

Pupil premium strategy statement: Bedlington Academy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bedlington Academy
Number of pupils in school	812
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 – 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	J Lamb
Pupil premium lead	J Lamb
Governor / Trustee lead	Ernie Milne

Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£331,110
Recovery premium funding allocation this academic year	£62,514
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	£393,624

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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 are set
- act early to intervene at the point need is identified
- 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	<i>A higher proportion of disadvantaged pupils are reading below their chronological age, meaning they struggle to access subjects across the curriculum</i>
2	<i>Disadvantaged pupils have weaker verbal and quantitative reasoning skills on entry to Year 7 than their peers</i>
3	<i>Disadvantaged pupils have poor attendance compared to their peers</i>
4	<i>Parental engagement with school is lower amongst parents of disadvantaged pupils</i>
5	<i>Some disadvantaged pupils face financial barriers in relation to uniform and equipment (including IT equipment) which prevent them from accessing the core and wider curriculum</i>
6	<i>A small number of disadvantaged pupils struggle to manage their behaviour in the classroom</i>

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
Improved reading ability	At least 90% of disadvantaged pupils reading in line with their chronological age by the end of Year 7.
Improved progress	Disadvantaged pupils achieve positive Progress 8 at GCSE
Improved attainment	Disadvantaged pupils achieve at or above the national average for Attainment 8 and for Grade 5+ in English & Maths
Improved EBacc entry	Entry profile for disadvantaged pupils to exceed the national average
Improved attendance	Attendance for disadvantaged pupils to be in line with national average.

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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD programme focused on developing the practice of all teachers in relation to:</i></p> <ul style="list-style-type: none"> - curriculum (T&L Priority 1) - literacy and numeracy across the curriculum (T&L Priority 2) -behaviour for learning (T&L Priority 3) 	<p>EEF T&L Toolkit</p> <ul style="list-style-type: none"> -feedback +6 months progress -metacognitive approaches +7 months progress -reading comprehension strategies +6months progress -oral language interventions +6 months -behaviour interventions +4 months progress 	1,2,6
<p><i>Recruitment & retention of specialist staff in humanities and MFL to support increased EBacc entry</i></p> <ul style="list-style-type: none"> -Recruitment costs -Staffing costs -ECF programme 	<p>EEF Guide to the Pupil Premium</p> <p>'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving...should be the priority of Pupil Premium spending'</p>	1,2
<p><i>Professional development and retention of middle leaders, to ensure the curriculum continues to be effectively implemented in all areas.</i></p> <ul style="list-style-type: none"> -Release of middle leaders for NPQ programmes -In-school and Trust development programme 	<p>EEF Guide to the Pupil Premium</p> <p>'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving...should be the priority of Pupil Premium spending'</p>	1,2

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

Budgeted cost: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ Maths Intervention teacher to provide targeted support in maths to address gaps in learning. -1:1 and small group tuition for identified pupils in KS3 and KS4</i>	EEF T&L Toolkit – one-to-one tuition +4 months progress -small group tuition +4 months progress	1,2
<i>Reading intervention programme -Small group phonics & reading comprehension intervention delivered by Assistant Learning Mentors -KS3 peer reading programme with Sixth Form volunteers</i>	EEF T&L Toolkit – -peer tutoring +5 months progress -small group tuition +4months progress -reading comprehension strategies +6months progress	1,2
<i>1:1 School-Led tutoring programme to address gaps in learning in core and EBacc subjects -1:1 tuition in English, maths and EBacc subjects to address gaps at KS4.</i>	EEF T&L Toolkit – one-to-one tuition +5 months progress	1,2

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

Budgeted cost: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance intervention programme -Attendance officer -Minibus driver -Trust EWO -Attendance monitoring group – rewards programme</i>	EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers	3
<i>Behaviour intervention programme -Deputy Headteacher Pastoral (no teaching commitment) -Services from LA Behaviour Support Team -Counsellor: individual and small group sessions -Seclusion facilitators (Bridge and C5 room)</i>	EEF T&L Toolkit – behaviour interventions +4 months progress -social & emotional learning +4months progress	6
<i>Strategies to increase parental engagement -text to parents service -social media campaigns -informal parent drop-ins, reading group, coffee mornings</i>	EEF T&L Toolkit – parental engagement strategies +4 months progress	4

<i>Grants to support access to uniform, equipment, extra-curricular opportunities</i>	EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers	5
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Total budgeted cost: £ 400,000

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 2021 to 2022 academic year.

The Pupil Premium strategy plan for 2021-22 had the intended outcomes:

Intended outcome	Success criteria
Improved reading ability	At least 90% of disadvantaged pupils reading in line with their chronological age by the end of Year 7.
Improved progress	Disadvantaged pupils achieve positive Progress 8 at GCSE
Improved attainment	Disadvantaged pupils achieve at or above the national average for Attainment 8 and for Grade 5+ in English & Maths
Improved EBacc entry	Entry profile for disadvantaged pupils to exceed the national average
Improved attendance	Attendance for disadvantaged pupils to be in line with national average.

Evaluation of the impact of the Pupil Premium strategy for 2022-23:

1. Improved reading ability

At the end of 2023, 72% of students in Year 7 were reading at their chronological age or higher by the end of Year 7.

At the end of 2023, 80% of students in Year 8 were reading at their chronological age or higher.

Year 7 students have had access to intervention for a shorter period of time than year 8, showing that longevity in intervention is correlated with the impact.

Further intervention will be focused on these students in 2023-24, to ensure that they catch up quickly.

2. Improved progress

At the end of 2023, disadvantaged students overall made less progress than their non-disadvantaged peers, although the gap had narrowed from 2019 and was similar to that in 2022. Upon further analysis, attendance was the single biggest factor affecting the progress of disadvantaged students (as well as that of non-disadvantaged students). A higher proportion of disadvantaged students had attendance below 90% than in the non-disadvantaged student population.

Additional resource has been deployed in 2023-24 to ensure that the attendance of disadvantaged students can be further improved, so that barriers to learning are reduced.

	2019	2022	2023
Progress 8 (estimated) Disadvantaged students	-0.76	-0.33	-0.42 -0.9 (attendance <90%) +0.1 (attendance >90%)
Progress 8 (estimated) Non-disadvantaged students	-0.27	+0.01	-0.1 -1.34 (attendance <90%) +0.22 (attendance >90%)

3. Improved attainment

At the end of 2023, overall attainment of disadvantaged pupils was lower than their non-disadvantaged peers.

	2019	2022	2023
A8 Disadvantaged students	36 (43)	45 (50)	35 (51)

However, further analysis of outcomes reveals that one in three disadvantaged students in 2023 were of low prior attainment, compared with one in ten of their non-disadvantaged peers.

Proportion of cohort by prior attainment:

	2019	2022	2023
<i>Low</i>	14% (10%)	36% (20%)	35% (11%)
<i>Middle</i>	56% (55%)	43% (49%)	58% (52%)
<i>High</i>	30% (35%)	21% (31%)	6% (36%)

This accounts for much of the difference in attainment, as low prior attainers achieve lower outcomes than high prior attainers, regardless of disadvantage:

Attainment of cohort by prior attainment group (non-disadvantaged scores in brackets):

	2019	2022	2023
<i>Low</i>	15 (23)	29 (32)	23 (27)
<i>Middle</i>	30 (48)	50 (48)	40 (44)
<i>High</i>	58 (58)	67 (67)	58 (66)

In addition, attendance has a significant impact on outcomes for all students, particularly those with low or middle prior attainment.

Attainment of disadvantaged students by attendance group (non-disadvantaged students in brackets):

	<90% attendance	>90% attendance	>95% attendance
Low	14 (10)	29 (38)	30 (41)
Middle	28 (26)	43 (50)	42 (50)
High	54 (68)	59 (66)	60 (68)

4. Improved EBacc entry

The proportion of disadvantaged students entered for the EBacc suite of subjects was historically low in the school, due to the historic curriculum structure of the predecessor school not being ambitious enough, and the entry profile of students joining the school in Year 9 from middle schools.

The proportion of disadvantaged students entered for the EBacc suite of subjects in 2023-24 is 23% and 34% of non-disadvantaged students nationally, against 51% of non-disadvantaged students and a national average for all students of 40%. Therefore, while there has been improvement on this measure, further development is required.

5. Improved attendance of disadvantaged pupils to national average:

-Overall attendance of disadvantaged pupils was 87.36 in 2022-23 (93.9 for non-disadvantaged pupils), against a National Average for disadvantaged pupils of 86.6% and for non-disadvantaged pupils for 93.5%.

-Whilst it is pleasing that the attendance of disadvantaged pupils is above national average, there is further work to do in ensuring the attendance of disadvantaged pupils is brought in line with that of their non-disadvantaged peers.

Externally provided programmes

Programme	Provider
ECF programme	TeachFirst (NIoT from 2024)
NPQs	Teacher First (NIoT from 2024)