

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bredon Hill Academy
Number of pupils in school	478
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 – 2024-2025
Date this statement was published	18 November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	D West
Pupil Premium lead	M Horton/C Bartlett
Governor / Trustee lead	J Allen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,810
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	£83,810

# Part A: Pupil premium strategy plan

## Statement of intent

At Bredon Hill Academy, we have high aspirations and ambitions for all our pupils and we believe that no pupils should be left behind. We aim to ensure that our pupils are given every chance to reach their potential. Therefore, we use Pupil Premium funding to:

- provide additional educational support to raise the attainment of pupils for which we receive pupil premium funding or for those we allocate pupil premium funding towards.
- narrow the gap between the educational attainment of disadvantaged pupils and their peers.
- address underlying inequalities, as far as possible, between pupils.
- ensure that the pupil premium funding reaches the pupils who need it most.
- make a significant impact on the education and lives of disadvantaged pupils.
- work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

High-quality teaching is at the heart of our intent, with a focus on areas in which disadvantaged pupils require the most support. We know, as is supported in 'The EEF Guide to Pupil Premium: 'Menu of approaches' document that high-quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.

Our strategy plan is also integral to wider school plans for education recovery post Covid-19, notably through supporting disadvantaged pupils and some non-disadvantaged pupils through targeted support as needed. Our families and pupils experience disadvantage for a wide range of reasons. The cost-of-living crisis has had an increasingly significant impact, resulting in some pupils living in food and energy poor conditions. Disadvantage has also arisen from bereavements, trauma, family difficulties, child protection concerns, mental health illness, in-work poverty, unemployment, poor housing conditions, attendance and SEND needs.

Our approach will be responsive to common challenges and individual needs, rooted in EEF research and will not make assumptions about the impact or contexts of being disadvantaged. To ensure our approach is effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at opportune moments;
- adopt a whole school approach in which all staff take responsibility for raising expectations and achievements of disadvantaged learners.

## Challenges

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

Challenge number	Detail of challenge
1	Lower than average ability on entry to school for reading, writing and maths. This includes phonics. NOTE – this was not the case for 2024/25 however there remains some significant gaps. Additionally, we have a significant increase in pupils on the SEND register and we are monitoring for SEND needs. 20% of Pupil Premium pupils are SEND.
2	Reluctance to engage with additional learning opportunities and therefore the additional impact this has on academic achievement, and possibly wellbeing.
3	Increased number of pastoral issues, including parent/carer engagement and attendance at parents' evenings. Our analysis of behaviour incidents reflect that disadvantaged pupils are more likely to receive sanctions for their behaviour.
4	Lower levels of confidence and aspiration, which are reflected in wellbeing surveys, observations and discussions with pupils and families.
5	Readiness for school, including access to technology. Our analysis reflects disadvantaged pupils are less likely to complete their home learning, for instance.

## 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
Improve attainment for all pupil premium pupils, so they are at least in line with peers.	GL assessment scores will show improvements over time when comparing PP to non-PP pupils.
Ensure no pupil at BHA has any barriers to achieving an excellent education.	Ensure all pupils have the necessary access to technology, pastoral support, uniform, food within school etc, as appropriate.
Develop aspiration of pupil premium pupils so they leave us as confident young learners.	Engagement in extra-curricular activities and number of achievements/rewards are in line with non pupil premium pupils; spending linked to activities with and outside school that support aspiration, including CEIAG.
Develop key literacy skills to promote pupil premium pupils making better than expected progress.	Evidence of a range of intervention strategies reviewed and evaluated, including academic mentoring, small-group tuition, provision of reading materials and TA support.

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement in Worcestershire 'Closing the Gap' project at whole-school level, aiming to gain silver accreditation.</p> <p>Four staff are currently undertaking or will undertake over this year a NPQSL qualification.</p>	<p>The project is built around developing metacognitive skills – the EEF recognises that this is the strategy most likely to improve outcomes and learning as high impact and for a low-cost.</p>	<p>1</p>
<p>Focus on further development of reading across the whole school with words of the week, whole class reading strategies (e.g. choral reading), extended tutor reading programme and targeted reading interventions e.g. FFT Lightning Squad, Literacy Gold</p> <p>Modelling and sharing a language and word-rich development, focused on tier two vocabulary.</p>	<p>Oral language and reading comprehension strategies are both found to have high impact for very low cost through the EEF.</p>	<p>1, 5</p>
<p>Opportunities to support gaps in KS2 numeracy and KS3 pupils who did not attain EXS in year 6 through interventions and engagement in GLOW network.</p>	<p>The strategies and programmes being used are all proven to have improved attainment and pedagogy across a range of contexts e.g. Number Stax. This has been added to the school's PP plan as an amendment to the three year spend following the decline in attainment at KS2 for 2023-24, especially amongst PP pupils.</p>	<p>1, 5</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment and deployment of existing support staff to facilitate or lead targeted interventions.	Supporting pupils with reading comprehension strategies and other interventions is found to have high or very high impact. Using the same member of staff to support some identified pupils with their social and emotional learning will also reinforce resilience and positivity. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 4
Use TAs to support phonics delivery and other core skill support for individuals and small groups.	Research suggests Teaching Assistant interventions have moderate impact, but a focus on phonics (where needed) has high impact for a very low cost. As a school, we are using the FFT Lightning Squad because it suits our context for accessibility, the length of the programme, our previous outcomes through it and the research surrounding its impact (e.g. <a href="http://www.lended.org.uk">www.lended.org.uk</a> and other schools' evaluations). We also use Literacy Gold to support our increase in pupils who have dyslexic tendencies or problems with reading due to eye weaknesses. Post-COVID, there is an increasing body of research referencing increased screen-time and lack of access to opticians that has impacted children's vision and therefore negatively impacted learning.	1

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

Budgeted cost: £38,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of wider reading material to all pupil premium pupils. Purchase of revision guides and online study materials for KS2 pupils approaching assessments.	Improving vocabulary through having appropriately challenging reading material to support cultural capital by including a wide range of authors and genres, but also linked to what pupils are studying thematically in English lessons. Further research is available here: <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a> Positive evaluations and impact over previous three years.	1, 5
Ensure all pupils have access to technology, uniform and equipment such as scientific calculators,	These activities are bespoke to avoid treating disadvantaged pupils as a homogenous group, but would be grounded in research such as arts participation and trips to support cultural capital.	5

<p>music tuition and art resource materials to support home learning, through individual staff bidding for funding when an identified need arises.</p>	<p>Each bid is evaluated for impact, based on need e.g. improvement in attendance, attitude to learning or other specific outcomes.</p> <p>For 2024/25, as a consequence of expanded provision, there will be the opportunity to increase in opportunities for interested pupils to receive music tuition.</p>	
<p>Payment of three UPR staff to offer additional pastoral support to pupil premium learners, such as encouragement in extra-curricular take-up, contact with parents/carers if non-attendance at parents' evening and academic mentoring.</p> <p>Continue to complete a cultural capital/diagnostic survey for all pupils on entry to support with identifying gaps linked to wellbeing or wider experiences, particularly for disadvantaged pupils.</p>	<p>Arts participation has moderate impact.</p> <p>Mentoring is identified to have low impact but is deemed important for identified pupils and can also act as a form of behaviour intervention for some. Improving parental engagement is judged to have moderate impact.</p> <p>Parental Engagement has moderate impact for very low cost, all according to EEF research.</p>	2, 3, 4
<p>Employment of a Counsellor for two days per week.</p> <p>Through our accreditation, we adopt a trauma-informed approach: overcoming learning barriers, particularly for disadvantaged pupils, by fostering engagement and wellbeing through nurturing and trauma-informed practices/principles and a whole academy approach to self-regulation.</p> <p>Deployment of an existing cover supervisor as a Wellbeing Lead, including an Enrichment session, 1-2-1 sessions and small-group interventions.</p> <p>Set-up of The Hub as a space to support wellbeing, small group interventions, pupils who are struggling to attend and vulnerable learners.</p>	<p>Targeted social and emotional learning support is reported to have moderate impact.</p> <p>As above, targeted wellbeing mentoring and support is deemed vital for identified pupils to support their attendance, resilience and mental health, particularly in the absence of available services beyond the school.</p>	2, 3, 4

Deployment of an existing TA to retrain as THRIVE practitioner, to support Wellbeing Lead and lead provision in new Hub.		
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**Total budgeted cost: £83,810**

## 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.

As a middle school, pupils join us in year 6 and leave at the end of year 8. Year 6 pupils take their KS2 assessments after being at the school for only two terms.

GL Progress Tests in English, maths and science are usually used at the start of year 6 to baseline our pupils on entry to the school. They are also repeated at the start of year 7 and end of year 8 to support KS3 baseline data and exit data respectively. The assessments check pupils' knowledge, understanding and application in the core subjects, track progress at individual and cohort level and indicate possible gaps in learning. As they are standardised on over 100,000 students, with benchmarks verified each year based on analysis of over half a million pupils, they are a robust, external tool to help us assess the impact of our curriculum and the progress our pupils make over their three years with us. They are therefore a far more helpful indication of the progress pupils make with us in comparison to KS2 outcomes.

Year 6 outcomes for KS2 SATs 2024 were as follows:

	Number	% Expected Standard RWM	Reading	Writing	Maths	GPS
PP	23	17%	57%	65%	22%	61%
Whole School	163	52%	75%	82%	59%	73%

Although these show that our outcomes are lower for Pupil Premium pupils, all pupils, including those who were Pupil Premium, made good progress from their entry points as shown below. The additional maths groups in year six will not be retained for the next academic year, due to the lack of impact on attainment versus the high cost:

	GL Sept*	Oct/Nov SATs	Jan SATs	Mar SATs	Final SATs
English Reading**	65%	59%	72%	68%	75%
English GPS**	74%	41%	56%	60%	73%
Maths**	49%	31%	41%	54%	59%

\*-GL Baseline Assessment (Test 10) includes a KS2 scaled score comparison in the data. The % is taken from the GL analysis of individual pupil performance and GL use the data to **project what the cohort will achieve in their KS2 examinations**, based on baseline outcomes.

\*\* - compared to 2023 grade boundaries

### Year 8 Exit Data 2023-24

The data below shows the outcomes of all of our pupils and our Pupil Premium and Free School Meal pupils from the last academic year. The numbers referenced link to the Standard Age Score (SAS) where a score of 100 is the expected score of an 'average' pupil in that year group, as



based on GL assessment data overviews. This is the fairest way of comparing the performance of students within or across a year group and/or different schools. Whilst in year 6, pupils were in smaller groups for maths as pupil premium funding was used to have an additional maths teacher. A greater % of PP pupils than our actual % were in the smaller groups. Some targeted pupils also received phonics and reading intervention support, where needed, through the use of HLTAs. Individual pupils were monitored closely and provided with the support that reflected their individual need.

	Baseline (taken at start year 6)	All Pupils	Points Diff	B/line PP	PP	Points Diff	Baseline FSM	FSM	Points Diff
Year 8 English	101.8	107.2	5.4	96.3	100.2	3.9	95.6	100.0	4.4
Year 8 Maths	91.5	108.8	17.3	91.3	100.0	8.7	88.8	99.5	10.7

% of pupils at 100 SAS or higher at start of year 6 vs on exit	Year 6 Entry	Year 6 PP Entry	Year 6 FSM Entry	Year 8 Exit	Year 8 PP Exit	Year 8 FSM Exit
English	55%	44%	37%	73%	50%	50%
Maths	33%	25%	22%	72%	58%	50%

We are pleased that the performances of our PP/FSM pupils in their exit GL assessments are in line with performances of all pupils (i.e. PP and non-PP) nationally.

Furthermore, the table below shows the % of pupils using GL Assessment data who made 'at least' or 'above expected' progress through GL's stanine progress grids. All PP/FSM pupils made at least expected progress from their baseline tests and in English more PP/FSM pupils made above expected progress than their non-PP peers.

ENGLISH	Number of Students	At Least Expected Progress	Above Expected Progress
All Students	138	96%	41%
FSM	16	100%	44%
Non FSM	122	96%	41%
PP	21	100%	43%
Not PP	117	96%	41%

MATHS	Number of Students	At Least Expected Progress	Above Expected Progress
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<b>All Students</b>	138	99%	88%
<b>FSM</b>	15	100%	73%
<b>Non FSM</b>	123	99%	89%
<b>PP</b>	20	100%	75%
<b>Not PP</b>	118	99%	90%

Additionally:

- All PP pupils received a set of books to support wider reading and vocabulary development – 96% of pupils responded to this positively and 67% reported they were reading more at home as a consequence.
- All PP pupils in year 6 received an art home learning pack, enabling them to improve skills and quality of homework. Again, this was very positively received, and the Head of Art completed pupil voice and data analysis to assess impact. PP pupils in years 7 and 8 received these in the previous academic year and were offered top up materials, where needed. From internal data, historically the gap between PP and non PP pupils in art was significant, particularly linked to PP pupils' ability to work independently. This intervention has considerably reduced the gap, improved PP pupils' attitudes towards the subject and there's a targeted lunchtime club to further support those who need it.
- Following a survey finding an increasing number of pupils were arriving to school without breakfast, all FSM pupils have had free toast available at breaktime, in addition to their FSM. Some pupils were also invited to an Early Birds Club to support their organisation, confidence and have a breakfast snack. Breakfast was provided for all pupils for SATs practice week and the real week to support readiness and attendance. From Easter 2024, the school has switched to external catering provision and the toast being offered previously has been incorporated into a general £3.50 per day break/lunch menu. Most PP pupils to date have continued to have a piece of toast or similar.
- PP Funding has helped purchase maths text books, Spelling Frame and SATs Boot Camp subscriptions and Literacy Gold and FFT Lightning Squad for those with identified needs. Spelling Frame contributed to a rise in GPS attainment to being above national average for the first time. Individuals on Dyslexia Gold and FFT Lightning Squad have been evaluated individually by the Head of English. Support staffing was increased using PP funding to help staff these interventions and general classroom support.
- The number of PP pupils engaging in extra-curricular and leadership roles increased in comparison to the previous year through increased whole staff awareness and the work of PP Champions. At the end of the 2023-24 academic year 80% of PP pupils were regularly taking part in lunch time clubs compared to 77% whole school.
- A member of support staff was trained as a THRIVE practitioner to increase the layers of support offered within school linked to an increased wellbeing need, particularly amongst our more vulnerable pupils. This has enabled the school to continue to maintain high levels of attendance – top 20% of similar schools and awards from FFT in recognition of this.
- To support equity and cultural capital, all PP pupils had their end of year trip paid for and year 8 leavers had hoodies/year books provided.