Pupil premium strategy statement

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	Buile Hill Academy
Number of pupils in school	814
Proportion (%) of pupil premium eligible pupils	42.1
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1 Year
Date this statement was published	3/12/21
Date on which it will be reviewed	1/4/22
Statement authorised by	David Lancaster
Pupil premium lead	Farihah Alam, Deputy Headteacher for the Quality of Education
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372,927.50
Recovery premium funding allocation this academic year	£42,000
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	£414,927.50

Part A: Pupil premium strategy plan

Statement of intent

At Buile Hill Academy, we recognise that the Pupil Premium grant allows us as a school to set a focus on supporting our most vulnerable students, to narrow the gaps in student attainment and progress to maximise their chances at future success.

The funding received for students eligible for pupil premium is allocated to interventions that are research informed and evidence led, using the Education Endowment Foundation's Guide to Pupil Premium and its Toolkit for Schools to ensure that all funds are deployed in the most effective manner.

As a school, we adopt a tiered approach to Pupil Premium spending that can be grouped into three broad categories:

1. Teaching – We spend a portion of the funding on improving teaching. This is to ensure that an effective teacher is in front of every class and that every teacher is supported in improving their practice that will lead to excellent outcomes for students.
2. Targeted academic support – We spend a portion of the funding on targeted academic support, identifying students who are not making good progress across the spectrum of achievement.
3. Wider Strategies – we spend a portion of the funding on strategies that relate to the most significant non-academic barriers to success in school: attendance, behaviour, and social and emotional support. This is in response to the needs of the students within our local community.

By adopting this tiered approach, we can focus on strategies that are likely to make the biggest difference.

Challenges

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

Challenge number	Detail of challenge
1	Annual testing in Key Stage 3 for all students shows that PP students have lower reading age and CATs scores, suggesting further cognitive barriers to learning in the classroom. For the Year 7 cohort in 2020 there was a reading age gap of -4.2 and in 2021 it was -7.2. For CAT scores the Year 7 cohort in 2020 there was a mean difference of -1 and in 2021 -5.9.
2	PP students have more limited access to learning resources at home and so are limited in how they can continue learning outside of the classroom. Based on a survey sent out in 2021 regarding access to technology at home, there was a higher percentage of PP students who did not have access to the internet or a device to complete work on.
3	PP students are more frequently excluded due to poor behaviour. This limits their engagement in school and presents barriers to their learning and progress. The FTE exclusions for PP students in Autumn term 2021 was 223 compared to non-PP students being 109. Also, when analysing the day-to-day behaviour points it is evident that a higher percentage of PP students have a significant number of negative points compared to non-PP students.
4	PP students have lower attendance to school than their non-PP peers. This has a direct impact on their engagement in learning and progress overall. PP attendance for PP students in Autumn term 2021 was 83.83% compared to non-PP at 92.08%.
5	PP students present more concerns in terms of their overall wellbeing and personal development, which affects their engagement in school and their learning.
6	PP students are exposed to significant challenges and negative influences driven by poverty and deprivation, which the school tackles each day. Salford is the 18th most deprived authority in the UK out of (317). The area in which the school is situated has areas which are within 1% of the most deprived in England. The number of violent crimes in the area of the school (2021) was the highest in the authority.

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
1 Improved outcomes in English and Maths in all year groups	• Narrowed gaps between PP and non-PP students by increasing the percentages of achievement by all students English 4+ 13.7% English 5+ 7.8.3% Maths 4+ 8.7% Maths 5+ 2% • Quality of students' work and formative assessment to demonstrate the progress that students make. This will be monitored through Subject Development reviews and Subject development action plan reviews.
2 Improved outcomes in Literacy for PP students in all year groups	• Narrowed gaps between PP and non-PP students in terms of the difference between chronological age and reading age. All PP students to increase reading age by 6 months from their starting point. This will be measured through both formative and summative assessments in English lessons and GL assessments. • Targeted interventions (see literacy strategy) will demonstrate progress that significantly exceeds that of the length of time of the intervention.
3 Improve outcomes in wider curriculum subjects	• Narrowed gaps between PP and non-PP students by increasing the progress 8 score of achievement by all students: EBACC P8 +0.08 Open P8 +0.11 • Increased engagement in a wider breadth of curriculum subjects. This will be monitored through Subject Development reviews and Subject development action plan reviews.
4 Reduce the behaviour gap between PP and non-PP pupils	• The % of negative behaviour points for PP pupils will reduce by at least 10% in every year group. • Narrowed gaps between PP and non-PP students in exclusions. This will be done by decreasing the overall FTE exclusion rate by 50% in spring and summer term • Appointment of a rewards coordinator to improve the quality of the school rewards system. • Increase the profile of the form tutor and introduce a monitoring system to ensure consistency of approach. • Provide further CPD on the role of the form tutor and use stronger tutors to support less experienced.
5 Attendance for PP students to be in line with non-PP students and be in line with the school's target of 95.3%	• Narrowed gaps between PP and non-PP students • PP students who do have low attendance (90% or below) to demonstrate an improvement to attendance by 1.5+ %. • Students to feel engaged in school life and enjoy coming to school. Regular student voice will be carried to monitor this.
6 Increased resilience and engagement in their learning,	• The % of PP pupils taking a full part in academic and social mentoring programmes and their involvement in extra-curricular enrichment activities to increase by at least 10%. Currently, no students received academic or social mentoring. • The CEIAG tracker will demonstrate equity in access to provision between PP and non-PP students. • Ongoing monitoring and evaluation of CEIAG activities will demonstrate positive student engagement through their feedback. • Increase the number of students who study a level 3 course after leaving school by 10%. For the year 11 cohort from 2020-21 this was 62..82%.

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: £ **111,948.16**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of teaching through increasing the leadership capacity on the quality of education. Deploy a new deputy headteacher with responsibility for teaching and learning. Adopt a strategy that is informed by careful data analysis on student progress and outcomes in order to evaluate the impact of the curriculum.	The EEF toolkit states spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention…ensuring that an effective teacher is at the front of every classs….is a key ingredient of a successful school and should rightly be at the top of the priority for Pupil Premium spending.	1,3 and 4
Improve the quality of provision in Maths provision to ensure that students get access to high quality lessons. Deploy a lead practitioner in Maths that can support the development of the curriculum and coach individual teachers to improve their practice in the classroom. Deploy a 2ic to focus on the development of the KS3 curriculum so that it is sequenced to allow students to learn more and remember more over time. Increase the use of Hegarty Maths across all subjects to ensure that students engage with extended learning in Maths beyond the classroom.	Developing middle leadership is essential to ensuring that faculties offer a curriculum that is academically rigorous and inclusive, meeting the needs of all students. A review of Research on Middle Leaders in Schools (Gurr, 2021) states that middle leaders impact positively on teacher work and student outcomes. They work to establish the conditions that lead to collective endeavour by teachers to improve teaching and learning; high expectations, leadership focus, role clarity, principal and senior leadership support and professional development enhance their work.	1,3 and 4
Improve the quality of literacy support in the school so that students are able to develop their reading, writing and	Reading comprehension strategies are identified as one of the highest impact strategies in the EEF toolkit. By expanding the school's library catalogue and through effective deployment of the school	1,2,3 and 6

speaking skills, particularly in light of regression caused by the pandemic. Use standardised testing to assess students' cognitive ability and reading age. Using the data from standardised test, put in place a strategic action plan to address literacy in the school Deploy resources across the school effectively to ensure that students have access to high quality reading resources that engage them in a wide range of literature and further reading.	librarian to deliver focused small-group reading interventions, students in Key Stage 3 will be given support to improve their reading age to be in line with their chronological age. The EEF toolkit states that oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, students who participate in oral language interventions make approximately five months' additional progress over the course of the year.	
Improve teachers' subject knowledge so that all teachers are able to deliver a curriculum with academic rigour and sequence learning so that students are ready for their next steps in their education. Provide all teachers with membership to their relevant subject's professional association so that they can engage with ongoing CPD that is specific to their subject	The EEF toolkit states prioritising high quality teaching is essential to narrowing gaps and securing good outcomes. By ensuring that all teachers have access to the most up to date research and pedagogy specific to their disciplines is an essential part of delivering high quality teaching.	1,2,3,4,5 and 6
Increase teachers' access to high quality learning resources and CPD to ensure that teaching is of high quality. Utilise subject-specific training for all subjects that is rooted in research on subject specific pedagogy. This includes curriculum design, questioning, assessment and feedback.	The EEF state that supporting high quality teaching is a pivotal in improving children's outcomes. The research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development plays a crucial role improving classroom practice and outcomes.	1,2,3,4,5 and 6
Increase leadership capacity to train and mentor early career teachers to deliver high quality provision in the classroom. Employ an assistant headteacher for teaching and learning to lead in-house provision for ECTs and trainees that focuses on developing teaching practice. Build an NQT support programme that focuses on key areas of pedagogy that	Increasing leadership capacity to train and develop early career teachers is essential to delivering high quality teaching. In September 2020, the school employed 5 newly qualified teachers. By providing bespoke and targeted support for these teachers, they are able to develop their classroom practice and deliver high quality provision for students. The EEF state that supporting high quality teaching is a pivotal in improving children's outcomes. The research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development plays a crucial role improving classroom practice and outcomes. The introduction	1,2,3,4,5 and 6

will have the most impact on student outcome: feedback, planning for progression and effective implementation of the Buile Hill Quality of Education handbook.	of the recent Early Career Framework has ensured that newly qualified teachers have access to a robust and effective professional development offer.	

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

Budgeted cost: £ **158295.79**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved behaviour for learning and engagement for pupil premium students. This will be evident through improvements in behaviour data and reduction in exclusions. Employ a Deputy Headteacher for Pastoral and Assistant Headteacher for Pastoral who sets the school strategy on behaviour and pastoral support so that all staff have a consistent approach in managing and minimising poor behaviour in the school. Deploy Heads of Year to focus on targeted interventions for PP students who are at disengaging from school. E.g. social skills focus groups, one to one mentoring, family liaison work	The EEF toolkit states that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	3, 4, 5, 6
Improve the literacy skills and reading ages of PP students to ensure that they are able to engage with the curriculum and develop a sustained interest in reading for pleasure. Employ a librarian who can be deployed to offer targeted academic support to PP students who have lower reading ages than their chronological age. Expand the library catalogue to offer a wider variety of titles for students to enjoy.	Reading comprehension strategies are identified as one of the highest impact strategies in the EEF toolkit. By expanding the school's library catalogue and through effective deployment of the school librarian to deliver focused small-group reading interventions, students in Key Stage 3 will be given support to improve their reading age to be in line with their chronological age.	1

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

Budgeted cost: £ **101487.85**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrow the gap in attendance between PP and non PP students across the school. Deploy the Attendance Officer effectively to have a strategic approach to improving attendance, particularly focusing on students who are at risk of becoming persistently absent or school refusers. This will include regular meetings with parents and individual students as well as putting in interventions and support for students who have poor attendance. Use the A Star attendance system to make the processes more efficient to track, monitor and respond to falling attendance in an effective manner. Engage with the Attendance Advisory Service in order to escalate cases of persistent absence Complete referrals and attendance contracts, priority for PP	Data on attendance from previous years shows that there are gaps in attendance between PP and non-PP students. By allocating funds to increase provision within the attendance team and using the attendance advisory service, more focus will be given to improving attendance for PP students in all year groups. Through improved attendance, the school will then be able to focus on high quality teaching and learning.	3, 4, 5, 6
Provide high quality, proactive support for students who have been identified as vulnerable or at risk of harm Deploy two Raising Achievement Coordinators whose remit falls under pastoral support and safeguarding provision. These members of staff with each work with a specific cohort of students who have the greatest need. They will	Through targeted interventions to support students who are vulnerable and identified as having potential safeguarding concerns both in and out of school, students will be better placed to be able to engage in school fully	3,4, 5, 6

arrange, conduct and evaluate individual PEP's for this students to maximise their educational attainment and progress.		
Improved behaviour for learning and engagement for pupil premium students. Provide PP students with access to uniform grants so that they are properly equipped for school	The EEF toolkit states that through targeted interventions to support students' behaviour for learning and engagement, students will be better placed to be able to engage in school fully, and as a school we recognise that pride in their appearance and sense of belonging is important to helping students at school.	3,4, 5, 6
Improved mental health and wellbeing and overall student engagement for PP students. This will be evident through improved attendance and behaviour data and reduction in exclusions Refer PP students to counselling services where required	The EEF toolkit states social and emotional interventions have an identifiable and valuable impact on students. The EEF indicates that improvements appear more likely when SEL approaches are supported by professional development and training by staff.	3,4,5,6

Total budgeted cost: £ 431,303.50

*

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. EBacc entry was 44%, which is higher than in the previous 2 years, but 6% below the target we had aimed for.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to the Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium-funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by the use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 87.11%, it was higher than the national average. The absence of PP students in 2020/21 was 17.76% and for non-PP students 8.41%. This is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing, and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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
National Tutoring Programme	The Tutor Trust