

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	Burnage Academy for Boys
Number of pupils in school	865
Proportion (%) of pupil premium eligible pupils	43.29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	9/12/21
Date on which it will be reviewed	1-11-22
Statement authorised by	Karl Harrison
Pupil premium lead	Dena Broderick
Trustee lead	Tom Fryer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,150
Recovery premium funding allocation this academic year	£47,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,665
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	£382,810

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that pupils, regardless of their circumstances and backgrounds, make good progress and achieve the best grades that they can across all subject areas.

The focus of our Pupil Premium strategy is to support disadvantaged pupils, including the progress of those PP pupils who are already high attainers. We will also have an acute focus on those pupils who are identified as vulnerable (such as those who have a social worker or whose families have accessed EHA) or who are young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

Our focus on Pupil Premium pupils is strengthened by these pupils being identified on SIMS and SISRA. The progress and attainment data for the group is a standing item on all monitoring meeting agendas.

High-quality teaching is integral to our approach. It is at the heart of everything we do to support the needs of all learners, not just those who are identified as disadvantaged. Implicit in the intended outcomes detailed in our plan, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged pupils. This will ensure that all students will achieve their personal best.

Our strategy will be fundamental to the success of our wider school plans for supporting pupils' educational recovery for all pupils whose education has been disrupted and worst affected by the ongoing Covid-19 pandemic. This includes non-disadvantaged pupils as all pupils, irrespective of home background or circumstance, were, and are, affected by the pandemic.

The interventions in place will be based on careful examination of pupil level data and will focus on those pupils that have the greatest need. We will monitor the overall progress each half term; however, we will intervene rapidly where need is identified by teachers and pastoral staff.

At Burnage Academy for Boys, we pride ourselves in the excellent results that all our students achieve and post-pandemic we will strive to continue on an upward trend.

Challenges

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

Challenge number	Detail of challenge
1	<p>Improve the attainment of the Pupil Premium students across the school. Ensure that there is no significant gap between the attainment of the Pupil Premium students and the non- PP students across the full ability range. The gap will be less than 0.5 and the A8 will be above 44.5. Our HT1 data evidences a gap between PP and non-PP in Y11, whereas in previous years this has been reversed.</p> <p>E&M 4+ ALL: 72% PP 68% Non-PP 75%</p> <p>E&M 5+ ALL: 48% PP 38% Non-PP 57%</p>
2	<p>Improve the progress of the Pupil Premium students across the school. Ensure that there is no significant gap between the progress of the Pupil Premium students and the non- PP students across the full ability range. The gap will be less than 0.2 and the P8 will be above national non-PP. (+0.11)</p> <p>In 2019 our P8 figure for non-PP was 0.35 and for PP was 0.29</p>
3	<p>Improve the engagement of the Pupil Premium students in lessons and the wider school. Ensure that all PP students attend lesson 6 and other interventions that are provided for them, such as study days and educational visits.</p> <p>During the third lockdown (Jan 21– March 21), teachers noticed fewer PP pupils would log into live lessons or engage on MS Teams. The school crowdfunded £10,000 to buy laptops and devices to ensure pupils could access materials at home. Pupils who were unable to work in a quiet space at home are further behind than their peers and promoting engagement with school life to address this is key to closing the gap</p> <p>We have experienced an increase in the number of students that require early intervention for their mental health since 2020.</p>
4	<p>Improve the attendance of the Pupil Premium students. PP students to match the attendance of the non-PP students and to be at least 96%. Ensure that the gap in attendance figures is less than 1%.</p> <p>Our HT1 attendance data shows PP attendance is 92.5% and non-PP attendance is 94.79%.</p>

5	<p>Improve the reading age of all students and reduce the gap between the reading ages of the PP students compared to the reading ages of other students.</p> <p>Our current STAR data shows in Y7 that we have 63% of ALL pupils at or above expected reading age and 37% of ALL pupils below. In Y8 43% of ALL pupils are at or above expected reading age and 57% of ALL pupils are below. In Y9 58% of ALL pupils at or above expected reading age and 42% of ALL pupils below</p>
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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
<i>PP students to match non PP students in attainment</i>	<p>A8 figures for PP and non PP students will be similar and will at least match the attainment levels of pre-Covid exams</p> <p><i>In 2019 our A8 figure for non-PP was 43.23 and for PP was 45.9</i></p>
PP students to match non PP students in progress	<p>P8 figures for PP and non PP students will be similar and will at least match the attainment levels of pre-Covid exams</p> <p><i>In 2019 our P8 figure for non-PP was 0.35 and for PP was 0.29</i></p>
To achieve and sustain positive well-being for all pupils, including those who are disadvantaged, engagement in lessons and school life will be good.	<p>There will be no significant difference between engagement of PP students and non PP students</p> <p>This will be evidenced through qualitative data from pupil voice, teacher surveys, teacher observations and parent surveys.</p> <p>Quantitative data will be evidenced from ClassCharts for behaviour logs and reward points</p>
Attendance of PP students will be at least 96%	<p>The attendance of the PP students will be similar to the attendance of non PP students and the attendance of all pupils will improve to at least 96%</p> <p><i>Our HT1 attendance data shows evidences PP attendance is 92.5% and non-PP attendance is 94.79%.</i></p>

The average reading age of all students in all year groups will improve, including those who are disadvantaged

The average reading ages will be calculated and show little difference between PP and non PP students. All pupils will make progress to improve their reading age, as reading is the cornerstone of the curriculum

Our current STAR data shows in Y7 that we have 63% of ALL pupils at or above expected reading age and 38% of ALL pupils below. In Y8 43% of ALL pupils are at or above expected reading age and 57% of ALL pupils are below. In Y9 58% of ALL pupils at or above expected reading age and 41% of ALL pupils below

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: £ 98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD on Reading and writing.</p> <p>Employment of EM to deliver the Milner initiative.</p>	<p>To improve identified areas of teaching and learning which have most impact on the progress of disadvantaged pupils, all year 7 students receive a day of intensive support once per fortnight. Teachers observe an experienced literacy specialist in these lessons in order to improve their own practice. Learning from colleagues is an effective way to improve pedagogy and practice in a school specific context.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p> <p>Alex Quigley: Closing the Vocabulary Gap Alex Quigley: Closing the Reading Gap</p>	<p>1</p> <p>2</p> <p>5</p>
<p>Employment of a specialist science Teaching assistant to work with the science faculty.</p>	<p>Strengthening the support provided in Science by employing a science specialist TA is an effective way to improve outcomes for pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p> <p>2</p>
<p>Employment of an UQT in the maths faculty.</p>	<p>Reducing class sizes can have a positive impact on pupils' attainment. An UQT will be deployed to support small groups of students in lessons and for intervention. Class sizes in the middle and lower ability groups will be smaller. This will improve the learning environment and general teaching and learning in maths.</p>	<p>1</p> <p>2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pearsons Tutors to staff extra intervention for students in years 7-10.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, or those most affected by the pandemic and disruption to their learning. We will provide support for students in small groups. The groups will be mainly comprised of PP students.</p> <p>Students will benefit from having small group sessions and 1-1 with experienced tutors.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 2 3 5
Extra funding for the Maths, English and Science faculties to allow for provision of free past papers and revision materials for years 10 and 11.	<p>Based on our experiences, providing additional materials will promote resilience and independence. All students benefit from having high quality revision guides and workbooks.</p> <p>Students are shown how to use the revision guides in lessons – maths, English and science.</p> <p>Year 11 students also received a ‘How to revise’ guide.</p>	1 2 3 4 5
Academic mentoring programme for underachieving pupils in year 11.	<p>Mentoring can be an effective method to support low attaining pupils, or those most affected by the pandemic and disruption to their learning.</p> <p>Based on our previous experience, it can improve engagement of students that are below target.</p>	1 2 3 4

	<p>The extended leadership group and house leaders mentor three students each.</p> <p>The progress of these students is closely monitored by DB. The group consists of 21 PP and 12 non-PP students from year 11.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Employment of an academic mentor for English and Maths to work predominantly with PP KS4 students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, or those most affected by the pandemic and disruption to their learning.</p> <p>JH and EW work with small groups of students, predominantly from KS4 who are PP. Where the timetable does not allow this, they work with students from KS3.</p> <p>Maths teachers provided topics identified from the assessments and mock exams. Head of maths has created an area for the mentor to work in within the computer 'break out' area.</p> <p>Students can focus better in smaller groups where they are able to get instant feedback and to ask questions. The students selected for intervention are predominantly PP.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 2 3 4 5</p>
<p>Funding for Reading books for students.</p>	<p>Reading skills are inextricably linked with attainment in all subjects.</p> <p>Students were provided with a free book during lockdown and with access to MyOn – an online library.</p> <p>Students now read in school as part of the curriculum and there is a year reading book for students. This has improved the reading skills of students across the school.</p> <p>Good reading has a wider impact on the students' performance across the curriculum.</p> <p>We have a high proportion of students that are EAL, and the Reading Program support these students to make accelerated progress across the curriculum.</p>	<p>1 2 5</p>

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

Budgeted cost: £ 174,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising achievement in the LAC group through a team dedicated to the co-ordination of academic and pastoral care.</p> <p>Employment of a trained social worker to work in the safe guarding team.</p>	<p>Based on our experiences, LAC students respond well to the intense pastoral and academic support provided at Burnage. LAC students historically do well at Burnage.</p> <p>They are supported well by the team.</p>	<p>1 2 3 4</p>
<p>Behaviour mentoring for pupils at risk of exclusion. Two trained and experienced mentors to work with the most vulnerable students.</p> <p>Provision of SIU withdrawal to allow vulnerable KS3 pupils a bespoke timetable and resources.</p>	<p>Based on our experiences, ensuring pupils know how to regulate their behaviour improves their academic attainment and promotes progress.</p> <p>We have an excellent behaviour team in school that has a proven track record of supporting students that are at risk of exclusion.</p> <p>SIU works well to provide a place where students can go following a behaviour incident. It is based around restorative conversations as well as keeping up academically.</p> <p>A very experienced team work with the students in SIU. It is effective in resolving conflicts, improving conduct and engaging the difficult to reach students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1 2 3 4</p>

<p>Respect awards for students who worked well on home learning and when in school.</p> <p>Student prizes for rewards assemblies and the school shop.</p>	<p>Praising and rewarding pupils for effort, excellent behaviour and strong achievements have always promoted a positive environment in school.</p> <p>Students appreciate the recognition and student voice says that they like the etiquette cards.</p> <p>Prize draws each half term that are highly motivational for students.</p> <p>The display board showing photos of rewards assemblies and prize draws is popular with students and staff.</p>	<p>3 4</p>
<p>Maintenance of the school's own outdoor learning centre at Buxworth.</p>	<p>Outdoor learning and experiencing a different environment has motivated our pupils in the past.</p> <p>Buxworth is mainly used by KS3 students but has also been a useful resource for taking groups of year 11 students out for intervention.</p> <p>This will also improve pupils' well-being and ensures that pupils experience an environment outside of the city.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1 2</p>
<p>Funding of the school careers and work experience programme.</p>	<p>Promoting careers raises pupils' aspirations and based on our experiences is a useful method in raising achievement.</p> <p>Industry week is popular and there are a growing number of students that make self-placements for work experience. The careers evening is an engaging and informative event for students and parents.</p>	<p>3 4</p>
<p>Funding for school uniform and equipment for those in most need.</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 are acute and arise spontaneously.</p> <p>House leaders are quick to respond to the needs of students thus making school life less challenging in difficult circumstances.</p>	<p>3 4</p>

<p>Access arrangements assessor 7-8 days a year.</p>	<p>Ensuring pupils have appropriate access arrangements is essential in ensuring pupils can access our curriculum.</p> <p>Evaluate the needs of the students that require access arrangements in their examinations, thus allowing them to achieve their best.</p>	<p>1 2 3 4 5</p>
<p>Employment of an Educational Psychologist for 25 days a year.</p>	<p>Based on our experiences, students benefit from early intervention so that action can be taken to support their individual needs.</p> <p>The Sendco has a system in place to identify the students that need to be referred and she works with the faculty representatives to ensure that these are accurate.</p>	<p>1 2 3 4</p>
<p>Employment of speech and language therapist 1 day a week and a speech and language assistant 2 days a week.</p>	<p>Students benefit from the tailored support and this in turn supports them in their studies across the curriculum.</p> <p>Improved confidence of the students involved leading to more effective participation in school activities.</p>	<p>1 2 3 4 5</p>
<p>Employment of a school counsellor one day per week.</p>	<p>Counselling is an essential form of support for pupils most in need.</p> <p>There is a waiting list for the use of AR, our in-school counsellor. Students benefit greatly from talking therapy.</p> <p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</p>	<p>3 4</p>
<p>Employment of a mental health practitioner one day per week.</p> <p>Employment of a MIND mental health practitioner one day per week.</p>	<p>Counselling is an essential form of support for pupils most in need.</p> <p>One of the house leaders is the mental health lead. She works alongside the other house leaders to identify the students that need a referral to the MHP and they receive the support available.</p> <p>Students feel that there is someone to talk to if they are having mental health issues and early signposting is essential post Covid.</p>	<p>3 4</p>

Total budgeted cost: £ [382,810]

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 2020 to 2021 academic year.

Year 11 Grades (2021 leavers)

Figures for disadvantaged students (PP) are shown in brackets.

We cannot compare the data below to previous years as it is quite unique. We can however look at the performance of the PP students compared to All students.

	Half term 1	Half term 2	Half term 3	Half term 4	GCSE FINAL grades
Progress 8 estimate	Gap of -0.21	Gap of -0.25	Gap of -0.29	Gap of -0.30	Gap of -0.31
Attainment 8	44.59(44.24)	47.4(46.9)	48.04(47.11)	48.79(47.73)	50.88(49.99)
% grade 4+ EM	64.9(68.9)	70.6(73)	71.1(73)	74.2(75.7)	67(64.9)
% grade 5+ EM	38.1(35.1)	46.4(40.5)	46.9(39.2)	46.9(39.2)	50(50)

- This year the students did not sit examinations. The teachers graded the students based on a portfolio of evidence. The moderation process in school was rigorous and robust.
- The Progress 8 figures for PP students, each half term, show a difference of between 0.2 and 0.3, however the estimated progress 8 was very high this year, ranging from 0.9 to 1.33. The progress 8 estimates for the PP students ranged from 0.69 to 1.03, which is also very high.
- Attainment 8 estimates for the disadvantaged students are very similar to those of All students.
- The percentage of PP students achieving a grade 4+ and 5+ in English and Maths is similar to the percentage for All students and is higher at 5+.
- When broken down into Maths and English the attainment of the PP students is similar or higher than the percentage for All students – see the table below.

Attainment in English and Maths – 2020 -2021

	All students	PP students
Percentage 4+ English	83%	85.1%
Percentage 4+ Maths	68%	67.6%
Percentage 5+ English	67%	71.6%
Percentage 5+ Maths	53.6%	51.4%

Other Qualifications 2020-2021

SUBJECT	ALL	PP
	Average Points	Average Points
Art & Design GCSE	5	5.43
Design Technology GCSE	5.72	5.89
Drama GCSE	4.87	5.06
English Language GCSE	5.37	5.47
English Literature GCSE	5.66	5.71
Food GCSE	3.86	4
Further Maths	7.94	8.6
Geography GCSE	5.51	5.2
History GCSE	5.24	5.13
Maths GCSE	4.78	4.56
MFL French GCSE	5.68	5.89
MFL Urdu GCSE	7.03	7.8
Religious Studies GCSE	5.98	5.79
Sci Biology GCSE	7.55	5.67
Sci Chemistry GCSE	7.41	5.33
Sci Physics GCSE	7.45	6.33
Science Combined GCSE	4.92	5

The only subjects with a significant difference in attainment are Chemistry, Biology and Physics, however there were only 3 PP students in this group.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.