-by-step actions. Strategic role of attendance officers to ensure rapid response. Training of HoY/FTs in attendance monitoring/intervention. DHT (SDI) monitoring impact in daily/weekly attendance figures. DHT monitoring impact of attendance on achievement. <i>SIP: Quality of Education 1</i> <i>SIP: Behaviour and Attitudes 1 2 3 4</i>	£13671 Research: EEF DfE	TDE SDI KHU THO SLT	
	Total budgeted cost					103502
iii.	iv. Targeted support: <i>evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. (The EEF guide to supporting school planning: a tiered approach to 2020 – 21)</i>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost/SP	Staff lead	Impact

<p>Diminishing differences between the progress of DS and other students.</p>	<p>Additional targeted revision and exam preparation sessions and resources including staffing implications.</p>	<p>Small group interventions and aspirational interventions are shown to be effective techniques in EEF Toolkit.</p>	<p>Detailed strategies set-out in English, Maths, Science Faculty Development Plans 2020/21. SDHT to regularly monitor impact of action plans on progress of DS students and report to Trustees as appropriate.</p> <p><i>SIP: Quality of Education 1 2 3 4</i> <i>SIP: Behaviour and Attitudes 1 2</i> <i>SIP: Personal Development 1 2 3</i></p>	<p>£4034 Research: EEF DfE</p>	<p>GMO TDE FL's</p>	
<p>Diminishing differences between the progress of DS and other students.</p>	<p>Disciplinary literacy to continue as a whole school priority where a common format is used (Freyer model) to enable students to learn Tier 3 terminology. Reciprocal reading in registration time to be introduced to enable a greater focus on the Big High 5 skills: context, predict, summarise, question and Tier 2/3 vocabulary.</p>	<p>Students need to improve their vocabulary and grasp of literacy skills to access text and examination style questions.</p>	<p>Disciplinary Literacy Strategy to be an item on SLT agenda. Tracking and monitoring of data, including learning walks, work scrutiny and student outcomes.</p> <p>Inclusive of increased hours of Accelerated Reader with a linguist specialist.</p> <p><i>SIP: Quality of Education 4</i> <i>SIP: Behaviour and Attitudes 1</i></p>	<p>£41691 Research: EEF DfE</p>	<p>CBR TDE</p>	

Diminishing difference between progress of DS and other students.	Provision of school counsellors and use of SEND facilities to work with students with individual SEND needs.	One to one and small group intervention is shown to be highly effective in improving learning.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Transparent, shared system of identification for targeted students. Ongoing data tracking to monitor impact on behaviour and attainment. <i>SIP: Behaviour and Attitudes 1 2 4</i> <i>SIP: Personal Development 1 3 4</i>	£25547 Research: EEF DfE	SDI HOY TDE	
Diminishing differences between the progress of DS and other students.	Clear protocol and process for the identification of students to receive ICT equipment as per (DfE) initiative.	Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. A lack of appropriate technology and home supports may still prove a challenge for many disadvantaged pupils.	ICT staff need to prepare and convert all laptops to the Biddick Academy system. Pastoral staff to prioritise students using a clear criteria and their knowledge of student circumstance. <i>SIP: Behaviour and Attitudes 1 2 3 4</i> <i>SIP: Personal Development 1 2 3 4</i>	£4150 Research: EEF DfE	TDE HOY	
Identification of individual barriers to learning.	1 – 1 wellbeing meetings with all students including DS students to identify barriers, solutions and actions.	Greater insight and understanding into the barriers to learning faced by individual students will enable bespoke actions to be put in place.	Organise timetable to ensure pastoral staff delivering 1 – 1 wellbeing meetings are prepared. Ongoing data tracking to monitor impact on progress, behaviour and attainment. <i>SIP: Behaviour and Attitudes 1 2 3 4</i>	£25547 Research: EEF DfE	SDI HOY TDE	

	Total budgeted cost £100969					
v.	vi. Wider strategies/other approaches: <i>wider strategies relate to the most significant non – academic barriers to success in schools, including attendance, behaviour and social and emotional support. (The EEF guide to supporting school planning: a tiered approach to 2020 – 21)</i>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost/SP	Staff lead	Impact
Increased attendance rates for DS students in 2020/21.	Strategic tracking and monitoring of attendance, inclusive of x code and impact of Covid – 19. Home visits where appropriate.	Clear correlation between attendance and outcomes. Relationships between Biddick Academy and parents/carers need to be stronger.	KHU & THO to attend HOY attendance meetings every week in order to liaise with parents to support student/parent to maximise attendance. Use of Biddick Academy Attendance car. <i>SIP: Behaviour and Attitudes 3</i>	£4783 Research: EEF DfE	SDI TDE KHU THO	
Increased attendance rates for DS students in 2020/21.	Continued focus and emphasis on reward culture via Positive Discipline and ‘Stay on Green’ initiative.	Improved relationships between staff and students, improve attitudes to learning and engagement by lowering instances of low level disruption in lessons.	Training for staff and information for parents. Sanctions/rewards data monitored weekly by HoY and half termly by DHT <i>SIP: Behaviour and Attitudes 1 2 3 4</i>	£13157 Research: EEF DfE	SDI TDE HOY	
Increased attendance rates for DS students in 2020/21	Extra – Curricular offer to DS, targeted students or target to attend, barriers to attendance to be identified and removed	DS need a reason to attend, extra – curricular activities can motivate students and forge relationships with staff that help to remove barriers to learning.	Tracking and monitoring of extracurricular register, inclusive of attendance rates as a percentage of the cohort with focus on groups of students, including DS.	£10949 Research: EEF DfE	SSC TDE	

			<p><i>SIP: Behaviour and Attitudes 1 2 3 4</i></p> <p><i>SIP: Personal Development 1 3 4</i></p>			
<p>Implementation of 'Character Award' via 'Skills Builder' and with an additional focus (through extra-curricular offer) of sport, creativity (coding), performing (use of debate & drama – vital for HA), Volunteering and membership, world of work.</p>	<p>Cultural capital – strategic approach to character development, to be implemented within DS strategy (focus on HA in some areas).</p>	<p>Progress of DS is not just measured by academic outcomes, we want our DS cohort to have the skills to flourish in later life. Our 'Character Award' will help build resilience and a sense of aspiration, crucial to the DS cohort pathway progression.</p>	<p>Strategic plan to be brought to SLT and cross referenced against SIP. Student participation rates to be measured against the 5 foundations. Clear offer to be made to all students, easily understood by all, for example: students, parents, Governing Body. Implementation to frequently be reviewed via SLT/Governing Body meetings.</p> <p>Inclusive of Student Leadership, Student council, Junior Ambassadors and Senior Prefects and Head Boy/Girl</p> <p><i>SIP: Behaviour and Attitudes 1 2 3 4</i></p> <p><i>SIP: Personal Development 1 2 3 4</i></p>	<p>£14934</p> <p>Research: EEF DfE</p>	<p>SSC</p> <p>TDE</p>	
<p>Early identification of barriers to progress through clear & robust primary transition programme.</p>	<p>Use of external agencies, expertise of primary colleagues, progress data, attendance data, student voice, greater communication with 'feeder' primary schools and parents.</p>	<p>Clear direction from EEF that impact of closure has had a detrimental impact on transition which can lead to student progress regressing. Evidence from Chartered College of Teaching suggests that students at KS2 make the most progress in maths, reading and writing during</p>	<p>Transition Plan to be brought frequently to SLT and Trustees, records of meeting with primary feeder schools to demonstrate evidence of collegiate approach to identifying students at risk of poor progress.</p>	<p>£5474</p> <p>Research: EEF DfE</p>	<p>TDE</p>	

		the summer term. Pupils are also more likely to fall backwards, or regress, to a lower level between the summer and autumn terms. This suggests that the period of school closure could be significant.	Use of Year 7 Cognitive Ability Tests (CAT's) to measure potential and to some degree highlight potential difficulties children may be facing. <i>SIP: Quality of Education 1</i> <i>SIP: Behaviour and Attitudes 1 2 3 4</i> <i>SIP: Personal Development 1 2 3 4</i>			
Communicating with and supporting parents	Design and implementation of a package of support for parents inclusive of a DS Breakfast Club and system for parents to access FSM during lockdown.	Close engagement with parents during this challenging time is clearly crucial to ensure that pupils are supported to learn and thrive, and that parents are able to provide this support.	Disadvantaged Breakfast Club inclusive of staffing to be established and food parcels distributed. <i>SIP: Quality of Education 1</i> <i>SIP: Personal Development 1</i>	£18103 Research: EEF	TDE	
Implementation of a focus group of DS parents.	To set up a DS Parents Forum to meet termly or half termly to discuss the needs of DS cohort in order to intervene with striking impact. Potentially remote 'Go Webinar'.	In order to remove barriers for DS cohort we need to be able to recognise what those barriers might be and how best to eradicate them. Working with parents of DS will enable more bespoke strategies that have potential for greater impact.	All records and minutes of 'DS Parent Forum' to be discussed at SLT and within pastoral/academic teams as appropriate. <i>SIP: Behaviour and Attitudes 1 2 3 4</i> <i>SIP: Personal Development 1 2 3 4</i>	£3650 Research: EEF DfE	TDE	
Zero NEET's and an increased in the percentage of students progressing to an academic pathway.	Embed the NECOP programme within Year 9 to Year 11.	This will increase students' awareness of higher education opportunities and progression pathways. Leading to higher aspiration and stronger progress.	Qualified personal adviser able to provide bespoke impartial CEIAG to all students, with positive feedback from parents and students.	£0/21129 Research: EEF DfE	SSC KRO TDE	

			<i>SIP: Quality of Education 1</i> <i>SIP: Personal Development 1 4</i>			
Zero NEET's and an increased in the percentage of students progressing to an academic pathway.	Identify priority group for One Vision Programme and track and monitor the impact of the programme through data monitoring and student voice	Some students will benefit from more bespoke support.	Targeted groups of students identified (DS, SEND) and benefiting from bespoke CEIAG opportunities. <i>SIP: Quality of Education 1</i> <i>SIP: Personal Development 1 4</i>	£12773 Research: EEF DfE	SSC KRO TDE	
Zero NEET's and an increased in the percentage of students progressing to an academic pathway.	Identify specific priority groups (DS, SEND, HPA) and develop CEIAG opportunities which promote aspiration throughout our curriculum	Students in specific groups need to understand the link between what they are doing in the present and how it links to the future. Consequently, subject areas must have explicit links to CEIAG within their Curriculum philosophy and their schemes of work; to provide a range of curriculum challenges.	Each subject area to have explicit links to CEIAG within their Curriculum philosophy and their schemes of work; to provide a range of Curriculum Challenges. All GATSBY benchmarks completed and supported with robust evidence. Positive parental / student feedback through surveys / student voice / parent forums etc. <i>SIP: Quality of Education 1</i> <i>SIP: Personal Development 1 4</i>	£18248 Research: EEF DfE	SSC KRO TDE	
	Total budgeted cost					123200 327671

The EEF guide to supporting school planning: A tiered approach to 2020 – 21

The EEF guide to supporting school planning: Examples of plans using a tiered model approach

EEF Blog: Five evidenced based strategies to support high quality teaching for pupils with SEND

EEF guidance reports.