

Budmouth Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	Budmouth Academy
Number of pupils in school	1537
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Mike Hoffmann - Principal
Pupil premium lead	Mark Cavill VP
Governor / Trustee lead	David Herbert, Regional CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,000
Recovery premium funding allocation this academic year	£98677
National Tutoring Programme for this academic year	£102330 Total including a 50% contribution by school
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 (salaries deducted)	£529,007

Part A: Pupil premium strategy plan Statement of intent

Budmouth Academy is committed to ensuring every student eligible for the Pupil Premium benefits directly via this additional funding and is in no way disadvantaged when compared to their peers.

It is our intention that all students eligible for the Pupil Premium make outstanding academic progress and achieve beyond expectations which will be evidenced in our performance data. We will ensure there is transparency, through our reporting mechanism, to demonstrate how and why this funding has been spent. We recognise that not all students who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the Pupil Premium funding to support any students or groups of students the Academy has legitimately identified as being socially disadvantaged. We will work with parents/carers of disadvantaged children to support them in making a positive contribution to their children's achievement in the Academy by engaging in relevant training and recognising that parent/carer's involvement makes a difference.

Challenges

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

Challenge number	Detail of challenge
1	Improve the attendance of disadvantaged students to close the gap in this area. The attendance of disadvantaged students is lower than that of non disadvantaged students.
2	Improve the quality of teaching and learning across the school to improve the outcomes of all students, including the disadvantaged and include Quality First teaching in all Curriculum Areas. Progress 8 and Attainment 8 is lower for disadvantaged students when compared to non disadvantaged students.
3	Further develop targeted support centred around SEMH through a bespoke programme of intervention for disadvantaged students, based on individual understanding of the situation via Heads of School, Deputy Heads of School, Pastoral Support Leaders, Behaviour and Ethos Coordinators and Class Teachers.
4	Improve uptake of intervention programmes, extra-curricular clubs and educational activities , such as music lessons, by disadvantaged students through targeting invitations and supporting funding.
5	Improve literacy levels of disadvantaged students before KS4 courses begin. Currently 11% of Year 7 students are reading below age related expectations

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
<p>Improved attendance to National Average for all students including disadvantaged students. We need improved attendance figures for disadvantaged students to match or exceed non disadvantaged students.</p>	<p>Attendance for the whole cohort is at or above NA.</p> <p>Improved attendance figures for disadvantaged students to match or exceed non disadvantaged students.</p> <p>Any patterns of non-attendance are identified and addressed.</p> <p>Any students with significantly low attendance to be referred as necessary.</p> <p>Differences between disadvantaged/SEN students and non-disadvantaged students' will be less than 2%.</p> <p>Students subject to attendance plans will see improved attendance of at least 5% following intervention.</p> <p>The % of students being celebrated for over 97% attendance increases by 5% from 2022/23</p> <p>% of the whole cohort who are PA is below National Average %</p> <p>% of disadvantaged students' PA is not more than 2% below their non-disadvantaged peers.</p>
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>By 2023/24, disadvantaged pupils to achieve top quartile for progress and achieve national average for attainment for disadvantaged compared to Pupils in similar schools based on FFT 20.</p> <p>Grade 5+ English and Maths: 38%</p> <p>Grade 4+ English and Maths: 65%</p> <p>EBacc Average Point Score: 4.5</p> <p>Attainment 8: English = 4.9/Maths:4.3</p> <p>EBacc entry: 75%</p>
<p>Improve understanding of individual needs of each disadvantaged student in relation to behaviour so that they make progress in line with their peers.</p> <p>Provide targeted support to a high number of disadvantaged students with Social Emotional Mental Health (SEMH) issues.</p>	<p>Train staff in new systems especially the use of de-escalation and instructions on the use of the Class Exit.</p> <p>Increase the number of students receiving pastoral support within the Student Support Centre through targeted group sessions/interventions.</p> <p>Increased number of students receiving pastoral support due to the employment of 4 x Behaviour and Ethos Co-ordinators.</p> <p>Role of tutor to be clearly defined and pastoral support offered at beginning of each academic day.</p>

	<p>Student questionnaires will report improved behaviour in lessons in 2022/23.</p> <p>15% reduction in Class Exits.</p> <p>15% reductions in number of Subject Removals.</p> <p>Learning Walks will evidence a better climate for learning in 2022/23.</p>
<p>Improve and sustain participation of disadvantaged students in interventions and extracurricular and enrichment activities.</p> <p>Improve any lack of cultural, academic and early- educational experience at home.</p> <p>Improved support for disadvantaged students through bespoke programmes of intervention based on individual understanding of their situation via Heads of School, Deputy Heads of School, Pastoral Support Leaders, Behaviour and Ethos Coordinators and Class Teachers.</p>	<p>Produce a clear action plan for disadvantaged pupils' participation in the wider curriculum.</p> <p>Track attendance to extracurricular activities.</p> <p>Disadvantaged students enjoy the same opportunities as peers in school. Eg.Peripatetic lessons, Trips and Visits, Educational Resources/Equipment.</p> <p>Help with uniform and other financial support made available.</p> <p>High engagement from disadvantaged students in the extra-curricular and intervention programmes.</p> <p>Disadvantaged attendance at extra-curricular and intervention programmes is at least as good as non-disadvantaged attendance.</p> <p>Revision guides or apps issued to all disadvantaged students in Y10 and 11.</p> <p>Free equipment provided to all disadvantaged students to ensure this isn't a barrier to their learning.</p> <p>Analysis of PP data at each data drop for Y7-11 along with interventions and the impact of these.</p> <p>Annual 'Learning Review' on SEND and Disadvantaged students takes place and feedback shared with staff.</p> <p>Intervention and the National Tutoring Programme to be targeted at underperforming disadvantaged students.</p> <p>Individual review with Heads of School and pastoral teams of disadvantaged students at tracking points and interviews with students to gauge how things are progressing and if barriers are being removed.</p> <p>Action plan agreed where appropriate to assist students in improving progress where necessary.</p> <p>Tracking behaviour/attendance and progress data to see impact on increased engagement.</p>
<p>Improved Literacy levels of the Disadvantaged.</p>	<p>The Tutor Curriculum will integrate literacy skills into delivery of literacy skills across the school Reading is prioritised through an Academy wide programme of Drop Everything and Read (DEAR).</p> <p>Specific additional literacy and numeracy support is provided by LEXIA and specialist teaching, initially funded in partnership with Dorset Council, enabling those students who enter Budmouth with the lowest levels of attainment to 'catch up' with their peers.</p> <p>Whole staff training takes place to ensure all tutors are confident with Tier 1-3 vocabulary and Frayer diagrams.</p>

	<p>Targeted intervention at KS3: LIFT, Inference, Reading and Phonics programmes. Intervention in the Learning Support Centre including 1:1 Speech and Language Therapy, 1:1 Dyslexia support will take place.</p> <p>11% of Year 7 students reading below age related expectations:</p> <p>Reading age test data will show that this number will reduce by half after specific LIFT interventions.</p> <p>A new programme of Literacy and Numeracy for lower attaining Year 7 students will begin in September 2022 delivered by Maths and English Specialists.</p>
Engage and improve communication with families , parents and carers of our disadvantaged students to support them in making a positive contribution to their children's achievement in the Academy.	Pastoral Teams will maintain consistent contact with parents and carers of disadvantaged students

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.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

1. High-quality teaching, such as staff professional development.
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £419,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vice Principal will reinforce and outline Budmouth vision for Teaching and Learning.</p> <p>Teaching Development Group: Lead Practitioners will lead on CPD and whole school instructional coaching programme from September 22.</p> <p>Sustained focus on outstanding teaching and learning to raise achievement for all, thereby increasing</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium#:~:text=The%20pupil%20premium%20strategy%20is%20embedded%20with%20a,selected%20on%20the%20basis%20of%20strong%20educational%20evidence.</p> <p>The Great Teaching Toolkit Evidence Review June 2020: https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p>	2, 3

<p>achievement for disadvantaged students.</p>	<p>And a report from the DFE on the standard for teachers' professional development July 2016 stated that: 'High-quality professional development requires workspaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other.'</p> <p>Hattie's view of CPD in, 'Visible Learning for Teachers 2012', suggests that 'the biggest effects on student learning occur when teachers become learners of their own teaching'. Focussed training for TAs and teachers therefore would enable them to be aware of expectations and to plan effectively to improve their impact on PP progress.</p>	
<p>Clear use of Data at each tracking point using a 'PP first' approach to ensure each student's needs are met.</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1,2, 5</p>
<p>Clear use of Behaviour Data to track and implement strategies to ensure less removals from lesson and completion of all work.</p> <p>New integrated Learning Support Centre and Student Support Centre will support targeted students with their behaviour.</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	<p>3</p>
<p>Salaries of staff to support Disadvantaged Students in school including:</p> <p>Behaviour and Ethos Coordinators Pastoral Support Leaders Student Support Centre Manager and Support Team</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>P.16</p>	<p>All with a focus on 1,2,3</p>

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke programme of intervention for disadvantaged students based on individual understanding of situation via Heads of School, Deputy Heads of School Pastoral Support Leaders, Behaviour and Ethos Coordinators and Class Teacher. In class recommendations created for each disadvantaged student via Heads of School and Progress Files.</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1, 2, 3</p>
<p>Improve the Literacy levels of the disadvantaged and all students through whole school literacy strategies and bespoke interventions.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p> <p>https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>	<p>5</p>
<p>Improve tracking and monitoring of attendance for all students to ensure disadvantaged students have at least as good attendance as non-disadvantaged.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1</p>

	https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding	
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted support for high number of students with SEMH issues through the pastoral manager and provide a series of workshops for parents on supporting teenagers at home.</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting the simple things right Charlie Taylor s behaviour checklists.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>	<p>3, 6</p>
<p>Address any lack of cultural, academic and early-educational experience at home through extra curricular activities and interventions. . Payment will be made where appropriate to support this e.g. Peripatetic lessons, Trips and Visits, Educational Resources/Equipment.</p> <p>Improve communication and support of families with disadvantaged students through regular updates, in touch and in school workshops and presentations.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu evidence brief.pdf?v=1649431092</p> <p>Communicating with and supporting parents</p>	<p>4</p>
<p>Year 11 Coaching sessions with specialist for motivation of disaffected students.</p> <p>Year 11 Revision event with outside specialist company</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu evidence brief.pdf?v=1649431092</p> <p>2.Targeted academic support</p>	<p>2</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

1. National Tutoring Programme 2022/23

Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be dis-advantaged, including those who are high attainers.

One to one tuition | EEF (educationendowmentfoundation.org.uk)

Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF

2. October, February and Easter 22/23 Intervention and Revision Sessions for Year 11 PP students

Total budgeted cost:

£102,330

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 2022 to 2023 academic year.

2022 – 2023 review

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria and 2022-2023 Outcomes
<p>1. Improve the attendance of disadvantaged students to close the gap in this area..</p>	<p>Attendance:</p> <p>For 2021 – 2022 attendance of PP students was 85.17%</p> <p>For 2022 – 2023 attendance of PP students was 86%</p> <p>Persistent Absence:</p> <p>For 2021 – 2022 PA of PP students was 12.86%</p> <p>For 2021 – 2022 PA on Non-PP students was 14.26%</p> <p>For 2022 – 2023 PA of PP students was 42.32%</p> <p>For 2022 – 2023 PA of Non-PP students was 18.91</p> <p>Our Family Welfare Officer and our strategic panels within the Attendance Process continues to work with families of PP students to help increase attendance and reduce persistent absence.</p>

2. Improve the **quality of teaching and learning** across the school to improve the outcomes of all students, including the disadvantaged and include Quality First teaching in all Curriculum Areas.

Sixth Form Outcomes 2022 – 2023:

In 2019 Pupil Premium students secured an average point score of 45 for A levels and 29 for Applied courses.

In 2023 we achieved 45.33 APS for A level and 47.5 for Applied.

We have maintained our A level standards and Sixth Form Support for PP students and significantly improved our Applied courses for PP outcomes.

Year 11 Outcomes 2022 - 2023:

In Year 11 the Gap between disadvantaged and non-disadvantaged students closed regarding **Progress 8** : 2022 P8 Gap = -0.53 2023 P8 Gap = 0.25

In Year 11 the Gap between disadvantaged and non-disadvantaged students closed regarding **Attainment 8**: 2022 A8 Gap = 11.63 2023 A8 Gap = 8.5

In Year 11 the gap between non disadvantaged and disadvantaged students **Basics** in English and Maths closed from 2022 - 2023 at:

Grade 5+ from -26% points to -19% points

Grade 4+ from -26%points to -18%points

In Year 11 outcomes for Disadvantaged students in **English, Maths and Science** improved:

PP English 2022	PP English 2023
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4+ 56%	4 + 63%
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5+ 41%	5 + 43%
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PP Maths 2022	PP Maths 2023
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4+ 44%	4+ 60%
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5+ 19%	5+ 32%
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PP Science 2022	PP Science 2023
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4+ 46%	4+ 61%
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5+ 29%	5+ 39%
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In Year 11, outcomes for students gaining 5 A* to C inc Eng and Maths improved.

5A* to C inc Eng and Maths Grade 4+

2022 PP 34% 2022 Non PP 59% so the gap in 2022 Gap was **23%**

2023 PP 41% 2023 Non PP 61% and the gap reduced in 2023 to **20%**

A reduction of 3% points

5A* to C inc Eng and Maths Grade 5+

2022 PP 17% 2022 Non PP 43% the 2022 Gap was **26%**

2023 PP 21% 2023 Non PP 40% the 2023 Gap was **19%**

A reduction of 7% points

	<p>Our EBACC entry for PP students in 22/23 was 61% and for Non PP was 75%</p> <p>Our EBACC entry for PP students in 23/24 will be 54% and for Non PP will be 79%</p> <p>Our EBACC entry for current whole school is 72%</p> <p>These entries are arrived at after careful and considered consultation with parents, carers and students regarding entries for MFL (Gov target 95% by 2025)</p>
<p>3. Further develop targeted support centred around SEMH through a bespoke programme of intervention for disadvantaged students, based on individual understanding of the situation via Heads of School, Deputy Heads of School, Pastoral Support Leaders, Behaviour and Ethos Coordinators and Class Teachers</p>	<p>There has been an overall reduction in PP students involved in behavioural issues from 68% last year 2021/22 to 57% this year 2022/23</p> <p>There have also been reductions in specific behavioural actions by PP students as follows:</p> <p>A reduction in Class exits for PP students from 54% last year to 38% this year.</p> <p>A reduction in Subject Removals for PP students from 60% last year to 54% this year.</p> <p>A reduction in Academy Based Exclusions for PP students from 66% last year to 56% this year.</p> <p>A reduction in the total number of suspensions issued for PP students from 72% last year to 62% this year.</p>
<p>4. Improve uptake of intervention programmes, extra-curricular clubs and educational activities, such as music lessons, by disadvantaged students through targeting invitations and supporting funding.</p>	<p>62% of PP students have attended one or more extracurricular clubs, music lessons or other activities which increase cultural capital like taking part in our D of E expeditions and Combined Cadet Force. This equates to the same figure for Non PP students.</p> <p>100% of PP students are involved in our PiXL Edge Programme.</p> <p>40% of PP students attended a trip or a visit.</p> <p>We supported 15% of PP students with equipment and uniform.</p> <p>Our Free Breakfasts are used by 26% of our PP students.</p>
<p>5. Improve literacy levels of disadvantaged students before KS4 courses begin.</p> <p>Currently 11% of Year 7 students are reading below age related expectations</p>	<p>Every PP student whose reading age is below their actual age is engaged with the LIFT programme through our Learning Support Centre.</p> <p>32% LIFT students made 13 – 18 months improvement in reading ages 19% LIFT students made 19 – 24 months improvement in reading ages 19% LIFT students made 25 plus months improvement in reading ages</p> <p>In Key Stage 3, 79% of students made progress in their reading ages from Yr7 to Yr9 and 31% of students made significant progress in their reading ages from Y7 to Yr9 (more than 2 years).</p>

Externally provided programmes

Programme	Provider
LIFT	Internal training and provider
Lexia	https://www.lexialearning.com/
National Tutoring Programme	My Tutor sessions will continue 2023 - 2024

