

# Sir Bernard Lovell Academy - Pupil premium strategy statement

This statement details our school’s use of pupil premium funding (2024-27) 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	1134
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dr Robin Bassford (Headteacher)
Pupil premium lead	Tracy Hart (Assistant Headteacher)
Governor / Trustee lead	John Artus

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£215,350

## Part A: Pupil premium strategy plan

### Statement of intent

*SBL Academy serves the local communities between Bristol and Bath. Students join our school from a range of primary settings and the school intake is comprehensive in terms of socio-economic circumstance. Approximately 20% of students are eligible for pupil premium funding which is lower than the national average of 26% (December 2024). 18% of the cohort are eligible for FSM compared to the National Average of 24.6%.*

*Our ambition at SBL Academy is to provide an exceptional learning environment which inspires, challenges and supports all of our students, irrespective of circumstance or background so that they lead happy, fulfilled and successful lives at school and beyond. Central to this are our core values of Respect, Opportunity, Collaboration and Aspiration. We strive to create a school where all young people feel a sense of belonging and are proud to be a part of the SBL Community. We also work hard to build excellent relationships with parents, carers and families and most importantly with our students so that they benefit from a sense of warmth, safety and advocacy. We believe that every interaction with a young person has the potential to influence their life positively and we remain focussed on maximising the benefits students gain from time with their teachers.*

*Quality First Teaching is at the heart of our approach to addressing educational disadvantage. Staff have exceptionally high expectations around what students can achieve - regardless of background - and support is matched to need so that students can reach those ambitious standards. Of equal value to teaching and learning is a focus on character building, personal development and student well-being. Our first class student support, pastoral care and wider enrichment are essential to enhancing the lives of our young people and we passionately encourage vulnerable learners to step out of their comfort zone and take up opportunities. Inclusion and equity are central to our educational approach and the focus of our pupil premium grant is to generate a more equitable environment so that every individual has the opportunity to succeed both academically and in their wider personal development.*

*Our pupil premium strategy aligns with the SBL Academy School Improvement Plan (Priority 3 - Disadvantage) and aligns with development plans for related whole school priorities including:*

- *Whole School Literacy Strategy (SIP Priority 5)*

- *Teaching & Learning Policy*
- *SIP Priority 1 - Character & Personal Development*
- *SIP Priority 2 - Attendance*
- *SEND Team Improvement Plan*

*In summary:*

*We aim for our Pupil Premium eligible students to make academic progress and achieve wider educational outcomes in line with their peers both within the academy and nationally. Our Pupil Premium Strategy seeks to do this in the following ways.*

1. ***By ensuring that all lessons at SBL Academy are exceptional lessons.*** *Our classroom strategy for academically vulnerable students highlights the key features of SBL teaching & learning expectations which we know to have a positive impact on the progress of vulnerable learners. We are committed to creating inclusive classrooms that balance warmth with demand, ensuring that the needs of all students are met. A firm focus on disciplinary literacy, reading and oracy ensures students are supported to access and contribute to their learning.*
2. ***Removing barriers to learning.*** *Leaders work with teachers & support staff to identify barriers to progress and ensure students access the right in-class support and targeted interventions, following up with evaluation of impact.*
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. Vulnerable students are encouraged to be ambitious, step out of their comfort zone and take up opportunities 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	<p><b>Knowledge gaps exacerbated by absence</b></p> <p>Information from staff voice, work scrutiny and checkpoint assessments indicate that a significant minority of students have sizeable knowledge &amp; skills gaps as a result of lower attendance rates. This impacts on their ability to build on prior knowledge &amp; understand the connections between episodes of learning.</p>
2	<p><b>Weaker literacy &amp; oracy skills</b></p> <p>Information from observations, work scrutiny, staff voice and exam analysis indicates that a significant proportion of PP eligible students present with a more limited vocabulary and weaker oracy skills. This affects the ability of students to access the curriculum throughout school and lit contributes to lower attainment at KS4.</p>
3	<p><b>Attendance of PP eligible students is of greater concern than non-PP counterparts.</b></p> <p>In school attendance data shows that the attendance gap between PP eligible students and non-PP is greater than 6.4% (National Average).</p>
4	<p><b>Behaviour referrals for PP eligible students remains disproportionately high compared to non-disadvantaged cohort.</b></p> <p>In school behaviour data shows that a disproportionately high number of PP eligible students continue to be referred to the Isolation Room.</p>
5	<p><b>Lower levels of confidence, intrinsic motivation &amp; learning resilience amongst PP eligible students.</b></p> <p>Information from student voice and also the PASS survey highlights that the attitudes to self and school of PP students are lower than their non-PP counterparts.</p>
6	<p><b>Higher incidence of mental health concerns for disadvantaged students proportionate to non-disadvantaged cohort.</b></p> <p>Tracking of CPOMS and mental health referrals shows a higher incidence of referral for PP eligible students compared to their non-PP counterparts.</p>
7	<p><b>Under-representation of vulnerable learners &amp; families in wider school life.</b></p> <p>Participation registers show that as a school we need to do more to build a sense of belonging and community for our families experiencing disadvantage. These families are under-represented at whole-school events and enrichment activities. We must seek to hear views and gain a better understanding of the experiences of our students and families so that we can support, both in school and in the community.</p>

## Intended outcomes (3 Year Plan December 2024 - 2027)

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
Ensure disadvantaged students 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.
	60% of PP students to achieve grades 5-9 in English & Maths.
	75% 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 of PP students meets or exceeds the National Average (>94%).
Ensure that disadvantaged students are supported using inclusive practice so that they can access the curriculum and reach their full potential in the classroom.	Less than 10% of IR referrals and less than 10% of suspensions are Pupil Premium eligible students. 25% of praise points are awarded to PP students through the use of authentic and genuine praise.
Ensure that disadvantaged students are fully represented in all aspects of wider school life, including enrichment and leadership opportunities	Enrichment and student leadership groups consist of minimum 25% disadvantaged students. All PP students access at least one enrichment or leadership opportunity throughout the year.
Ensure that disadvantaged students benefit from targeted Literacy support which allows them to access the curriculum and external assessments so that they achieve their potential.	The number of students in Years 8-11 below functional literacy is reduced to near nil by 2027. There is a rapid literacy intervention programme in place to support Year 7 students below Functional Literacy on entry to SBL Academy.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £121,250

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
<p><b>CPLD resources</b> and individualised training/support focussed on the practical implementation of Rosenshine’s Principles of instruction.</p> <p>A key focus for development in 2024-25 is to ensure inclusive practice so that the needs of all students are met in the classroom.</p> <p>As a school we recognise the importance of teacher - student relationships and how every small interaction is influential in enriching the lives of disadvantaged learners.</p>	<p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed research tells us that high quality teaching can narrow the disadvantage gap”.  <a href="#">(EEF Effective Professional Development)</a></p> <p>Teacher influence is identified as the key to creating and communicating school culture with the quality of teaching and high expectations significantly improving outcomes for pupils, particularly those from disadvantaged backgrounds  <a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></p>	1,2,3,4,5	RWD / GJO  SCO / THA	£2,000  £750 NASEN 2 year subscription.
<p><b>Implementation of our whole school Literacy Strategy.</b></p> <ul style="list-style-type: none"> <li>- Accelerated Reader</li> <li>- Disciplinary Literacy Focus</li> <li>- Curriculum Reading Programme</li> </ul>	<p>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.</p>	2, 3, 4, 5	EHA	£0

<p>- <b>Tutor Reading Programme</b> STAR Reading assessments for all KS3 students to be completed 3 x per year (Accelerated Reader) to inform reading sessions and to inform literacy interventions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a> “As students progress through an increasingly specialised secondary school curriculum, there is a growing need to ensure that students are trained to access the academic language and conventions of different subjects”. <a href="#">EEF Literacy Interventions</a> - Recommendation 1 (p7).  Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p>			
<p><b>Overstaffing in English</b> in order to reduce class sizes (nurture groups).</p>	<p>International research evidence suggests that reducing class size can have positive impacts when implemented with socioeconomically disadvantaged pupil populations.  Reducing class size means that teachers can increase the range of approaches used, and can offer greater 1:1 and feedback time.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1,2,3,4,5	GJO / LCO	£50,000
<p><b>PP Champions</b> in maths, english, science, MFL, D&amp;T and humanities. Termly meetings. Actions of the group focus on supporting QFT in the classroom and removing barriers to learning within subject disciplines.</p>	<p>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></p>	1,2,3,4,5,7	THA	£0
<p><b>Feedback Stickers.</b> The whole school marking &amp; feedback policy instructs the use of feedback stickers for formal feedback points following a checkpoint in each subject.</p>	<p>There is strong evidence to indicate that effective feedback gives very high impact (6+ months) for low cost. <a href="#">EEF Toolkit Feedback.</a></p>	1,2,3,4,5,6,7	GJO	£500
<p>Dedicated Staffing</p>			RBA	£68,000



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

Budgeted cost: £ 61,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
<p><b>Implementation of our Whole School Literacy Strategy (Targeted Interventions).</b></p> <ul style="list-style-type: none"> <li>- Read Write Inc</li> <li>- Bedrock Learning</li> <li>- VIPERS Curriculum</li> </ul> <p>Targeted students in KS3 have 1 x 1hr RWI lessons 4 days per week to teach phonics and comprehension.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></p>	1,2,3,4,5,	EHA RCS / RUR	£1,500
<p><b>Individual Achievement Plans</b> Needs not labels drive our strategy. Individual Achievement Plans are co-constructed between student &amp; mentor. They provide the opportunity to collect student voice, combined with targeted teacher voice and in some cases parent voice. We are focussed on developing a deep</p>	<p>“Schools that have greater success in raising attainment for disadvantaged students had an individualised approach to addressing barriers to learning and emotional support”.  <a href="#">(DfE Supporting disadvantaged pupils - November 2015).</a></p>	1,2,3,4,5,6,7	THA PP Mentors/C hampions	£0

<p>understanding of student need and responding with a coherent individualised plan for the student.</p>				
<p><b>1:1 Mentoring (PP Mentors).</b> Additional staffing in SEND to provide 2 days per week mentoring for disadvantaged students. <b>Mentoring</b> has had a significant impact on the confidence and engagement of our disadvantaged students (2020-23).</p>	<p>Establishing and overcoming barriers to progress for individual students is effective in supporting students to achieve. <a href="#">(DfE Supporting disadvantaged pupils, November 2015).</a></p>	<p>1,2,3,4,5,6,7</p>	<p>THA / SCO CST / SKT / CTA</p>	<p>£40,000</p>
<p><b>Targeted Curriculum Team Support.</b>  Curriculum Teams provide approaches and support that <b>benefits students study skills</b> and <b>independent learning</b>. For example SENECA, flipsico Revision cards, revision books and materials.</p>	<p>“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></p> <p>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.</p> <p>“Outstanding schools used targeted interventions and robust tracking systems.” <i>Articulating success and good practice 2015, Ofsted</i></p>	<p>1,2,3,4,5,6,7</p>	<p>CTL’s</p>	<p>£12,000</p>
<p><b>Study Skills &amp; Revision Workshops</b> at key points in the school programme (Year 11, start of Year 10).</p>	<p>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.</p>	<p>1,2,3,4,5,6</p>	<p>THA/PP Mentors</p>	<p>£0</p>

<p><b>Targeted Raising Achievement Plan (Year 11)</b></p> <p>There remains a stubborn gap in progress and attainment between PP-eligible and non-PP students.</p> <ul style="list-style-type: none"> <li>- Priority students</li> <li>- Bespoke Revision Workshops</li> <li>- Revision Resources (cue cards, stationery)</li> <li>- NEA Workshops to secure marks prior to examination</li> <li>- Exam Stress Workshops</li> </ul>	<p>In school evidence shows that a disproportionate focus on priority students had a positive impact on progress in maths.</p> <p>This approach has been upscaled to all departments across the school.</p> <ul style="list-style-type: none"> <li>- Check in first with these students</li> <li>- Make more regular contact with parents</li> <li>- Ask disproportionately more / scaffolded questions</li> </ul>	1,2,3,5,6	THA	£3,000
<p><b>Summer School</b></p>	<p>Carefully designed Summer Schools have a positive impact on student progress (3 months). <a href="#">EEF Summer Schools</a>.</p>	ALL	EHA/THA/ SCO	£5,000

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

Budgeted cost: £32,400

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
<b>Character &amp; Personal Development</b>				
<b>PASS Survey</b> – Pupil Attitude to School & Self – to provide a robust data set around attitudes, feelings toward school and a sense of belonging. Needs not labels drive our strategy and the results from this survey informs the best bet approaches to use with targeted groups of students.	Student attitudes to self & school are critical for the success of disadvantaged learners. <i>Marc Rowland - Futura Training - Supporting Educational Disadvantage October 2024.</i>	3,4,5,6,7	THA	£800
<b>Duke of Edinburgh Award Scheme</b> PP students provided with the opportunity to join the DoE Award Scheme to foster character and personal development.	Taking part in the Dof E award brings statistically significant improvements in three out of four well-being measures; life satisfaction, happiness and feelings of doing things in life that are worth while. <a href="#">DofE Report - Youth without limits 2024</a>	2,3,4,5,6,7	SPE	£1,000
<b>Character &amp; Personal Development Curriculum.</b> A review of our PSHE and wider school curriculum will inform our Character & Personal Development Curriculum.	The best schools see character as crucial. They provide opportunities for character to be both taught & caught. <a href="#">Social Market Foundation (Jan 2024)</a>	3,4,5,6,7	OAB	£500
<b>Pastoral Support</b>				

<p><b>Attendance Support:</b> SOL attendance package. Supports analysis of attendance patterns for student groups, and supports intervention with individuals.</p> <p>Assist House Teams to provide enhanced support plans for PP students with high levels of absence based around understanding need and building a culture of belonging.</p>	<p>“Improving attendance requires a multifaceted approach, and different things in different contexts. However there are some overarching common principles”. <a href="#">EEF Supporting School Attendance</a></p>	1,3,5,6,7	SWH / HOH	£500
<p><b>Thrive Approach (Futura LP)</b> The Thrive Approach creates a shared ethos of well-being which has a positive ripple effect on behaviour, attendance and attainment.</p>	<p>A number of risk factors associated with poor mental health/lower standards of behaviour are prevalent amongst families from lower socio-economic backgrounds. <a href="#">(Mental Health &amp; Behaviour in Schools DfE 2018)</a></p>	3,4,5,6,7	THA/ OAB/ SCO	£0
<p><b>Counselling</b> provided for students with need.</p>	<p>“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.</p>		GLY	£12,000
<p>Providing <b>uniform vouchers</b> for disadvantaged families experiencing significant hardship on a case-by-case basis.</p>	<p>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.</p>		THA	£2,500
<p>Providing <b>classroom equipment</b> (stationary).</p>	<p>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.</p>		THA	£1,000

<b>Breakfast club</b>	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.	3,4,5,6,7	THA	£10,000
<b>Resources for young carers group</b>	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, 5,6,7	SKT	£100
Disadvantaged students are prioritised for <b>careers interviews</b> 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. <a href="#">DfE statutory Guidance 2022</a> "Excellent careers guidance unlocks potential and transforms outcomes for people of all ages." DfE Careers Strategy 2017	1,3,4,5,6,7	CMU/JRR	£0
<b>Subsidy of Trips &amp; Visits</b>	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).	3,4,5,6,7	CTL's / HOH	£2,000
<b>Music Lessons</b>			JAL	£1,500
<b>Extra-Curricular Curriculum</b>			Various	£500

**Total budgeted cost: £ 215,150**

- Teaching £121,250
- Targeted Support £61,500
- Wider Strategies £32,400

## 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 2023 to 2024 academic year.

We have analysed the performance of our disadvantaged students during 2023/24 academic year using KS4 performance data, our own internal assessments and internal data monitoring for behaviour and attendance. For 2024 the P8 score for disadvantaged students was -0.81 compared to +0.21 for non-disadvantaged students which produced a disadvantaged gap of one grade. This gap has widened since 2023. There is recognition that school data shows there continues to be a progress gap between PP and Non-PP students. Following use of the PASS Survey to gather information on student attitudes towards self and school, and triangulating with research and expertise presented at the Futura Professional Learning Conference (Somerset Research School / Marc Rowland) our reviewed plan includes greater emphasis on an inclusive classroom environment, fostering feelings of psychological safety and a sense of belonging with our students.

In school behaviour and attendance data shows that a disproportionate number of disadvantaged students are referred to the Isolation Room whilst a significant number of disadvantaged students have poor attendance.

Our strategy plan for 2024-27 remains firmly focussed on providing an exceptional, inclusive learning experience, developed through high quality professional development. Skillful literacy support, delivered within a disciplinary context, will develop learners' capacity to access the curriculum and respond to assessment with greater confidence. The PASS survey will provide greater assurance that targeted support is well-matched to individual needs through sensitive exploration of emotional well-being. We will complement this with a greater emphasis on gaining stakeholder opinion; building stronger relationships with families and carers. It is our intention to build an understanding of the barriers to attendance for our most vulnerable families.

Aim	Outcome
Ensure that disadvantaged students make good academic progress in line with their peers.	P8 for PP students is -0.81 (2024) compared to -0.47 (2023). This shows a dip in our trend of a small year on year improvement in P8.
	The number of students achieving grades 4-9 and 5-9 decreased from 2023.
Ensure that the attendance of disadvantaged students reaches the same high standard as non-PP students.	Attendance of PP students continues to average 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 approximately 30%.
Ensure that disadvantaged students are fully represented in all wider aspects of school life, including enrichment and leadership opportunities.	The percentage of disadvantaged and SEND students represented in extra curricular clubs increased term on term throughout 2023-24 to 25% Disadvantaged students are represented at a range of clubs including sports club, chess and debating.

## 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
How did you spend your service pupil premium allocation last academic year?	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.
What was the impact of that spending on service pupil premium eligible pupils?	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.



## Further information (optional)