

Pupil premium strategy statement – Backwell School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------|
| Number of pupils in school | 1725 |
| Proportion (%) of pupil premium eligible pupils | 10.39% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020-2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Jon Nunes |
| Pupil premium lead | Clara Mason |
| Governor / Trustee lead | Jacci Ramplin |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £181, 970 |
| Recovery premium funding allocation this academic year | £43, 608 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £225, 578 |

Part A: Pupil premium strategy plan

Statement of intent

Backwell School works in conjunction with our Trust to deliver the Trust Strategic Plan for Disadvantaged Pupils and these objectives form a key part of our whole school development plan. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential here at Backwell School, growing to become happy and well-rounded members of the wider community.

When considering supporting disadvantaged students, we will also consider the challenges faced by other vulnerable pupils, such as those who have a social worker or who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are recorded as pupil premium on the school census.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We aim to do this through:

- The consistent application of the Backwell Toolkit for effective teaching and learning.
- Ensuring that teaching and learning opportunities meet the needs of all pupils, including access to interventions where necessary.
- Ensuring access to high quality, targeted CPD for all teaching and support staff.
- Ensuring vulnerable learners have access to high quality pastoral and wellbeing support

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive both to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene when a pupil is identified as needing support
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Academic attainment: On average, Pupil Premium children have lower attainment and make slower progress than their peers. The impact of COVID-19 is still evident and has meant that this gap has widened for a number of PP children.</p> |
| 2 | <p>Cultural Capital: Some children in receipt of Pupil Premium may have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).</p> |
| 3 | <p>Pupil well-being and social, emotional, mental health including emotional self-regulation in order to be ready to learn: Some children will require support from pastoral care within school or from external agencies to support their well-being and mental health to ensure they are ready to access learning.</p> <p>Children may be exposed to ACES or other traumatic experiences, which can have a negative impact on their ability to access learning and engage with interventions.</p> |
| 4 | <p>Attendance to school: Attendance of PP pupils is below that of non-PP which reduces their access to the academic, social and emotional support being offered, decreasing their likelihood of reaching their potential at school.</p> |

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 |
|---|--|
| To reduce the attainment gap between disadvantaged and non-disadvantaged across all subjects, with particular focus on Pupil Premium learners achieving at least in line with, or above national progress measures in maths and English at KS4. | <p>Each year, the attainment gap is reduced until the attainment of disadvantaged pupils matches that of their peers.</p> <p>Rigorous assessment processes are in place to identify any need for intervention.</p> |

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| <p>Progress in KS3 for PP learners is at or above their expected progress and attainment pathway.</p> <p>Pupil premium learners have a reading standardised score in line with that of their peers by the time they leave KS3.</p> | <p>CPD supports teachers to use the Backwell Teaching and Learning Toolkit in each of their lessons.</p> <p>Intervention is carefully monitored and reviewed to ensure success.</p> <p>Pupil voice shows increased confidence and enjoyment in learning.</p> |
| <p>Pupil premium students attend school at the same rate as their peers.</p> | <p>Attendance of PP students is in line with the school wide target.</p> |
| <p>PP students are not disproportionately excluded from school/lessons</p> | <p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p> <p>PP Lead regularly monitors exclusion data and works with key pupils and staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve.</p> <p>PP pupil exclusion data is equal to or lower than that of non-disadvantaged pupils and lower than national average.</p> |
| <p>Pupil Premium learners are punctual, equipped, and ready for school.</p> | <p>Affordable uniform with financial support is available to PP learners. Equipment, such as stationery, revision books and GCSE subject specific equipment is provided to PP learners where needed.</p> <p>PP parents are aware that they have access to financial support to assist with purchasing equipment and resources.</p> <p>Teaching staff are quick to liaise with PP lead to ensure that any lack of equipment is quickly resolved.</p> <p>PP learners access breakfast club.</p> |
| <p>Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer.</p> | <p>Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of extracurricular activity attendance to show that at least 15% of attendees are PP.</p> <p>Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p> |
| <p>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.</p> | <p>The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. Parent /carers surveys show engagement and satisfaction with school and school life.</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 £53,941

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Curriculum and subject leaders closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners or below their expected progress. CLs and SLs promote positive engagement and teaching strategies with Pupil Premium Students, tracking PP students' progress and where necessary liaise with Pastoral Leads to help signpost needs for targeted intervention</p> | <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. “Evidence consistently shows the positive impact that targeted academic support can have.”</p> | <p>1</p> |
| <p>The DHT with responsibility for PP and Teaching and Learning will work with the AHT with responsibility for staff CPD and training to identify training needs of staff to support the learning of disadvantaged pupils.</p> | <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and confident in effective teaching for disadvantaged students will see better progress from all pupils.</p> | <p>1</p> |
| <p>Whole school CPD is delivered to improve the effectiveness of the wider teaching team in using the Backwell Toolkit, focusing on checking for understanding, feedback, and strategies to support students to access complex texts such as explicit vocabulary instruction</p> | <p>Please refer to Rosenshine’s Principles of Instruction for evidence supporting the Backwell toolkit, alongside www.walkthrus.co.uk Also refer to the EEF teaching and learning toolkit for effective teaching strategies – specifically feedback and reading comprehension</p> | <p>1</p> |

| | | |
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| TLR holder for literacy to develop Let's Think programme to develop literacy in KS3 with a focus on oracy and accessing complex texts | EEF teaching and learning toolkit for effective teaching EEF guidance on improving literacy in secondary schools | 1 |
|---|---|---|

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

Budgeted cost: £ 16,944

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Small group and 1:1 literacy intervention for pupils in KS3 with a standardised reading comprehension score below 90ss. | Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better." | 1 |
| Targeted 1:1 and small group mathematics support at KS3 and KS4 £10,856 | As above | 1 |
| Mentoring £6088 Learning mentors | "Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour." EEF Teacher Toolkit Mentoring. | 1 and 4 |
| Provision of technology for pupils unable to access this at home | Increased access for home learning, revision and resources. 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.' EEF Using Digital Technology report. | 2 |
| Homework lunchtime support | Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 | 1 |

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| | months), particularly with pupils in secondary schools” | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 153, 340

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Enrichment week access and extra-curricular clubs and trips (From targeted spend £40,000) | “Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research. | 2 and 4 |
| Attendance support – the attendance officer and pastoral teams closely monitor and support PP attendance, with the help of the Education Welfare Officer. £6188 admin support in student services | “Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.” (EFF) | 4 |
| Assistant Pastoral Leaders provide behaviour support and mentoring £71,759 | “Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring. | 3 |
| Careers mentoring £8315 | The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. “Drawing on nearly 100 different studies, the researchers found that teenagers who have a good understanding of what they need to do | 2 |

| | | |
|---|--|------------|
| | to achieve their career ambitions and who combined part-time work with full-time study do a lot better economically later in life than their peers.... There is a risk that a lack of good quality careers education will disproportionately impact on students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures". (EEF 2016) | |
| Access to wellbeing support including drawing and talking therapy, counselling, ELSA support and mentoring £8286 | Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners. | 3 and 4 |
| Targeted transition support from the year 7 pastoral team including enhanced induction programmes and early parent meetings. | Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school. (EEF) | 1, 3 and 4 |
| Uniform, books and equipment: Uniform Books Equipment DT Ingredients Breakfast/break time snack allowance (From targeted spend £40,000) £18,792 for breakfast/break time allowance | Providing basic equipment and uniform removes barriers to attendance and participation in wider school life. | 3 and 4 |

Total budgeted cost: £ 224,225*

£1188 for discretionary FSMs

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Summer 2022 results for KS4 | | | |
|--|-------------------------|--------------------------------------|------------------------------|
| | School dis. pupils | Local authority (non-dis. pupils) | England (non-dis. pupils) |
| No. of pupils | 28 | 1844 | 432831 |
| P8 score & CI | -0.3 (-0.85 to 0.24) | 0.12 (0.06 to 0.19) | 0.15 |
| A8 score | 43.5 | 51.8 | 52.6 |
| English & maths at grade 5+ | 29% | 54% | 57% |
| English & maths at grade 4+ | 64% | 75% | 76% |
| EBacc at grade 5+ | 11% | 20% | 24% |
| EBacc at grade 4+ | 18% | 27% | 31% |
| Entering EBacc | 43% | 35% | 43% |
| EBacc Average Point Score (APS) | 3.79 | 4.5 | 4.65 |
| In education or employed for 2 terms after KS4 (2020 school leavers) | 91% | 97% | 96% |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|------------------|-----------------|
| | |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

We are also offering small group tutoring funded through the National Tutoring Programme for targeted Y11 PP students in English, history, geography, and science.

Maths small group tutoring is used with targeted PP students and this is delivered in school time by the maths team.