

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Biddick Academy
Number of pupils in school	1138
Proportion (%) of pupil premium eligible pupils	368 or 32.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024 Year 2: 2022 - 2023
Date this statement was published	October 2021 adaptations made November 2022
Date on which it will be reviewed	First review: August 2022 with termly interim reviews thereafter
Statement authorised by	K Morris
Pupil premium lead	T Delf
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310 275
Recovery premium funding allocation this academic year	£120 613

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£430 888

Part A: Pupil premium strategy plan

Statement of intent

At Biddick Academy we are unwavering in our determination that every student achieves highly, enjoys their learning, and is happy and cared for. We not only prepare students with the knowledge to excel in examinations but to have the skills and attributes to be successful in life. The curriculum, both in and out of lessons, is carefully structured and delivered to fulfil this aim. The curriculum is founded upon four values: curiosity, aspiration, resilience and readiness. These are interwoven in all aspects of school life. As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with excellent teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Our pupil premium plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, to provide all children the access and opportunities to enjoy success.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Continuity in learning: To further support pupil premium students who have been adversely impacted upon due to the disruption caused by Covid – 19.
2	Aspiration: To further promote aspirational progression pathway for our pupil premium students by raising their aspirations higher leading to greater progress.
3 2022 – 23 Focus	Attendance: To further increase the attendance of pupil premium students so that they maximise their opportunity to learn and make greater progress.
4 2022 – 23 Focus	To embed a culture of reading for pleasure so that the reading ages of pupil premium students increases leading to greater progress.
5	Personal organisation: To further support pupil premium students to strengthen key learning habits which lead to progress.

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
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<p>All pupil premium students to experience a continuity in learning despite periods of absence and the digital divide.</p>	<p>Pupil premium students to achieve, or exceed, 4+ and 5+ basics, at least in line with national average for other students.</p> <p>Pupil premium students to achieve, or exceed, P8 averages, at least in line with national averages for other students.</p> <p>Pupil premium students to achieve, or exceed, Attainment 8 score, at least in line with national averages for other students.</p> <p>Destination data to demonstrate that a greater number of students are choosing to attend Sixth Form provision as their progression pathway.</p>
<p>All pupil premium students to progress on to aspirational pathways consistent with their academic potential.</p>	<p>Increased percentage of pupil premium students progressing to Level 3 courses at Sixth Form providers.</p>
<p>All pupil premium students to demonstrate good attendance to Biddick Academy at least in line with non-pupil premium students.</p>	<p>Persistent absentee rate for pupil premium students to be at least in line, or lower than national averages.</p> <p>Pupil premium students will achieve, or exceed, attendance percentages in line with national averages.</p>
<p>All pupil premium students to improve their chronological reading ages to increase their vocabulary and grasp of literacy skills.</p>	<p>The reading ages of all pupil premium students to be at least in line with non – pupil premium students and/or their expected chronological reading age.</p>
<p>All pupil premium students to demonstrate key skills, such as personal organisation, leading to improved progress outcomes.</p>	<p>Pupil premium students to achieve, or exceed, 4+ and 5+ basics, at least in line with national average for other students.</p> <p>Pupil premium students to achieve, or exceed, P8 averages, at least in line with national averages for other students.</p> <p>Pupil premium students to achieve, or exceed, Attainment 8 score, at least in line with national averages for other students.</p> <p>100% of Key Stage 3 pupil premium students to achieve Character Education Award.</p>

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: £ 179 183

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First Teaching as demonstrated through the recruitment and retention of expert staff in the Ebacc subjects.</i></p> <p><i>Continued focus on high quality inclusive teaching, where the teacher has the highest expectations for all pupils in their class.</i></p> <p><i>Inclusive of evidence based strategies to support high quality teaching for pupils with SEND and pupil premium students: Scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible grouping, and use of technology.</i></p>	<p>Quality First Teaching with a focus on differentiation will improve attainment for all students, not just pupil premium students. Differentiated teaching and learning and homework is shown to be an effective strategy in other subjects and in the EEF Toolkit (homework).</p> <p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)</p> <p>EEF, DfE</p>	1, 3
<p><i>Further develop the curriculum philosophy with a focus of subject specific CPD</i></p> <p><i>To continue to embed a rich curriculum philosophy within each Faculty with a focus on the quality of teaching for all students.</i></p>	<p>To continue to review and develop an ambitious curriculum for all students, especially Pupil Premium 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>EEF, DfE</p>	1, 2, 3
<p><i>To further develop whole school and subject specific assessment policy.</i></p>	<p>Consistently effective written feedback will improve progress for all students. There is much educational research which proves high</p>	1, 2, 3, 5

<p><i>Whole school CPD and monitoring focus on effective, differentiated feedback for improvement.</i></p>	<p>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>EEF</p>	
<p><i>To build on embedding the teaching of, and importance of, literacy throughout the curriculum to improve the academic outcomes for all students in line with recommendations from the EEF.</i></p> <p><i>Phonics learning</i></p> <p><i>Identify specialist training provider to deliver CPD to the English faculty and key staff.</i></p>	<p>Students who are significantly below their chronological reading age are less likely to make progress. Improved intervention, via knowledge gained from phonics training will lead to students being more likely to access the curriculum and therefore make progress.</p> <p>EEF</p>	<p>1, 2, 4</p>
<p><i>To build on embedding the teaching of, and importance of, literacy throughout the curriculum to improve the academic outcomes for all students in line with recommendations from the EEF.</i></p> <p><i>Talk to Write</i></p> <p><i>Disciplinary literacy to continue as a whole school priority where a common format is used</i></p>	<p>To continue to embed Freyer model to enable students to master Tier 3 terminology. Continued focus on Reading High Five and Reciprocal Reading. Introduce Talking like an Expert, Writing like an Expert through ABC discussion and Talk like an Expert shared expectations. Students need to improve their vocabulary and grasp of literacy skills to access text and examination style questions.</p> <p>EEF, DfE</p>	<p>1, 2, 4</p>
<p><i>Strategic pastoral support with a focus on pupil 'catch up'.</i></p> <p><i>To design and implement a strategy which identifies vulnerable students in need</i></p>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p>	<p>2, 3, 5</p>

<p><i>of meaningful pastoral and/or academic intervention in order to 'catch up'.</i></p>	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months.</p> <p>Strategic role of the HOY and AHOY to identify vulnerable students and intervene.</p> <p>Role of counselling to support students.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 143 628

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To implement a strategy of paired reading across the academy. Inclusive of both staff and students with CPD/training as appropriate.</i></p>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. (The Reading Agency 2015).</p>	<p>1, 4</p>
<p><i>Implement a reading strategy that enhances reading fluency across the Academy so that students develop automaticity, accuracy and prosody in reading.</i></p>	<p>Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p>	<p>1, 4</p>
<p><i>SLT Mentoring Academic and pastoral mentoring to support identified students</i></p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	<p>2, 3, 5</p>
<p><i>Resources to support the progress of pupil premium students are identified and used to remove any potential barrier to learning.</i></p>	<p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p>	<p>1, 5</p>

<i>For example, revision guides and core texts to be provided to students.</i>		
<i>Metacognition and self-regulated learning, for example use of knowledge organisers</i>	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when used well, EEF Understanding how we learn, a visual guide – Yana Weinstein and Megan Sumeracki with Oliver Caviglioli	1, 2, 5
<i>Strategic use of Support 21 following restructure to enhance provision to further meet the needs of all students. Inclusive of staffing, CPD and tracking and monitoring of strategies and impact.</i>	Internal alternative provision supports academic progress as well as SEMH support. Pupil Premium students are four times more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium.	1, 2, 3
<i>Further implementation of strategic attendance intervention.</i> <i>Ensure all identified PP students with poor attendance to school have access to key staff including Attendance Manager and Attendance Officer.</i> <i>Barriers to attending school are identified and a personal attendance plan is completed where appropriate.</i>	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.	1, 3

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

Budgeted cost: £ 108 057

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of books that will encourage reluctant readers. For example, Marcus Rashford 'You are a champion' and Gareth Southgate 'Anything is possible'.</i></p>	<p>A text that allows reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>EEF</p>	<p>2, 4</p>
<p><i>Implement a calendar of outside speakers and visits to further promote the curiosity and aspiration of our student cohort.</i></p> <p><i>Cultural capital – strategic approach to character development, to be implemented</i></p>	<p>Progress of pupil premium students is not just measured by academic outcomes; we want our pupil premium cohort to have the skills to flourish in later life.</p>	<p>2, 3</p>
<p><i>Further widen the participation in a varied Educational Trips and Visits programme which promotes both academic achievement and personal development as well as increasing cultural capital.</i></p>	<p>Trips and visits will help build resilience and a sense of aspiration, crucial to the DS cohort pathway progression.</p>	<p>2, 3</p>
<p><i>To further promote student pride in attending Biddick Academy via sporting team pursuits.</i></p> <p><i>Extra – Curricular offer for targeted students to promote attendance, self-esteem, identify barriers to attendance</i></p>	<p>Using sport to encourage a collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work. Some collaborative</p>	<p>2, 3, 5</p>

<p><i>to be identified and removed.</i></p>	<p>learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks.</p> <p>EEF</p>	
<p><i>To continue to embed a robust transition offer with a focus on curriculum planning.</i></p> <p><i>Inclusive of collegiate and collaborative CPD with staff from our feeder primary schools, meetings between TLR holders and training as appropriate.</i></p>	<p>Communication is important to help support curriculum continuity which is particularly important following the disruption of Covid – 19. Research from University College, Cork (Prendergast et al, 2019), found that that teachers at both primary and secondary level identified similar issues: “A lack of continuity between curricula, a lack of knowledge of each other’s curriculum and a lack of communication between both levels.” A carefully planned transition process, linked to the needs of the particular cohort will address these issues.</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Provision of technical devices to remove the digital divide.</i></p> <p><i>Clear protocol and process for the identification of students to receive ICT equipment as per (DfE) initiative</i></p>	<p>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.</p>	<p>1, 2, 5</p>
<p><i>Breakfast Club</i></p> <p><i>Design and implementation of a package of support for parents inclusive of a vulnerable student Breakfast Club</i></p>	<p>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</p>	<p>2, 3</p>
<p><i>Implementation of the academy wide Attendance Strategy 2022 - 2023</i></p> <p><i>Improve family home school liaison and relationships by supporting potential</i></p>	<p>Ensure parents of Pupil Premium students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>1, 3</p>

<i>attendance barriers such as uniform and food hardship.</i>		
<i>Continue to develop our aspirational careers programme that is understood by all stakeholders and that creates committed students with ambitious intended destinations.</i>	We want to continue to have zero NEETs at Biddick Academy. Access to high quality careers information, advice and guidance (IAG) is an important component of preventing young people from becoming NEET.	2, 5

Total budgeted cost: £ 430 867

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

As with other publicly-funded schools in England, Biddick Academy receives extra funding from the government to help them improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school. Disadvantaged pupils often do not perform as well as their peers. Biddick Academy is committed to ensure that all students reach their true potential, irrespective of their social or economic background. The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. Biddick Academy intends to remove barriers to achievement through its Disadvantaged student strategy.

Impact of Pupil Premium Spending 2021/22

We are immensely proud of all our students at Biddick Academy. It is our responsibility to ensure every single student receives the best possible teaching and the best possible learning, so that we motivate our students to have high aspirations and achieve their full potential. This in turn will help them grow into mature, responsible adults that are fully prepared for a positive lifestyle beyond Biddick Academy. We spend our Pupil Premium Funding to make our intent a reality by removing any potential barrier to progress.

It is with a sense of pride that all our disadvantaged students in 2021/22 have transitioned onto progression pathways, meaning that 100% of those students eligible for Pupil Premium funding are in education, employment, or training. This is a result of high-quality impartial Careers Advice, Information and Guidance which is provided to all students to ensure they make aspirational and appropriate informed choices and a smooth transition to their individual progression pathways.

The Attainment 8 of disadvantaged students in 2021/22 is 38.74. In English it is 7.89. In Math's it is 7.11. In Ebacc subjects it is 10.97. In 'Open' subjects it is 12.76. The percentage of disadvantaged students achieving Basics 4 – 9 is 46. The percentage of disadvantaged students achieving Basics 5 – 9 is 25. The Progress 8 figure for the Disadvantaged pupil cohort is – 0.72.

We are pleased with the positive attitude to learning demonstrated by students at Key Stage Three. The Academy has used targeted strategies to ensure high engagement in learning via the provision of Support 21, our continued focus on reading and specific pastoral support. A range of extra - curricular clubs were on offer to all students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Kerboodle	
MyMaths	
Accelerated Reader	
Star Assessments	
ClassCharts	
HegartyMaths	
Educake	
GL Assessments	