

Pupil premium strategy statement – Backwell School

This statement details our school's use of pupil 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	1,596
Proportion (%) of pupil premium eligible pupils	9.3%
Date	2024-27
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Will Penny
Pupil premium lead	James Pretty
Governor / Trustee lead	Jacci Ramplin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£168,820

Part A: Pupil premium strategy plan

Statement of intent

Backwell School works in conjunction with our Trust to deliver the Trust Strategic Plan for vulnerable 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 students experiencing disadvantage, 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 pupils experiencing disadvantage 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:

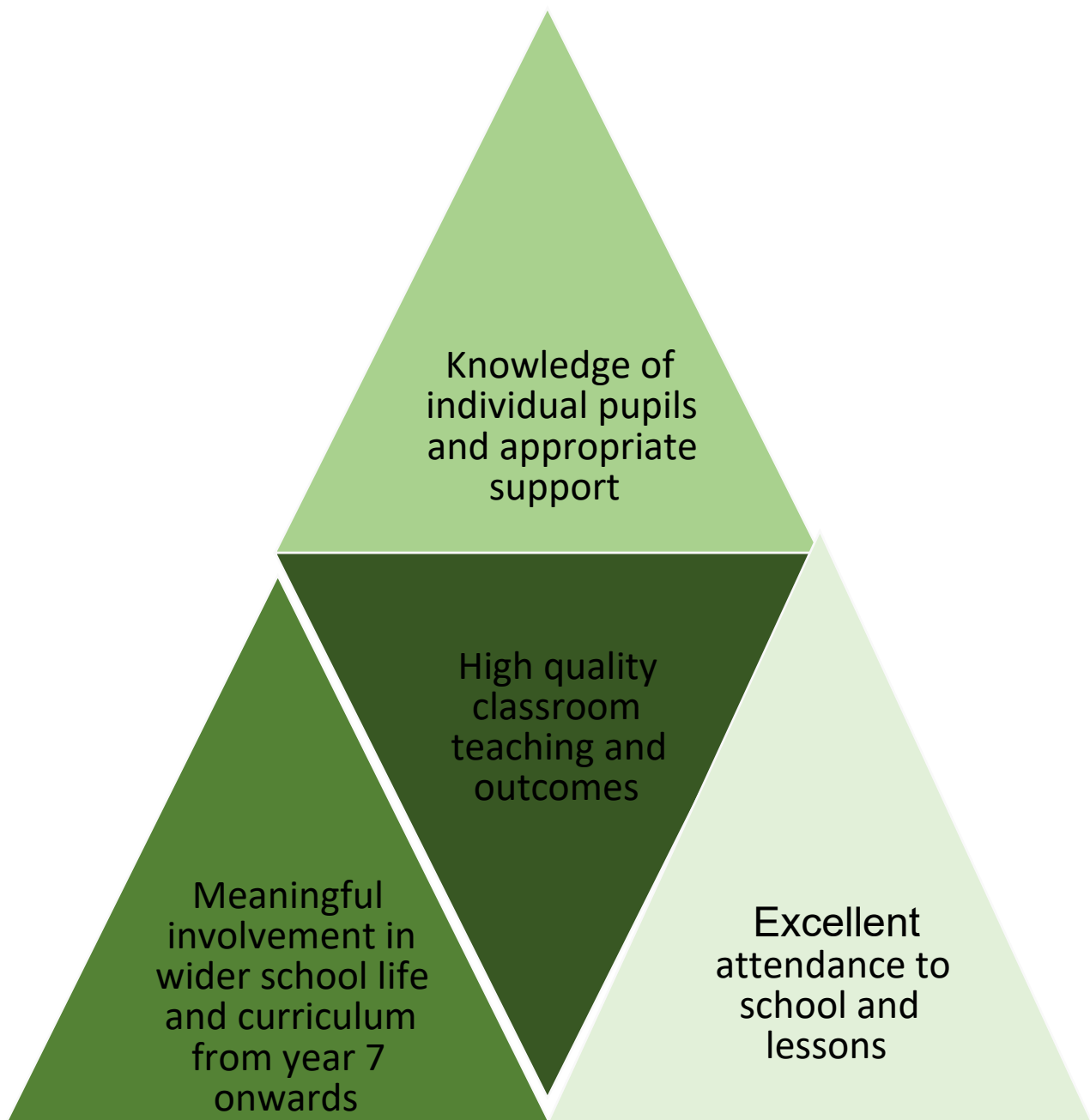
- The consistent application of the Backwell Toolkit for effective teaching and learning.
- Ensuring that teaching and learning opportunities meet the needs of all pupils, including access to interventions where necessary.
- Ensuring access to high quality, targeted continuous professional development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

Our strategy is also linked each year to our whole school priorities.

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 achieve. To ensure they are effective we will:

- ensure pupils experiencing disadvantage are challenged in the work that they are 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 the outcomes of pupils experiencing disadvantage and raise expectations of what they can achieve

Our approach to supporting students experiencing disadvantage is summarised in the following diagram:



Challenges

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

Challenge number	Detail of challenge
1	Academic attainment and progress: On average, children eligible to pupil premium funding can have lower attainment and progress.
2	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).
3	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. Some children may be exposed to adverse childhood experiences (ACES) or other traumatic experiences, which can have a negative impact on their ability to access learning and engage with interventions.
4	Attendance to school: Attendance of pupils eligible to Pupil Premium (PP) funding is below that of non-PP nationally which reduces their access to the academic, social and emotional support being offered, which has an impact on them being able to reach their potential at school.

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
Pupils eligible for PP funding make progress in line with their peers at KS3.	<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>
Pupils eligible to PP funding attend school at the same rate as their peers.	Attendance of students eligible to PP funding is in line with the school wide attendance
Pupils eligible to PP funding are not disproportionately excluded from school/lessons	<p>Staff are aware of difficulties that may impact these pupils and have plans in place to support these.</p> <p>PP Lead, pastoral teams and the Special Educational Needs and Disabilities Coordinator (SENDSCO) regularly monitors exclusion data and works with key staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve.</p> <p>PP exclusion data is equal to or lower than that of non-disadvantaged pupils and lower than national average.</p>
Pupils eligible to PP funding are punctual, equipped, and ready for school.	<p>Affordable uniform with financial support is available to these pupils. Equipment, such as stationary, revision books and GCSE subject specific equipment is provided where needed.</p> <p>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 provision</p>
Pupils eligible to PP funding are fully engaged and participating in the school's rich extracurricular offer.	Prioritised places are available on trips for pupils to ensure fair access. Monitoring of extracurricular activity attendance to show that at least 10% of attendees are PP.

	Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise these pupils
Parents/carers of pupils eligible to PP funding are engaged in school, aware of their child's learning and understand how to support their child.	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>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> <p>Progress in KS3 for pupils eligible for PP funding is at or above expected progress</p>	<p>Each year, the attainment gap is reduced until the attainment of pupils experiencing disadvantage at least matches that of their peers.</p> <p>Rigorous assessment processes are in place to identify any need for intervention.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Curriculum Leaders (CLs) and Subject Leaders (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>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." Education Endowment Foundation (EEF) guide to the Pupil Premium.</p> <p>"Evidence consistently shows the positive impact that targeted academic support can have."</p>	1
The Assistant Headteacher (AHT) with responsibility for PP will work with the Deputy Headteacher (DHT) with responsibility for Teaching & Learning and staff CPD to identify training needs of staff to support the learning of disadvantaged pupils.	"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.	1
Whole school CPD is delivered to continue to improve the implementation of the Toolkit, focusing on adaptive teaching	<p>Backwell Teaching and Learning toolkit document www.walkthrus.co.uk</p> <p>Also refer to the EEF teaching and learning Toolkit for effective teaching strategies</p>	1
Teaching and Learning Responsibilities (TLR) holder for literacy to continue to develop the implementation of KS3 tutor time reading and Backwell Reading toolkit to support reading comprehension	<p>EEF teaching and learning toolkit for effective teaching.</p> <p>EEF guidance on improving literacy in secondary schools</p> <p>Department for Education (DfE) Reading Framework</p>	1

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

Budgeted cost: £ 16,119

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	As above	1
Mentoring	"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 & 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
Home learning lunchtime support - curriculum catch up sessions After school Home Learning club – 'The Kitchen table', two afternoons a week Nurture Home Learning Club Education Specialist (ES) home learning support	Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools	1

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

Budgeted cost: £ 119,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment week access and extracurricular clubs and trips (From targeted spend £45,000)	"Findings from previous research suggest extracurricular activities are important in developing so (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 & 4
Attendance support – the attendance officer and pastoral teams closely monitor and support PP attendance, with the help of the Education Welfare Officer. £4,541 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 £42,917	"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 £2,000	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 to achieve their career ambitions and who combined part-time work with fulltime 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 le poorly	2

	equipped in making decisions about their futures". (EEF 2016)	
Access to wellbeing support including drawing and talking therapy, counselling, Emotional Literacy Support Assistant (ELSA) support and mentoring £5,354	Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.	3 & 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 & 4
Uniform, books and equipment: Uniform Books Equipment DT Ingredients Paid elements of the Sports curriculum Peripatetic music lessons (From targeted spend £45,000) Breakfast/break time snack allowance + £15,000 for breakfast/break time allowance	Providing basic equipment and uniform removes barriers to attendance and participation in wider school life.	3 & 4

Total budgeted cost: £168,598

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the summer exams of 2025, there were no progress measures due to a lack of KS2 data because of covid 19. The average grade for the PP cohort was 3.58 compared with an average over the past 8 years of 3.95.

Of the 157 students that could be in receipt of pupil premium support:

75% were supported with additional costs to access sports sessions in PE

100% of KS3 students were supported with Design Technology (DT), Art, Textiles and DT food contributions

100% of KS4 students were supported with revision materials, calculators and past papers

100% of Y10 students were supported with careers and work experience meetings

39% of Yr 9 students were supported in doing Duke of Edinburgh Bronze

Students were also supported in accessing enrichment week, Geography & Philosophy and Religion trips, army base training, peripatetic music lessons and many other enriching activities.

Attendance of PP students continues to be a challenge, nearly 100% of assistant pastoral home visits and education welfare officer & DHT meetings are to support these students and their families.

Externally provided programmes

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

Programme	Provider
Alternative Provision (£4,200)	121 Turnaround
Alternative Provision (£14,950)	Elmtree
Alternative Provision (£1,700)	Horseworld
Alternative Provision (£10,229)	Jack Hazeldene Foundation
Alternative Provision (£557)	Reset
Alternative Provision (£5,821)	Weston College

