

Pupil premium strategy statement

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

School overview

Detail	Data
School name	Bluecoat Beechdale Academy
Number of pupils in school	903
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Rachael Frearson (Principal)
Pupil premium lead	Andy Freestone
AAB member lead	Ian Davidson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 611,625

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, regardless of their background or circumstances make good progress and achieve at least in line with our expectations. We will use the Pupil Premium fund to remove barriers to learning and support all students regardless of whether they are disadvantaged or not.

Setting priorities is key to maximising the use of the Pupil Premium funding. Our priorities are as follows:

- Ensuring all students receive quality first teaching in every lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium funding benefits all students including those who need it most

Whilst this plan focusses on the current academic year, our Pupil Premium Strategy will be implemented over 3 years allowing us to take a longer term approach which aligns our plans with the wider academy improvement plan. The strategy will focus on these 3 areas:

- Tier 1 - supporting training and continuous development to improve the quality of all teaching
- Tier 2 - targeted support for disadvantaged students through evidence based interventions
- Tier 3 - supporting whole school strategies to improve attendance, behaviour and attitudes to learning

Taking this approach will give the academy greater certainty when we plan our:

- expenditure
- recruitment
- teaching practice
- staff development

Challenges

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

Challenge number	Detail of challenge															
1	<p>Attainment on entry to BBA is well below age related expectations as shown by the Key Stage 2 SATs results. The chart below shows the percentage of our intake who achieved the national expected standard in their subjects in 2024 compared to the national average. It can be seen that on every measure there is a significant gap.</p> <div><p style="text-align: center;">% at Expected Standard Academy v England by Subject</p><table><thead><tr><th>Subject</th><th>Academy (%)</th><th>England (%)</th></tr></thead><tbody><tr><td>Reading</td><td>64%</td><td>74%</td></tr><tr><td>GPS</td><td>57%</td><td>72%</td></tr><tr><td>Maths</td><td>62%</td><td>73%</td></tr><tr><td>Writing</td><td>62%</td><td>72%</td></tr></tbody></table></div> <p>It should be noted that these gaps are not a one off occurrence. The SATs results from 2023 show that 60% of our disadvantaged students were at the expected standard for reading (national average 73%) and 62% were at the expected standard for Maths (national average 73%).</p> <p>This indicates that the average overall reading ability of our intakes is well below the expected level reflecting the need for this to be a whole school focus. Analysis of NGRT assessment data indicates that pattern is repeated in the current Y9 and Y10 cohorts. This data also indicates that those with multiple disadvantages, the SEND-PP group, fall further behind their peers.</p>	Subject	Academy (%)	England (%)	Reading	64%	74%	GPS	57%	72%	Maths	62%	73%	Writing	62%	72%
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2	<p>Attendance overall has consistently been well below national averages for the past 3 years, affected further by ongoing disruption caused by Covid. The 2023-24 attendance rates are:</p> <table><tbody><tr><td>All</td><td>88.2%</td></tr><tr><td>PP</td><td>86.3% (PP-No 91.5%)</td></tr><tr><td>SEND</td><td>78.5% (No SEND 90.9%)</td></tr><tr><td>SEND/PP</td><td>77.5% (Not SEND-PP 93.2%)</td></tr></tbody></table> <p>In 2018-19 (pre-pandemic), attendance rates were much higher:</p> <table><tbody><tr><td>All</td><td>94.9%</td></tr></tbody></table>	All	88.2%	PP	86.3% (PP-No 91.5%)	SEND	78.5% (No SEND 90.9%)	SEND/PP	77.5% (Not SEND-PP 93.2%)	All	94.9%					
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	PP 93.9% (PP-No 96.6%) SEND 93.8% (No SEND 95.2%) SEND/PP 93.7% (Not SEND-PP 95.1%)
3	<p>Limited social skills resulting in challenging behaviour that requires intervention and support.</p> <p>In 2023-24 71% of fixed term exclusions were for disadvantaged students. There were also 8 permanent exclusions of which 6 were disadvantaged students.</p>
4	<p>Adverse Childhood Experiences (ACEs) impacting on physical and mental health. Approximately 66% of our students have experienced/are experiencing one ACEs, 27% have more than one and 8% of our students have experienced/are experiencing four or more ACEs, which has been shown to have the most detrimental effect on their future outcomes.</p> <p>82% of our students have had one safeguarding experience, 55% have had more than one and 20% have had four or more.</p> <p>Students with social care involvement (LAC/CIN/CP/Targeted Family Support) 2.9% (26 students)</p> <p>We also have 58 students (6.5%) involved with early help agencies.</p> <p><i>**This difference in numbers shows that the majority of students/families that have safeguarding concerns and ACEs do not meet threshold for external agency support (ie. Social care), or pressure on these services mean students cannot access this support in a timely manner (ie. CAMHS). Therefore, intensive support is offered at school level.</i></p>
5	<p>Published sustained destinations data indicates that, whilst %EET is consistently significantly below the national average, it was on an upward trend before the pandemic. The latest published data is for 2021 and indicates that 87% of our students were in education or employment for at least 2 terms which is up by 4% from the previous year.</p>
6	<p>Unhealthy lifestyle including a lack of a nutritious diet and limited exercise. Life expectancy is significantly lower here than it is elsewhere in the city. Premature deaths attributed to cancer are 37% higher in Bilborough, compared to the rest of the city.</p> <p>The premature death rate from cardiovascular disease is 92% higher than the rest of Nottingham.</p>
7	<p>Limited access to wider experiences outside of school which provide children with the cultural capital they need to become educated, well rounded citizens</p> <p>Many of our students have never left the city let alone visited the capital or the seaside.</p>
8	<p>Lack of finance preventing students from being adequately resourced and participating in enrichment opportunities.</p> <p>The most recent IDACI report states:</p> <p>93% of our students live in the 30% most deprived homes nationally. 73% of our students live in the 10% most deprived homes nationally. 56% of our students live in the 5% most deprived homes nationally. 21% of our students live in the 1% most deprived homes nationally.</p>
9	<p>Limited or no access to the internet at home either due to a lack of Wi-Fi, a lack of an appropriate device or having to share with siblings or</p>

	parents/carers. During the lockdowns we provided laptops or internet access to over 420 of our 900 students.
10	Lack of parental support compounded by low literacy levels and low aspirations. 14% of adults claim incapacity benefits – 3 times the national figure. 5.5% of adults are unemployed – almost twice the national figure.

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 attainment and progress among all students at KS4	<p>By the end of 2026-27, overall attainment and progress will exceed the EEF Families of Schools average and be approaching national average with the gap between disadvantaged students and their peers narrowing.</p> <ul style="list-style-type: none"> • A8 will be at least 40 (nat. av. 46.7) • P8 will be at least 0.0 (nat. av. -0.03) • 4+ E&M All will be at least 50% (nat. av. 65%) 5+ E&M All will be at least 30% (nat. av. 45%) • Sustained Destinations (EET) are at national average
Accelerate development of literacy skills focussing on reducing the vocabulary gap and developing a love of reading	<p>Literacy strategies are evidenced by learning walks.</p> <p>An increased proportion of students achieving age related reading scores, measured by NGRT.</p> <p>An increased proportion of our students achieving a grade 4+ and 5+ in their English GCSEs.</p>
Support students with special educational needs to become secondary ready	<p>A mirrored curriculum developed at KS3 and delivered.</p> <p>Students join mainstream lessons when assessments are in line with age related expectations.</p> <p>Learning walks demonstrate effective working of TAs.</p> <p>Alternative courses and qualifications delivered to KS4 students allowing them to progress to further study.</p>
Further improve the quality of teaching	<p>QA processes show an increase in teaching standards met and areas to share.</p> <p>Attainment 8 score to increase.</p> <p>All teaching staff to successfully complete AfL course. Learning walks demonstrate these strategies being used effectively.</p>
Ensure the school timetable maximises opportunities for all students	<p>Vocational courses deliver positive residuals giving students a route into further study and employment.</p> <p>Assessments indicate an increase in the proportion of students who are on target to meet their benchmarks.</p>

Provide students with greater opportunities to engage in independent study	<p>Attendance at the Study Centre of PP students in line with that of their peers.</p> <p>All students have access to the internet either in school or at home for independent study.</p> <p>Create a revision area of the academy website that student's value and use.</p> <p>PP student's completion rates for homework in line with their peers.</p>
Provide individualised support for identified students	<p>Identified students make accelerated progress in spelling and reading as shown by NGRT.</p> <p>Students attending additional sessions to complete vocational coursework in line with their benchmarks.</p> <p>Progress of identified students increases to be in line with their peers.</p> <p>Attainment 8 score to increase.</p> <p>A reduction in the proportion of students classified as NEET.</p>
Increase the cultural capital of students	<p>Departments to identify opportunities for cultural cap- within their curriculum planning documents.</p> <p>The proportion of PP students attending enrichment activities in line with that of their peers.</p>
Students attendance rates to improve	Attendance and persistent absence figures are at least in line with national.
Student behaviour is not a barrier to success	<p>A reduction in the number of PP students having repeat referrals to our Reflection centre and fixed term exclusions.</p> <p>Use of the school counselling service to provide support for identified students.</p> <p>Senior mental Health Lead trained and deployed to provide additional support to student who require it.</p>
Deliver quality careers education to all students	<p>The tutor time program delivers a high quality careers education.</p> <p>All students have 3 encounters with Unifrog spread across the academic year.</p> <p>The academy meets all of the Gatsby benchmarks.</p> <p>Sustained Destinations (EET) are above national average</p>

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: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole school literacy coordinator to provide CPL to all colleagues 2. Introduce whole class reading scheme 3. CPL on developing oracy skills	<p><u>EEF – Reading comprehension strategies</u></p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to students' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><u>EEF – Oral language interventions</u></p> <p>Overall, studies of 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 a year.</p>	1
1. SEND teachers to develop, train others and deliver a bespoke curriculum for KS3 SEND students 2. Train teaching assistants to work effectively with individuals and groups of students 3. Develop a foundation learning pathway including the implementation of new	<p><u>EEF – Social and Emotional Learning</u></p> <p>SEL 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.</p> <p><u>EEF – Teaching Assistants</u></p> <p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger</p>	2 3 4 5 10

courses that lead to further study or employment	positive benefit of between three and five additional months on average.	
<p>1. Trust lead for teaching and learning alongside BBA AP to organise, deliver and support with weekly CPL sessions</p> <p>2. ALT core leads to provide CPL to HoS and teaching staff</p> <p>3. HoS and lead teachers to further develop subject specific delivery</p>	<p><u>EEF – Mastery learning</u></p> <p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. On average, mastery learning approaches are effective, lead to an additional five months progress.</p> <p><u>EEF – Collaborative learning</u></p> <p>Collaborative learning involves students working together on activities in a structured way. Evidence indicates that this can lead to an additional five months progress.</p> <p><u>EEF - Feedback</u></p> <p>Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Feedback studies tend to show very high effects on learning and indicate that 8 months additional progress is achievable.</p> <p><u>EEF – Metacognition and self-regulation</u></p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with students making an average of seven months additional progress.</p>	1
<p>1. Increase staffing to provide an additional class in each year group</p> <p>2. Create a top ability group in years 7-9 to increase challenge for the most able</p>	<p><u>EEF – Reducing Class Size</u></p> <p>Reducing class size appears to result in around three months additional progress for students, on average.</p>	1

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

Budgeted cost: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Audit student home access to the internet 2. Open the Study Centre until 5pm every day and monitor attendance 3. Provide opportunities for students to use the academy's IT facilities outside of lesson time 4. Subscribe to revision websites 5. Purchase appropriate and accessible revision materials for key stage 4 students	<p><u>EEF – Extending School Time</u></p> <p>The evidence indicates that, on average, students make two additional months progress per year from extended school time and in particular through the targeted use of before and after school programmes</p> <p><u>EEF – Digital Technology</u></p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p><u>EEF - Homework</u></p> <p>The evidence shows that the impact of homework, on average, is five months' additional progress.</p>	8 9
1. Withdraw individual students or small groups from lessons for literacy intervention 2. Deliver additional sessions after school and during the holidays 3. Organise and deliver Maths and English revision residential 4. Deliver a targeted period 6 program to boost attainment	<p><u>EEF – One to one tuition</u></p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months progress on average.</p> <p><u>EEF – Small group work</u></p> <p>Small group tuition is defined as one teacher or professional educator working with two to five students together in a group. The impact on average is an additional four months progress.</p>	1 10

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Provide a healthy breakfast for all students</p> <p>2. Offer a wide range of clubs and teams</p> <p>3. All KS4 students have the opportunity to study for a health related qualification</p> <p>4. All year 7 students to receive healthy eating sessions during curriculum time</p>	<p><u>Government recommendations for physical activity</u></p> <p>This infographic summarises the benefits of physical activity as well as providing recommendations around how to meet the 60 minute per day advice.</p> <p><u>UK Chief Medical Officers Physical Activity Guidelines</u></p> <p>This report is a UK-wide document presenting the UK Chief Medical Officers' (CMO) new Physical Activity Guidelines for different age groups, covering the volume, duration, frequency and type of physical activity required across the life course to achieve general health benefits. The guidelines present thresholds for the achievement of optimal health benefits at the recommended levels of physical activity in terms of strength, moderate and vigorous physical activity, and balance activities.</p> <p><u>World Health Organisation recommendations around physical activity</u></p> <p>This article outlines the recommended levels of activity for young people and lists the related physical and mental health benefits.</p>	6 7 8 10
<p>1. All students have the opportunity to participate in trips and residential</p>	<p><u>EEF – Outdoor adventure learning</u></p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, students who participate in adventure learning interventions make approximately four additional months'</p>	4 5 7 8

	progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	
1. The attendance team and Parent Liaison Officer to support families	<u>NFER Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</u> This study looks at how pupil and cohort background factors, like attendance, link to the KS4 outcomes of disadvantaged pupils	2
1. Employment of Transition and Inclusion Lead 2. Employment of non-teaching heads of year to provide immediate support for students and to liaise effectively with home 3. Reflection centre used to provide students with additional behavioural support 4. Use alternative provision for more individualised support 5. Increase the size of the Inclusion team who work with students with challenging behaviour, implementing effective interventions which reduce barriers to learning. 6. Continue to work with Thinkforward to support our most vulnerable students	<u>EEF – Behaviour interventions</u> Disruptive behaviour has a negative impact on the learning and progress of the student in question but also on that of other students in the class. Targeted behaviour interventions can, on average, increase student progress by 3 months. <u>EEF – Social and emotional learning</u> SEL 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
1. Personal Development and careers lead to review current provision and modify SoL 2. Subscribe to Unifrog website and resources	<u>The Gatsby Benchmarks</u> Good career guidance supports young people to develop an understanding of the world of work, and the self-development and career management skills they need to achieve positive employment destinations. Effective careers education reduces the risk of	3 6 7 9 10

3. Ensure our provision at least meets the Gatsby Benchmarks	young people becoming NEET in the future.	
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Total budgeted cost: £ 610,000

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 2023 to 2024 academic year.

Review of Pupil Premium Strategy – (2023-24)

The Covid-19 pandemic has had an overall negative effect nationally, especially on the most socio-economically deprived students. "The evidence is clear that disadvantaged students have fallen further behind during the pandemic" (Professor Becky Francis EEF Guide Pupil Premium April 2022). The government has advised that any performance indicators need to be treated with caution and direct comparisons should not be made with 2019 or between schools. This is because schools may have been affected differently by COVID-19.

GCSE and vocational results for 2024 showed that disadvantaged students in year 11 were behind their peers in terms of achievement. Progress 8 estimates indicate that the gap between disadvantaged and non-disadvantaged students was over half a grade across all subjects. This was mirrored in the results seen for Maths and English when compared with previous years. We believe that our students are still being affected by the impact of Covid-19. This was most detrimental to the education of our disadvantaged students. During the first lockdown we were not able to deliver online lessons due to the large number of students who did not have access to the internet. This was either due to not having Wi-Fi (or a sufficient service) not having a device, or because they had to share with siblings or parents. As an academy we loaned out 420 laptops to our 900 students and these were predominantly given to disadvantaged students.

Attendance rates have also been significantly affected by the covid pandemic as has been the case nationally. In 2022-23 the gap between disadvantaged students and their peers grew slightly to 7% and whilst this is now down to 4.8% is still too large.

To address this we have restructured and bolstered our attendance team. We now have 3 Attendance and Community Officers who go out to student's houses when they are absent and have increased their presence in the community. Attendance is monitored daily by the Principal and key identified students are mentored by key staff. We also have opened our Belonging Centre which supports persistent absentees in returning to school. This provides these students with a different environment as they transition back into mainstream classes, allowing them to catch up on key content before returning to their normal timetable.

Last year 6 disadvantaged students were unfortunately permanently excluded. The number of disadvantaged students who received a fixed term exclusion also rose as

did the same figure for non-disadvantaged students. This can also be partly attributed to the impact of the pandemic as some students struggle to adjust back into school life. To address this we have implemented a number of strategies including: increasing the capacity of our inclusion team; increasing the number of students being mentored by both internal colleagues and external colleagues including – the local authority behaviour team; an educational psychologist; the mental health support team; and a trained counsellor. We have also used experts from different backgrounds including boxing and football to engage and motivate our students.

We have opened our Engage facility for students at risk of permanent exclusion. This is where students at risk of exclusion go for an intensive programme to reflect on their behaviour and learn strategies to cope in mainstream education.

After falling to 83% in 2020 the percentage of students in education, employment and training after they have left BBA rose to 87% in 2021. This is despite the legacy from the pandemic and is testament to the time and effort that has gone into developing our careers education. Now all students have weekly a careers education session that builds as they move through the school. There are also a number of talks, events and trips that take place for all year groups throughout the year. As a result of our programme we have successfully achieved the Quality in Careers Standard.