

Sir Bernard Lovell Academy - Pupil premium strategy statement

This statement details our school's use of pupil premium funding (2023-24) 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	Sir Bernard Lovell Academy
Number of pupils in school	1252
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dr Robin Bassford (Headteacher)
Pupil premium lead	Tracy Hart (Assistant Principal)
Governor / Trustee lead	John Artus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,508
Recovery premium funding allocation this academic year	£48,576
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	£243,084

Part A: Pupil premium strategy plan

Statement of intent

It is our ambition at SBL Academy that all Academically Vulnerable students are supported to flourish and to achieve their academic potential. We aim for our PP eligible students to make progress in line with their peers, both within the academy and nationally. Our Pupil Premium strategy seeks to do this in three ways:

- 1). **By ensuring that all lessons at SBL Academy are exceptional lessons.** Our classroom strategy for academically vulnerable students highlights those aspects of our SBL teaching & learning expectations which we know to have considerable positive impact on the progress of vulnerable learners. Lessons will meet the needs of all students and enable them to make exceptional progress.*
- 2). **Removing all barriers to learning.** Our strategy outlines all the ways in which we seek to do this within a three-tiered approach. Leaders work with teachers & support staff to identify barriers to progress, ensure the right students access the right interventions and then evaluate the impact of these.*
- 3). **Ensuring that SBL Academy is a great place to learn for our vulnerable students.** Leaders and staff from all teams across the academy communicate high expectation and high ambition for all learners. Adults encourage vulnerable students to be ambitious, take up opportunities and step out of their comfort zone in order to reach their true potential.*

Our Pupil Premium strategy is reviewed on a year-by-year basis.

Challenges

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

Challenge number	Detail of challenge
1	Knowledge gaps remaining from and exacerbated by lockdown
2	Weaker literacy & oracy skills
3	Underdeveloped self-regulation & metacognitive skills
4	Disadvantaged students require more support and mentoring around self-esteem, motivation, confidence and resilience
5	Higher incidence of mental-health issues for disadvantaged students proportionate to non-disadvantaged cohort
6	Higher proportion of behaviour referrals for PP eligible students.
7	Attendance for PP students is lower than for non-PP counterparts
8	Dampened aspirations / less advice and guidance from significant adults out of school
9	Under-representation of vulnerable learners in wider school life / develop cultural capital
10	A lower percentage of families eligible for Pupil Premium attend parent / carer events compared to the overall positive levels of attendance

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 (review September 2024)
Ensure disadvantaged students continue to make good progress in line with their peers.	Disadvantaged students achieve a positive progress 8 score that is in line with their peers both at SBL Academy and nationally.
	50% of PP students to achieve grades 5-9 in English & Maths.
	67% of PP students to achieve grades 4-9 in English & Maths.
Ensure that the attendance of disadvantaged students reaches the same levels as non-PP students.	The attendance gap between PP and non-PP is no greater than 3%.
Ensure that disadvantaged students are supported to follow Academy expectations so that they reach their full potential in the classroom.	The % of students referred to IR and Fixed Term Excluded is no greater than 18%.
A higher proportion of disadvantaged students consider the EBACC option as a route to P16	10% of disadvantaged students enrol for the EBACC pathway at KS4 (2021 = 4.7%).
A higher proportion of disadvantaged students accessing Level 3 Courses	The % of disadvantaged students accessing Level 3 Courses is in line with non-PP students.
Ensure that disadvantaged students are fully represented in all wider aspects of school life, including enrichment and leadership opportunities.	Enrichment and leadership groups consist of minimum 25% disadvantaged students. All PP students access at least one enrichment or leadership opportunity throughout the year.

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: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
CPLD resources and individualised training/support focussed on the practical implementation of Rosenshine's Principles of instruction .	“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed research tells us that high quality teaching can narrow the disadvantage gap”. (EEF Effective Professional Development)	1,2,3,4,5,6,7	RWD	£2,000
CPLD resources & CPLD time to develop metacognitive activity that supports PP students in their use of PLC's / Progress Trackers so that they are empowered to take ownership of their own progress.	Evidence suggests that disadvantaged students are less likely to spontaneously use skills to monitor and evaluate their learning. (EEF Metacognition & self-regulated learning) .	1,2,3,4,5,6,7	GJO / THA / CTL's	£0
Regular progress meetings with PP Champions in Maths, English, Science, Humanities, MFL, D&T and Computing. Actions of the group focus on supporting QFT in the classroom and removing barriers to learning for disadvantaged students.	The most effective schools create the capacity and provide the expertise and support for teachers and other staff to better meet the needs of their disadvantaged learners” <i>(Addressing Educational Disadvantage, Marc Rowland, 2021),</i>	ALL	THA	£0
Overstaffing in Maths and English in order to reduce class sizes.		1,2,3,4,6,7	JRR/LCO	£25,000

<p>Implementation of our whole school literacy & oracy approach (assessed through Developmental Drop-Ins). Roll out use of oracy mats, conjunctives, and use of Voice 21.</p>		1,2,3, 4	EHA	£0
<p>Tutor Reading Programme and Curriculum Reading Programme to promote literacy skills at all points across the whole curriculum.</p>	<p>Developing students’ ability to read more complex texts, and unpacking tier 2 vocabulary are two aspects of key literacy interventions. EEF Literacy Interventions.</p> <p>Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p>	1, 2, 3, 4, 6	EHA	£0
<p>Continued use of feedback stickers. Whole school marking & feedback policy. Ensure this process supports disadvantaged students.</p>	<p>Effective feedback gives very high impact (+6 months) for very low cost. EEF Feedback.</p>	1,2,3,4	GJO / EHA	£500
<p>Ensure that all Curriculum Teams highlight relevant career opportunities as they work through the curriculum.</p>	<p>High quality careers education is critical to young people’s futures. Schools should challenge the stereotypes and inequalities that exist to ensure that students from all backgrounds, consider the widest possible range of careers. DfE statutory Guidance 2022</p>	4, 8, 9	JRR / CMU	£0

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
Additional staffing in SEND to provide 2 days per week mentoring for disadvantaged students. Mentoring has had a significant impact on the confidence and engagement of our disadvantaged students (2020-22).	Establishing and overcoming barriers to progress for individual students is effective in supporting students to achieve. <i>(DfE Supporting disadvantaged pupils, November 2015).</i>	ALL	THA / SCO / CST / SKT / CTA	£49,000
School Led Tutoring. Carried out in person and in school time where appropriate.	“Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.” EEF	1, 2, 3, 4, 5,	THA/JRR/ LCO	£25,000
Targeted Curriculum Team Support: Curriculum Teams provide approaches and support that benefits student’s study skills and independent learning. For example SENECA, flipsico Revision cards, revision resources and materials.	“Successful schools build teams where their vision is understood and pursued by the entire school community with relentless energy” <i>(An updated practical guide to the Pupil Premium – Marc Rowland 2015 p75).</i> All leaders have responsibility for driving school improvement. Distributed leadership of the PP agenda is a more effective method than the PP agenda being the remit of one person. “Outstanding schools used targeted interventions and robust tracking systems.” <i>Articulating success and good practice 2015, Ofsted</i>	All	CTL’s	£15,000
Study Skills and Revision Workshops at key points in the school programme (Year 11, starting GCSE courses).	Student voice indicates that in line with low self-regulation skills, disadvantaged students have less skills in recall and retrieval practice. Key functions for being able to achieve well in examinations.	1, 2, 3, 4, 5. 7, 8	THA/ PP Mentors/ GJO	£0

Accelerated Reader (3-year licence) Reading age assessments for all KS3 students to be completed 3 x per year to inform reading sessions and to inform literacy interventions.	An EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	1, 2, 4,	EHA	£0 (Fully purchased)
Literacy Gold	Trial studies show that students reading accuracy improved by 7.5 months over a 3 month period. https://dyslexiagold.co.uk/Results/FluencyBuilder	1, 2, 3, 4, 5, 6	EHA/SCO	£0 (SEND)
Read Write Inc. (targeted students in KS3 have 1 x 1hr lessons 4 days per week to teach phonics and comprehension).	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	1, 2, 3, 4	RUR/RCS/ KDE/LCO	£3,000
Summer School	Carefully designed Summer Schools have a positive impact on student progress (3 months). EEF Summer Schools.	ALL	EHA/THA/ SCO	£5,000

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

Budgeted cost: £120,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
PASS Survey – Pupil Attitude to School & Self – to provide a robust data set around attitudes, feelings		3, 4, 5, 6, 7, 8, 9, 10	THA	£3,000

toward school, sense of belonging with associated set of interventions.				
Counselling provided for students with need.	“Promoting physical and mental health in schools creates a virtuous circle reinforcing children’s attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.” Brooks F (2013). Life stage: School Years, in Chief Medical Officer's annual report 2012.	3, 4, 5, 6	GLY	£12,000
PP Mentor specialising in SEMH. (ELSA/ Thrive Trained & EBSA informed). To support the increasing mental health need, address increasing levels of Emotional Based School Avoidance and to support the PP Mentor programme. Learning focussed).		1,2,3,4,5,6,7,8,9,10	THA	£27,000
Attendance Processes. Support House Teams to provide enhanced support plans for PP students with high levels of absence.		4, 5, 7	SWH / HOH	£0
Providing uniform vouchers for disadvantaged families on a case-by-case basis.	We have seen a consistent school uniform to improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more focused environment.	3, 4, 5, 6, 7	THA	£3,000
Providing classroom equipment (stationary)	Access to the correct equipment in school provides a smoother start to lessons, increased learning time and enables better relationships between students and staff. Providing students with equipment to take home will encourage home work to be completed to a high standard.	3, 4	THA	£1,500

Breakfast club	A free healthy breakfast can encourage students to come to school regularly and arrive on time. A good meal at the start of the day will help students to focus in lessons. Time spent at the start of the day 'down-regulating' supports students being ready to learn.	3, 4, 5, 6	THA	£2,000
Resources for young carers group	Student voice shows that students feel supported, with reduced anxiety about issues such as lack of equipment / home study completion – as a result of attending these sessions.	3, 4, 5	SKT	£100
Alternative provision to build resilience, motivation, self-confidence and engagement so that students re-engage with mainstream lessons, achieve well and reach their potential.	<p>A number of risk factors associated with poor mental health/lower standards of behaviour are prevalent amongst families from lower socio-economic backgrounds.</p> <p>(Mental Health & Behaviour in Schools DfE 2018)</p> <p>Where appropriate, students have access to alternative provision placements that help build resilience and boost self-confidence so that students can fully engage in mainstream lessons.</p> <p>“Reducing disruptive behaviour & exclusions are important priorities for schools. However there is relatively little good evidence on this topic”. <i>EEF 'Engage in Education'</i></p>	4, 5, 6, 7	GLY / THA	£6,000
Duke of Edinburgh Award Scheme PP students provided with the opportunity to join the DoE Award		3,4,5,6,7,8,9,10	THA / SPE	£4,000

Scheme to foster character and personal development.				
Disadvantaged students are prioritised for careers interviews in Year 7-11. Where appropriate, PP Mentors support students in these sessions.	High quality careers education and guidance in school or college is critical to young people's futures. It helps improve their life opportunities and contribute to a productive and successful economy. Schools should challenge the stereotypes and inequalities that exist to ensure that students from all backgrounds, consider the widest possible range of careers. DfE statutory Guidance 2022 "Excellent careers guidance unlocks potential and transforms outcomes for people of all ages." DfE Careers Strategy 2017	3, 4, 7	CMU/JRR	£0
A monthly bulletin sent to all parents/carers of disadvantaged students ensuring that they are aware of their eligibility and summarising everything the school is doing to support all students	Parental engagement has a positive impact on average of 4 months' additional progress. (EEF Parental Engagement).	9, 8, 7, 6	THA	£0
Subsidy of Trips & Visits	The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. Whilst there is no direct focus on cultural capital within the EEF T&L toolkit, there are evaluations of approaches which are linked to it (Sports Participation +2 months progress).	1, 4, 5, 6, 7, 8	CTL's / HOH	£5,000
Music Lessons			JAL	£1,000
Extra-Curricular Curriculum			Various	£1,000

Dedicated staffing / contingency			RBA	£55,000
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Total budgeted cost: £ 243,100

- Teaching - £27,500
- Targeted Support - £95,000
- Wider Strategies - £120,600

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 2022 to 2023 academic year.

We have analysed the performance of our disadvantaged students during 2022/23 academic year using KS4 performance data, our own internal assessments and internal data monitoring for behaviour and attendance. For 2022 the P8 score for disadvantaged students was -0.48. We have compared our score to local and national average figures to help gauge the performance of our disadvantaged students, although such comparisons should be considered with caution. The national P8 score for disadvantaged students in 2023 was -0.56 suggesting that disadvantaged students at SBL Academy continue to do better than disadvantaged students nationally. There is recognition that school data shows there continues to be a progress gap between PP and Non-PP students. This is something we continue to address within this plan.

Our strategy plan for 2023-24 reflects our intention to ensure that SBL Academy is a great place to learn for vulnerable students, providing timely intervention and support for students across all year groups, including a clear focus on KS3. This will ensure we address the disadvantaged gap earlier with students, before it has time to widen and embed at the crucial stage of KS4.

Aim	Outcome
Ensure that disadvantaged students continue to make good progress in line with their peers.	P8 for PP students is -0.47 (2023) compared to -0.48 (2022). The national Average P8 score was -0.56 showing that PP students at SBL Academy continue to do well compared to nationally. There is a small year on year improvement.
	The number of students achieving grades 5-9 in English & maths has increased to 31.4 % (2023) from 22% (2022).
	The number of students achieving 4-9 in English & Maths is 60% (2023) up from 52% (2022).

Ensure that the attendance of disadvantaged students reaches the same high standard as non-PP students.	Attendance of PP students averages 5% below non-PP students.
Ensure that disadvantaged students are supported to follow Academy expectations so that they reach their full potential	IR referrals for PP students has reduced term on term, however remains at 30%.
A higher proportion of disadvantaged students consider the EBACC option as a route to P16.	The % of disadvantaged students following the EBACC remains 4%.
Ensure that disadvantaged students are fully represented in all wider aspects of school life, including enrichment and leadership opportunities.	Disadvantaged students are represented at a range of clubs including sports club, chess and debating. This target continues to be a priority.

Externally provided programmes

Programme		Provider	
Behaviour Mentoring	Flux Mentoring	Mental Health Support	CAMHS
Mentoring	Impact Mentoring	Mental Health Support	School Counsellor
Tutoring	Teaching Personnel		

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We used service pupil premium to provide equipment and uniform so that students had access to everything they needed for a smooth experience in school.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Access to equipment and uniform means that students attend lessons with confidence, feel a sense of equity and relationships between students and teachers are strong. Students and parents / carers are positive about this provision.</p>

Further information (optional)