

Backwell School Pupil Premium Strategy Statement: 2021-22

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	Backwell Secondary School
Number of pupils in school	1727
Proportion (%) of pupil premium eligible pupils	13%*
Academic year/years that our current pupil premium strategy plan covers	2021, 22 and 23
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jon Nunes
Pupil premium lead	Laura Donnelly
Governor / Trustee lead	Jacci Ramplin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,705
Recovery premium funding allocation this academic year	£22,185
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	£171,890

* % of KS3/KS4 total only (174/1,339).

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 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	Each year, the attainment gap is reduced until the attainment of disadvantaged pupils matches that of their peers.

<p>line with, or above national progress measures in maths and English at KS4.</p> <p>Progress in KS3 for PP learners is at or above their expected 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>Rigorous assessment processes are in place to identify any need for intervention.</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>

Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer.	<p>Prioritised places are available on trips for PP learners to ensure fair access.</p> <p>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>
Parents/carers of PP pupils 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.

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: £ 35,000

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 that of their expected attainment pathway.	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. 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. "Evidence consistently shows the positive impact that targeted academic support can have."</p>	1

The PP lead and Lead for Teaching and Learning work together to identify any staff who would benefit from further CPD to support the learning of vulnerable 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 will see better progress from all pupils.	1
Whole school CPD is delivered to improve the ability of the wider teaching team to use the Backwell Toolkit, focussing on questioning (think, pair share, cold calling, say it again better) and explaining (dual coding, worked examples and scaffolding).	Please refer to the Great Teaching Toolkit (www.greatteaching.com) for evidence supporting the Backwell Toolkit, alongside https://www.walkthrus.co.uk/	1

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

Budgeted cost: £ 85,400

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. £9,000	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 £20,000	As above	1
School led academic tutoring as part of the catch-up program – Year 11 weekly English and Maths tutoring between January	As above	1

trial exams and summer exams. £20,000		
National Tutoring program – small group tutoring for all vulnerable learners, delivered outside of school, to support closing the attainment gap. £12,000	As above	1
Provision of technology for pupils unable to access this at home.	Increased access to home learning, revision and resources. Improved access to online learning during periods of covid-19 related isolation. ‘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
Academic Mentoring £6000	“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
Homework lunchtime support £2000	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: £79,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment week access and extra-curricular clubs and trips	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being	2 and 4

	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.	
Access to music tuition	As above	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.	“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
Behaviour support and 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.	3
Careers mentoring	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 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	2

	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)	
Priority access to wellbeing support including drawing and talking therapy, counselling, ELSA support and mentoring.	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 programs 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	Providing basic equipment and uniform removes barriers to attendance and participation in wider school life.	3 and 4

Total budgeted cost: £ 190,050

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Teaching priorities for previous academic year

Measure	Activity	Review
Year 11 Catch Up Sessions	Targeted sessions designed to support Year 11 students who suffered school closure disruption in Year 10 having access to specialist teaching across all subjects in advance of their GCSE	Catch up sessions were offered although the further cancellation of exams in 2021 meant that the necessity for these was reduced. Students were supported in preparation for TAG assessments as well.
Teaching and Learning priorities	Develop the teaching and learning skills of all staff to ensure that 'Quality First' teaching remains high on the agenda for Disadvantaged students. Continue to build a 'knowledge rich' curriculum for our students.	This is an ongoing process which continues at a whole school level. Knowledge rich process continues across the school and 'Quality First' teaching continues for disadvantaged students.
Barriers to learning these priorities address	Ensure staff have knowledge of the disadvantaged students by continuing development of Pupil Premium Pen Portraits so that the high profile of these students remains important.	PPPP have been extended to all new students to the school and reviews have been carried out. Staff knowledge of these students has been improved.

All PP students are offered 1:1 or small group Maths sessions with a specialist teacher	Maths interventions across KS3 for low attaining disadvantaged pupils	All PP students offered 1:1 Maths support including during lockdown periods. Some students refuse intervention but progress monitored in all.
Ensure active engagement with Parents of disadvantaged students	Parents Evening priority access to Disadvantaged students, proactive phone calls from tutors / PLs	Parents evenings moved to online events. PP access earlier than rest of school. % attendance at evenings increased both with whole school and PP families, however PP access remains significantly lower than non PP cohort.
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes	N/A

Wider strategies for previous academic year

Measure	Activity	Review
Improve provision of Technology across disadvantaged cohort so that all students have access.	Purchase, alongside the governments provided laptops, new school laptops to support disadvantaged families	No family who requested a device, were not able to access at least one and support was given with access to the internet for other families. This has been able to be continued into the new cohort of Year 7 and will be an ongoing provision.
Carry out an 'audit of need' to ensure all families aware of offer.	Ask all families to complete a form to show the need for technological support within our disadvantaged students.	Completed
Enrichment Week 2022 accessible to all.	Plans drawn up following the cancellation of 2 enrichment weeks to redevelop the offer to include access for all students. Funding to be made available.	Enrichment week 2022 all planned and ready to take place – inclusive opportunity for all.
Barriers to learning these priorities address	Given the relative affluence of the area and the increasing use of IT involvement in the setting of Home Learning, the absence of suitable technology in some	See above notes – provision of laptops helps to reduce the technology gap to allow disadvantaged students access to remote and home learning.

	students homes can lead to further disadvantage and therefore it is essential that we are aware of the need for families and can provide them with the necessary equipment.	
--	---	--

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