

# Pupil Premium Strategy Statement

September 2024



University of Brighton

Academies Trust

This statement details our academy'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.

## Academy overview

Detail	Data																					
Academy name	The Burgess Hill Academy																					
Number of pupils in the academy	1029																					
Proportion (%) of pupil premium eligible pupils	<table border="1"><thead><tr><th></th><th>#PP</th><th>%PP</th></tr></thead><tbody><tr><td>Year 7</td><td>37</td><td>18.8%</td></tr><tr><td>Year 8</td><td>32</td><td>18.8%</td></tr><tr><td>Year 9</td><td>30</td><td>13.7%</td></tr><tr><td>Year 10</td><td>28</td><td>12.1%</td></tr><tr><td>Year 11</td><td>43</td><td>20.2%</td></tr><tr><td><b>Overall</b></td><td><b>170</b></td><td><b>16.5%</b></td></tr></tbody></table>		#PP	%PP	Year 7	37	18.8%	Year 8	32	18.8%	Year 9	30	13.7%	Year 10	28	12.1%	Year 11	43	20.2%	<b>Overall</b>	<b>170</b>	<b>16.5%</b>
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<b>Overall</b>	<b>170</b>	<b>16.5%</b>																				
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	September 2024 – July 2027																					
Date this statement was published	October 2024																					
Date on which it will be reviewed	September 2025																					
Statement authorised by	K. Clinton																					
Pupil premium lead	L. Sparasci																					
Local Board link/Trust link	J. Davey																					

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,700
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£204,700

# Part A: Pupil premium strategy plan

## Statement of intent

The Burgess Hill Academy is a large secondary academy situated in an area of high employment and relatively low deprivation. Most wards within in our catchment are in the least deprived 10% of wards nationally.

There are three wards within our catchment area which are in the higher deciles in terms of deprivation (4<sup>th</sup> or 6<sup>th</sup> deciles). However, when looking at education and training, wards within our catchment largely fall into the lower deciles, with one ward in the 2<sup>nd</sup> most deprived decile.

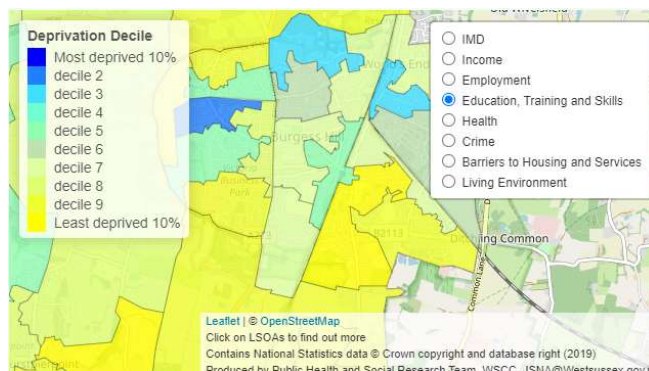


Figure 1: <https://jsna.westsussex.gov.uk/core/population-data/deprivation/>

Therefore, whilst we may be in an area of high employment and relatively high earnings, this is not reflected in the education or aspirations of our community.

Those students who do receive Pupil Premium are experiencing a significantly higher degree of deprivation than their peers within the Academy. Within our PP group, a large proportion of students are currently entitled to FSM (98% of PP students are FSM), suggesting that deprivation, where it is experienced, is a long-term issue.

## Challenges

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

Challenge number	Detail of challenge			
1	<p><b>Aspirations</b></p> <p>At KS4 options, students in receipt of PP are less likely to choose the most rigorous subjects, such as triple science.</p> <p>A lower proportion of our PP students choose to study challenging courses (such as A levels) in further education, in order to go on to university.</p>			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">PP</td> <td style="width: 33%; text-align: center;">nPP</td> </tr> </table>		PP	nPP
	PP	nPP		

	<table border="1"> <tr> <td data-bbox="316 73 692 150">% of 2024 leavers going on to A levels etc.</td> <td data-bbox="699 73 1082 150">42%</td> <td data-bbox="1082 73 1465 150">54%</td> </tr> </table>	% of 2024 leavers going on to A levels etc.	42%	54%																											
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2	<p>This could result from a legacy of relatively low education and training within our catchment area; as some wards in Burgess Hill are in the 2<sup>nd</sup> most deprived decile nationally in this area. Overcoming these barriers, especially in terms of parents' experience with the education and training sector, is vital if we are to raise students' aspirations.</p> <p><b>Attendance</b></p> <p>There has been a significant historic gap in terms of PP vs. nPP attendance. This seems to have worsened significantly in 2022/23, which would suggest that the COVID pandemic has affected students experiencing deprivation more significantly than their less deprived peers.</p> <p><b>2023/24:</b></p> <p>Overall attendance shows a significant gap between PP and nPP, of 13.1%. The disparity is especially marked in terms of authorised and unauthorised absence.</p> <table border="1" data-bbox="308 875 1414 1068"> <thead> <tr> <th data-bbox="308 875 678 958"></th> <th data-bbox="678 875 1045 958">Overall attendance</th> <th data-bbox="1045 875 1414 958">Persistent absence</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 958 678 1014">PP</td> <td data-bbox="678 958 1045 1014">78.6%</td> <td data-bbox="1045 958 1414 1014">23.7%</td> </tr> <tr> <td data-bbox="308 1014 678 1068">nPP</td> <td data-bbox="678 1014 1045 1068">91.7%</td> <td data-bbox="1045 1014 1414 1068">63.8%</td> </tr> </tbody> </table> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- PP attendance is low.</li> <li>- Overall student attendance is low but the reasons behind this seem to disproportionately affect students in receipt of PP.</li> <li>- Attendance has been improving in 2024/25 – currently 1.69 percentage points above this time last year.</li> </ul>				Overall attendance	Persistent absence	PP	78.6%	23.7%	nPP	91.7%	63.8%																			
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3	<p><b>Lower literacy skills</b></p> <p>Students in receipt of Pupil Premium come to us significantly below their nPP peers in terms of their Verbal CATs scores. These tests are undertaken in the first weeks of Year 7, before any considerable teaching has been undertaken.</p> <table border="1" data-bbox="601 1680 1187 2056"> <thead> <tr> <th data-bbox="601 1680 769 1736"></th> <th colspan="3" data-bbox="769 1680 1187 1736">Verbal CAT score</th> </tr> <tr> <th data-bbox="601 1736 769 1792"></th> <th data-bbox="769 1736 901 1792">PP</th> <th data-bbox="901 1736 1034 1792">nPP</th> <th data-bbox="1034 1736 1187 1792">PP gap</th> </tr> </thead> <tbody> <tr> <td data-bbox="601 1792 769 1848">Year 7</td> <td data-bbox="769 1792 901 1848">94</td> <td data-bbox="901 1792 1034 1848">101</td> <td data-bbox="1034 1792 1187 1848">7</td> </tr> <tr> <td data-bbox="601 1848 769 1904">Year 8</td> <td data-bbox="769 1848 901 1904">95</td> <td data-bbox="901 1848 1034 1904">103</td> <td data-bbox="1034 1848 1187 1904">8</td> </tr> <tr> <td data-bbox="601 1904 769 1960">Year 9</td> <td data-bbox="769 1904 901 1960">89</td> <td data-bbox="901 1904 1034 1960">104</td> <td data-bbox="1034 1904 1187 1960">15</td> </tr> <tr> <td data-bbox="601 1960 769 2016">Year 10</td> <td data-bbox="769 1960 901 2016">96</td> <td data-bbox="901 1960 1034 2016">102</td> <td data-bbox="1034 1960 1187 2016">6</td> </tr> <tr> <td data-bbox="601 2016 769 2056">Year 11</td> <td data-bbox="769 2016 901 2056">96</td> <td data-bbox="901 2016 1034 2056">103</td> <td data-bbox="1034 2016 1187 2056">7</td> </tr> </tbody> </table>				Verbal CAT score				PP	nPP	PP gap	Year 7	94	101	7	Year 8	95	103	8	Year 9	89	104	15	Year 10	96	102	6	Year 11	96	103	7
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Overall	94	103	9
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	Verbal CAT Score
PP	94
nPP	103
PP gap	9

Students in receipt of Pupil Premium generally have lower reading ages than their nPP peers.

	Average reading age
PP	9y 5m
nPP	11y 4m
PP gap	1y11m

**Analysis:**

- There is a significant gap in terms of literacy that begins before students come to us and persists over their time at the Academy.
- We need to address this literacy gap, not only for students' outcomes, but also for their wider life chances.

4

**Progress and Achievement**

There were 33 PP students in last year's Y11 (14.2%) of which 4 (1.7%) were also SEND.

2022/23	English	Maths	Ebacc	Other
PP	-2.11	-1.21	-1.67	-2.03
nPP	-0.81	-0.69	-1.06	-1.14
PP progress gap	-1.3	-0.52	-0.61	-0.89

In the summer exams, provisional data shows that, despite progress being made, PP underperformance remained.

Results 2024		Cohort	PP	Non-PP	PP gap
Population		232	33	199	n/a
Attain 8	Overall	40.28	29.16	42.13	-12.97
	English	8.91	6.55	9.3	-2.75
	Maths	8.62	6.67	8.94	-2.27
	Ebacc	10.71	7.79	11.19	-3.4
	Other	12.04	8.16	12.69	-4.53
Prog 8	Overall	-0.52	-1.21	-0.41	-0.8

			English	-0.44	-1.2	-0.32	-0.88
			Maths	-0.13	-0.63	-0.05	-0.58
			Ebacc	-0.79	-1.35	-0.7	-0.65
			Other	-0.57	-1.47	-0.43	-1.04
	<p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- PP students remain a priority for the academy</li> <li>- English and Maths saw rapid improvement between PP students' mock exams and their final exams. Some subject groups (Ebacc, other) did not see this improvement.</li> </ul>						
5	<p><b>Some PP students experience barriers to engagement</b></p> <p>Financial barriers to enrichment opportunities, music lessons, specialised equipment, trips etc.</p> <p>Some PP students lack access to basics such as uniform and stationery, meaning they start their learning after their nPP peers.</p> <p>Some PP students are not eating breakfast.</p>						
6	<p><b>Mental Health</b></p> <p>Mental health difficulties have increased within our cohort. This has impacted upon attendance as well as home-school communication and engagement in lessons.</p> <p>The proportion of PP students accessing our counselling service, Believe in You Teens, is 40% (despite making up only 16.5% of the overall cohort).</p>						

## 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
Students in receipt of PP have higher aspirations about their futures.	<ul style="list-style-type: none"> <li>• Student voice to show higher aspirations from students.</li> <li>• Destination data from students show a higher proportion of PP students applying for rigorous courses and aiming high.</li> <li>• KS4 options produces the same proportions of PP and nPP in the most rigorous subjects, such as separate sciences.</li> </ul>
PP attendance improves.	<ul style="list-style-type: none"> <li>• PP attendance is in line with their nPP peers.</li> <li>• Persistent absence for PP students is reduced.</li> </ul>

<p>The gap reduces between chronological age and reading age for PP students.</p>	<ul style="list-style-type: none"> <li>• PP reading ages are in line with nPP</li> <li>• PP attainment in English is equal to nPP.</li> <li>• Literacy interventions show impact for individual PP students.</li> </ul>
<p>PP progress improves.</p>	<ul style="list-style-type: none"> <li>• Progress gap in English reduced to -0.4 or less.</li> <li>• Progress gap in Maths reduced to 0.</li> <li>• Progress gap in Ebacc reduced to -0.2 or less.</li> </ul>
<p>PP Students experience no financial barriers to engagement.</p>	<ul style="list-style-type: none"> <li>• PP attendance for enrichment is the same as nPP.</li> <li>• PP students provided with uniform/stationery as necessary. Attendance at Breakfast club increases.</li> </ul>
<p>PP students access our wellbeing services in order to gain support with their mental health.</p>	<ul style="list-style-type: none"> <li>• 50% of sessions with BIYT are prioritised for PP students.</li> <li>• Students who have had sessions with BIYT to show an improvement in positive outlook and aspirations (through student voice).</li> </ul>

## 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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High quality teaching and learning</b></p> <p>At TBHA, we recognise that high quality teaching and learning is our first and best tool in raising outcomes for disadvantaged students.</p>	<p>All feedback on teaching and learning will focus on how teachers utilise adaptive teaching that meets the needs of all of their students, but especially those in receipt of Pupil Premium.</p> <p>From The Sutton Trust's <a href="#">Teachers' Impact Report</a>:  <i>"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning."</i></p> <p>Therefore, we recognise that high quality teaching and learning is our first and best approach to improving outcomes for PP students.</p>	<p>1, 3, 4,</p>
<p><b>Curriculum Materials provided for PP students</b></p> <p>All PP students will receive all the specialised equipment they will need. Financial costs for equipment must never be a barrier for students in choosing their options subjects.</p>	<p>EEF <a href="#">identifies Arts Participation</a> as a moderate impact for very low cost.</p> <p>This strategy also means that all PP students can produce homework at as high a standard as nPP student. The <a href="#">EEF identifies homework</a> as a low cost and very high impact strategy.</p> <p>Examples of equipment that will be provided:</p> <ul style="list-style-type: none"> <li>• Digital cameras for photography</li> <li>• PE kit</li> <li>• Sports equipment</li> <li>• Laptops to support with independent learning in Maths</li> <li>• Embroidery hoops, needles and thread for Textiles.</li> </ul>	<p>1, 3, 4, 5</p>



<p><b>Equipment pack provided to all Y7 PP and further support offered for those in other years.</b></p> <p>All Y7 PP students receive all the equipment they will need to begin secondary school, incl. scientific calculator, maths sets and stationery. Those in older year groups will be supported to ensure that deprivation does not result in them being without equipment to access lessons and exams.</p>	<p>Not only does providing equipment mean that PP students who may not have the correct equipment do not miss out on learning time, but they are also able to access their homework because they have all the correct equipment readily available.</p> <p>Examples of equipment provided post Y7 are: graphic calculators for the Further Maths students, cameras and art packs, a revision materials kit for year 10/11s, replacement of key equipment such as pens, pencils, etc.</p> <p>The EEF toolkit identifies <a href="#">homework</a> as a low cost and very high impact.</p>	3, 4, 5
<p><b>GCSE revision guides and other revision resources to be provided to all PP students.</b></p> <p>All Y10 and Y11 PP students to receive all the revision materials recommended free of charge. These will include revision guides for English, Maths and Science, as well as the set texts for English Literature.</p>	<p>Providing free revision guides to students facing economic hardship improves academic outcomes by enhancing resource accessibility and supporting independent study (<a href="#">EEF, 2021</a>).</p> <p>Access to structured revision materials enables efficient study, reducing cognitive load and helping disadvantaged students consolidate learning (<a href="#">Sutton Trust, 2019</a>). This approach also reduces stress linked to financial constraints, fostering better engagement and self-efficacy, both linked to higher GCSE scores (<a href="#">EEF, 2021</a>).</p> <p>Schools using Pupil Premium to fund revision materials report improved performance in core subjects, effectively narrowing the attainment gap.</p>	4, 5, 6
<p><b>The Haven is a specialised area of the school which provides out of class teaching for students with SEND.</b></p> <p>PP students are more likely to be SEND (27% of SEND students are PP, compared to 16.5% of the whole-school-cohort). Students in receipt of PP benefit from the small group support provided by the Haven supervisors.</p>	<p>High-quality out-of-class SEND support boosts outcomes for students with both deprivation and SEND by enhancing academic progress, attendance, and engagement.</p> <p>The <a href="#">Education Endowment Foundation (EEF)</a> found that structured tutoring outside of class significantly improves literacy and numeracy skills.</p> <p>Additionally, personalized support sessions foster self-regulation and confidence, critical for disadvantaged SEND students (<a href="#">EEF, 2021</a>).</p> <p>Research from the National Foundation for Educational Research (<a href="#">NFER</a>) shows these sessions reduce stress and increase focus. Social-emotional benefits, including better peer relationships and reduced anxiety, also positively impact academic performance (<a href="#">NASEN</a>)</p>	2, 4, 5, 6

<p><b>Musical instrument lessons to be provided to all PP students.</b></p> <p>All students in receipt of PP are approached regarding free musical instrument lessons, accompanied by free rental of instruments.</p>	<p>Free musical instrument lessons benefit financially disadvantaged students by enhancing cognitive, academic, and social-emotional skills.</p> <p>The <a href="#">Education Endowment Foundation (EEF)</a> notes that music instruction supports literacy and numeracy through improved focus and auditory skills.</p> <p>Music lessons also boost school engagement and attendance (<a href="#">Royal Society of Arts (RSA)</a>), while fostering self-esteem, emotional regulation, and resilience, which is corroborated by the <a href="#">National Endowment for the Arts (NEA)</a>.</p> <p>Additionally, <a href="#">Arts Council England</a> links music education to better teamwork, creativity, and long-term academic and career outcomes, making it a valuable support for disadvantaged students.</p>	3, 4, 5, 6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading and Literacy will be the focus of tutor time, once a week.</b></p> <p>Tutor groups will share the reading of one text, meaning that increased discussion and explanation can impact on those most in need of support in terms of reading. These 'class reader' texts will be chosen for engagement and reading for pleasure, and teachers will be provided with CPD around how to encourage class discussion of what has been read.</p>	<p>The EEF identifies <a href="#">reading comprehension</a> teaching as a high impact, low cost strategy.</p> <p>Guided reading during tutor time significantly improves literacy for students receiving Pupil Premium funding. Research from the <a href="#">Education Endowment Foundation (EEF)</a> indicates that structured guided reading enhances reading comprehension and fluency.</p> <p>The <a href="#">National Literacy Trust</a> found that these interventions increase engagement and motivation, while the <a href="#">Sutton Trust</a> highlights their role in closing the attainment gap. The <a href="#">NFER</a> notes guided reading's effectiveness for diverse learning needs, leading to long-term benefits in literacy and academic success, as supported by the <a href="#">What Works Clearinghouse (WWC)</a>.</p>	1, 3
<p><b>Inkpots Sessions</b></p> <p>Creativity and writing is used to support students' wellbeing; some students to become mentors to extend the programme and promote peer to peer work, building confidence,</p>	<p><a href="#">Inkpots</a> have conducted their own research showing that "the most valuable work takes place in small groups and on a 1:1 basis. This means young people are able to relax in a safe, secure environment and their creativity can flourish and self-esteem grow."</p> <p>These sessions will be run as both 1:1 and small group intervention. The EEF has clear evidence that both <a href="#">1:1</a></p>	1, 3

<p>mutual support and improved resilience.</p>	<p>and <a href="#">small group</a> interventions have high impact for variable costs.</p>	
<p><b>All PP students will be able to take part in cultural capital experiences at no cost.</b> All trips and in-school experiences will be fully funded for all PP students, where they have a clear benefit to students' cultural capital or academic achievement.</p>	<p>Lambeth Council's Research, '<a href="#">Maximising the Impact of the Pupil Premium</a>' identifies reinforcing the importance of cultural capital as a central reason for the success of Fernhill School in their PP students' attainment. They noted that providing 'worthwhile opportunities outside of the classroom' is effective.</p> <p><a href="#">Schools Week's research in collaboration with the education think-tank LKMco</a> "recommends that schools should be willing to use pupil premium funds to provide genuine equality of opportunity, not just to close attainment gaps."</p> <p>Some examples of cultural capital experiences that will be funded are:</p> <ul style="list-style-type: none"> <li>• A touring production of A Christmas Carol performing for KS3 students</li> <li>• Visiting poets for Y7</li> <li>• A touring production of Macbeth performing for KS4 students</li> <li>• Year 10 Photography trip to Brighton</li> <li>• Art trip to Tate Modern</li> </ul>	<p>1, 4, 5</p>
<p><b>Y7 and Y8 English and Maths intervention sessions</b> We have identified increasing gaps in secured KS2 skills and knowledge for PP students. Two specialist intervention teachers will support students in providing small group withdrawal sessions to help catch up these skills and link them specifically into KS3 development and progression.</p>	<p>Small group literacy and numeracy interventions significantly improve outcomes for students experiencing deprivation.</p> <p><a href="#">The Education Endowment Foundation (EEF)</a> highlights that such interventions can lead to substantial academic gains through targeted support and feedback. These approaches enhance student engagement and motivation, as noted by the <a href="#">Institute for Education Sciences (IES)</a>.</p> <p>Additionally, <a href="#">the Sutton Trust</a> emphasizes improvements in confidence and self-efficacy. <a href="#">The National Literacy Trust</a> also indicates long-term benefits, especially for EAL and SEN students, making small group interventions vital for disadvantaged learners.</p>	<p>1, 2, 4</p>
<p><b>English and Maths revision residential</b> Targeted PP students at risk of underachieving in English and/or Maths will be taken on an intensive revision residential combining outdoor adventure sports with key information delivered by experienced teachers.</p>	<p>Residential revision trips focused on English and Maths have been shown to significantly enhance the attainment of students experiencing financial deprivation.</p> <p>The <a href="#">Lambeth Council</a> organized a revision trip that reported improved exam results for students from low-income families, demonstrating the effectiveness of this approach.</p>	

	<p>Indeed, research from the <a href="#">Education Endowment Foundation (EEF)</a> indicates that intensive revision programs, including residential trips, can boost GCSE results, especially in core subjects like English and Maths. Also, the <a href="#">Institute for Education</a> found that immersive educational experiences, such as residential trips, lead to greater student motivation and commitment to study.</p> <p>The <a href="#">National Foundation for Educational Research (NFER)</a> highlights that residential experiences can enhance social and emotional well-being, which positively impacts academic performance. Additionally, the <a href="#">Sutton Trust</a> emphasizes that personalized instruction in focused settings, such as during residential trips, leads to significant gains in understanding and retention in challenging subjects.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £111,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>All Y11 PP students will receive an additional Careers interview, to further support their next steps.</b></p>	<p>Whilst all students are offered one individual appointment with a careers advisor, students in receipt of pupil premium will receive two, enabling them to get more in-depth advice, and build up more of a rapport so that they feel confident to share their aspirations more freely.</p> <p>In Claudia Harris's article for TES, <a href="#">Careers advice: Why disadvantaged areas are succeeding</a>, she notes that "[c]areers education is proven to improve engagement in education and employment outcomes for young people".</p>	<p>1</p>
<p><b>Y8 and 9 PP students to receive Careers and Further Education support / workshops</b></p>	<p>Students receiving earlier guidance on the appropriate further education route to allow for career choice ensures target grades are identified earlier, raising students own aspirations and goals.</p> <p>The <a href="#">Gatsby Benchmarks cite Castle View Enterprise Academy</a> as an example of good practice, explaining that they tailored their careers advice to the needs of their particular students, starting in Year 7. "Year 7 students eligible for pupil premium were selected to take part in a 5-week business mentoring programme. Activities that require students to self-refer can sometimes miss those who might benefit most from a programme"</p> <p>We will ensure that PP students are targeted for these interventions, ensuring equity of opportunity to address the aspiration gap.</p>	<p>1</p>

<p><b>Pastoral Leaders</b></p> <p>Pastoral Leaders are non-teaching staff who support students' wellbeing and behaviour in the Academy. Each is attached to a year group and will stay with them throughout their time at TBHA, enabling pastoral leaders to build up a detailed understanding of the specific needs of the families in receipt of PP.</p>	<p>The EEF has identified <a href="#">behaviour interventions</a> as a moderately impactful strategy with a relatively low cost. Students' behaviour can often impact upon attendance and progress, so pastoral leaders' interventions and support for students to develop better social and emotional intelligence is vital for their education.</p> <p>Pastoral Leaders are also the first point of contact for parents with pastoral concerns. The EEF identified <a href="#">parental engagement</a> as a moderately powerful strategy. Especially in some wards within our area, in which parental education and training is amongst the lowest in the country, supporting parents to engage with their children's education is vital.</p>	<p>1, 2, 5, 6</p>
<p><b>Providing uniform to all PP students at the start of Y7 and as the need arises thereafter.</b></p>	<p>The Academy uniform comes at a significant cost, which can mean difficult choices between necessities or uniform for parents of students in receipt of pupil premium.</p> <p><a href="#">The EEF notes</a> "Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms" "If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform"</p>	<p>1, 2, 5</p>
<p><b>Year 8 Bushcraft Trip</b></p> <p>PP students to be targeted and fully funded to take part in this residential trip.</p>	<p><a href="#">The Curriculum for excellence through outdoor education</a> identifies that learning outdoors can be enjoyable, creative, challenging and adventurous and helps children and young people learn by experience and grow as confident and responsible citizens.</p> <p><a href="#">The EEF</a> identifies that "Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation."</p>	<p>1, 2, 6</p>
<p><b>Believe in You Teens counselling and mental health support.</b></p> <p>50% of appointments are used by students in receipt of PP.</p>	<p>School-based mental health support improves the wellbeing, engagement, and future prospects of Pupil Premium students. The <a href="#">British Association for Counselling and Psychotherapy (BACP)</a> highlights that regular counselling enhances emotional resilience and helps disadvantaged students manage stress and anxiety. <a href="#">Public Health England (PHE)</a> found that mental health interventions reduce absenteeism, fostering stronger connections to school.</p> <p>Additionally, the <a href="#">Institute for Public Policy Research (IPPR)</a> notes long-term benefits, with improved self-</p>	<p>1, 6</p>



	<p>regulation and coping skills that contribute positively to future education, employment, and well-being.</p> <p>In <a href="#">‘Impacts of lockdown on the mental health of children and young people’ by mental health.org</a> the importance of support in schools is cited especially to combat the effects of COVID and lockdown. “<i>Young people have also expressed worries about how lockdown will affect their educational and career prospects. It is therefore important to ensure that schools are providing support and reassurance to children and young people on how schools will support them to continue to sit exams and apply for further education</i>” This study also highlighted that this applies heavily to students who come from disadvantaged backgrounds.</p>	
<p><b>Attendance Officer</b> The Attendance Officer phones all students who are absent. This member of staff will have one target of their appraisal targeted at improving Pupil Premium attendance.</p> <p>Rewards will be given for PP students who have improved attendance.</p> <p>All PA PP students will be rewarded for each week in which they attend 100% of sessions.</p>	<p><a href="#">Every day missed is a missed learning opportunity</a> and has a detrimental effect on final educational outcomes. <a href="#">The 2014 DFE report</a> highlights the link between absence and attainment.</p> <p>Rewarding attendance has been shown to improve outcomes for disadvantaged pupils in UK secondary schools. Regular attendance correlates with higher attainment, particularly for those eligible for Pupil Premium (<a href="#">EEF</a>). Schools like <a href="#">Wheelers Lane Technology College</a> use strategies such as rewards, mentoring, and early interventions to address absenteeism. Incentives like certificates or vouchers help motivate students and encourage engagement. Broader approaches that foster a sense of belonging and address socio-economic barriers further enhance attendance rates (<a href="#">NFER</a>). For example, creating inclusive environments and building positive relationships with families are key to long-term success. These combined efforts demonstrate that integrating rewards into a holistic strategy can effectively boost attendance and academic achievement for disadvantaged students.</p>	2
<p><b>Attendance Outreach worker to engage hard to reach parents</b> This member of staff will take the most ‘hyper’ PP cases and work with the families to engage them back to education.</p>	<p>The EEF identified <a href="#">parental engagement</a> as a moderately powerful strategy. Especially in some wards within our area, in which parental education and training is amongst the lowest in the country, supporting parents to engage with their children’s education is vital.</p> <p>Research by the <a href="#">Department for Education (DfE)</a> highlights that attendance outreach, such as early intervention programs and personalized family support, effectively boosts school attendance among disadvantaged students. These efforts address barriers specific to Pupil Premium recipients, such as transport, family support, and health.</p>	1, 2, 3, 4

<p><b>Medical Room Staff</b></p> <p>Students in receipt of PP are more likely to present at the medical room/have health conditions (37% of medical room visits were for PP students, when they make up only 16.5% of the school cohort). This member of staff supports PP students and works with pastoral leads and families to support the health and wellbeing of students experiencing deprivation.</p>	<p>Medical room staff positively impact students experiencing deprivation by improving health, attendance, and overall well-being.</p> <p>According to <a href="#">Public Health England</a>, school-based medical staff address health issues like chronic illness and nutrition, which enhances attendance and focus, especially for disadvantaged students who may experience barriers to accessing healthcare outside of school. The <a href="#">NFER</a> highlights that such support helps students feel secure and reduces stress.</p> <p>Additionally, the <a href="#">Institute for Health Equity</a> shows that regular access to health services can have lasting benefits, reducing future health disparities.</p>	5, 6
<p><b>Supporting PP students with travel to and from school.</b></p>	<p><a href="#">Every day missed is a missed learning opportunity</a> and has a detrimental effect on final educational outcomes. <a href="#">The 2014 DFE report</a> highlights the link between absence and attainment.</p> <p>Supporting students who may struggle to attend school with travel costs is another way in which the Academy can create equity of chance for all students at the Academy, no matter their family income.</p>	2, 4, 5
<p><b>PP Breakfast Club</b></p> <p>Breakfast is provided, free-of-charge to Y7 and 8 students.</p>	<p><a href="#">The Institute for Fiscal Studies research</a> “finds that providing school breakfasts free to all children in disadvantaged English primary schools helps pupils to make two months’ additional progress over the course of a year.” The IFS identifies that children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day’s lessons.</p> <p>Students will undertake academic activities and educational games to support their progress during this time.</p>	5
<p><b>Alternative provision</b></p> <p>Some students in receipt of PP attend alternative provision at further education colleges locally.</p>	<p>Alternative provision (AP), such as 14-16 vocational courses, significantly improves outcomes for Pupil Premium students by reducing exclusions and enhancing engagement.</p> <p>The <a href="#">Department for Education (DfE)</a> shows that AP tailored to individual learning needs helps decrease behavioural issues linked to exclusion. The <a href="#">EEF</a> finds that vocationally focused AP boosts student engagement and attendance, addressing challenges faced by disadvantaged students. Similarly, the <a href="#">Institute for Public Policy Research</a> notes that AP supports academic and career readiness, providing a constructive path that promotes long-term success. Furthermore, <a href="#">Ofsted</a> reports that practical courses in AP enhance social-emotional</p>	2, 4

	well-being and behaviour, fostering greater school attachment and resilience.	
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**Total budgeted cost: £204,700**



## 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.

#### Key Stage 4 Outcomes:

Our PP strategy is beginning to make a tangible impact, with promising signs of improvement in outcomes for disadvantaged students, even as KS4 performance remains a key focus area.

Despite key improvements in specific areas, our PP progress 8 score for 2024 GCSE results was -1.21 compared to -0.41 for non-PP and our overall PP attainment 8 score in 2024 was 29.16 for PP students in comparison to 42.13 for non-PP.

The proportion of PP students achieving Basics (English & Maths) grade 9 to 4 decreased to 42% in 2024.

#### Key Highlights:

##### English:

- The proportion of PP students achieving a grade 5+ in English Literature rose significantly to 35%, reducing the attainment gap with non-PP students from 31% to just 13%.
- High-attaining PP students demonstrated strong progress, with grades of 7+ in English Language increasing from 3% to 9%, and in English Literature from 3% to 8%.

##### Maths:

- Outcomes for high-attaining PP students in Maths remained stable, with 6% achieving grades of 7+.

##### Science:

- PP students excelled in Separate Sciences, where 100% achieved at least a grade 5+, doubling the previous year's performance.
- In Combined Science, grades of 7+ increased from 4% to 7%, marking a positive trend.
- EBacc Subjects:

##### Spanish:

- A standout result, with 100% of PP students achieving at least grade 5, and 50% achieving grades of 7+.

##### History:

- Continued improvement, with 40% achieving grade 5+ (up from 38%) and 13% achieving grades of 7+ (up from 8%).

##### Creative Arts:

- Exceptional progress was evident in Art and Photography. In Art, 50% of PP students achieved a grade 7+ (up from 13%), while in Photography, 63% achieved grade 5+ (up from 43%) and 25% achieved grade 7+ (up from 14%).

While challenges remain, these achievements reflect a clear upward trajectory in key areas, particularly for high-attaining PP students, narrowing gaps and showcasing their potential. We remain committed to furthering these positive outcomes and supporting sustained improvement

We recognise that the way to improve outcomes for students in receipt of PP is through quality first teaching. Therefore, we have:

- Raised our expectations of teachers
- Clarified requirements for each phase of the lesson (e.g. explicit modelling, extended writing)
- Introduced retrieval 'Do Now's across all lessons

This will be carefully monitored and triangulated with assessment data to ensure PP students make progress at the same rate or better than their peers.

### **Attendance:**

Despite some gains with our new attendance strategy, the attendance gap between PP and non-PP students continues to be a target area.

Whilst our PP attendance last year was 78.6%, we have made great progress so far this year, meaning that our PP attendance is currently 82.2%. This is 1.69 percentage points higher than this time last year.

This has been due in part to rewarding students who have 100% attendance over any one week. Eight PP students who were persistently absent have significantly improved their attendance due to this intervention, with all students now attending above 89.47% of sessions, and five of the eight having raised their attendance to above 90% overall, meaning they are no longer persistently absent.

The Attendance Officer, and Attendance Outreach allows us further capacity to work with 67 (across Y9-11) families experiencing financial deprivation to improve their children's attendance (which is either already, or at risk of becoming, persistent absence) to the Academy. Disadvantaged attendance is tracked closely and a key target for the member of SLT with responsibility for attendance.

### **Literacy:**

Our main priority in terms of reading and literacy remains supporting our disadvantaged Key Stage 3 students with a reading age of less than 9, especially those who have extremely limited phonological awareness. These students have worked with our Literacy intervention teacher this year and have made significant progress in terms of their ability to decode unfamiliar words and confidence in grapheme/phoneme correspondence. We also targeted 16 students in Y7 and 8 last year in specialized reading intervention groups.

Moving forward, we will be targeting KS3 PP students for handwriting intervention, so that they are able to confidently communicate through their writing. In addition, we will be continuing our phonics intervention with a new cohort of Y7 students in particular, a significant number of whom have joined the Academy well below their chronological reading age.

### **Destinations:**

Our NEET figures for PP students are well below the national average (11.9%): PP NEET: 4 students: 1.7%.

Therefore, we can assume that the interventions we put in place were effective. These included:

- Additional careers interviews for some PP students
- KS3 careers workshops delivered in school
- Careers focused trips such as to University of Brighton, Gatwick airport and local businesses

However, we know that nationally, PP students are still more likely than their nPP peers to be NEET (TBHA nPP NEET - 3 students - 1.28%), so there is more work to be done in this area. All the above interventions will continue, with the addition of more robust monitoring of PP students' college application progress through tutor time intervention, as well as all PP students receiving at least 2 careers interviews with our specialist careers advisor.

### **Cultural Capital:**

In student voice, students who had taken part in funded extra-curricular activities voiced their appreciation of the impact these experiences had on their education.

A Year 10 student who saw a production of Macbeth: "it really helped me to understand the story of the play, and how the audience at the time would have reacted to what happens in the play"

A Year 8 student who took part in the Bushcraft trip: "I felt really confident when I was able to learn how to light the fire"

We recognise that ensuring equality of experience and therefore providing additional opportunities to boost PP students' cultural capital has both short and long term consequences for their educational outcomes and life chances. This remains an incredibly valuable use of Pupil Premium funding, enriching the lives of our students experiencing deprivation.

### **Provision of Uniform and Equipment:**

We collected parent voice from families for whom we had provided either uniform or other school equipment (i.e. Year 7 equipment packs or Year 11 revision materials).

Parent of a Year 7 student who received a full set of uniform and equipment pack: "this was a real weight off my mind, I knew he would have everything his friends did, he wouldn't be embarrassed"

Parent of a Year 9 student who received a skirt and blazer: "[child's name] was able to go to Broadbridges and get the right size for her, it was easy and stopped her worrying"

Removing the worry for students and their families over the cost of uniform or equipment fulfils those 'safety' needs at the base of Maslow's hierarchy, enabling them to focus on their education more fully.

### **Mental Health:**

Last year, 31 PP students received mental health support delivered by Believe in You. Students were offered support within school to provide a safe space to explore their feelings, help develop emotional toolkits to take beyond sessions, and build confidence, resilience and self-esteem.

Some of the group sessions offered included:

- Self-Esteem Targeted Sessions
- The Happiness Project for younger years to manage low level Anxiety
- Girls' Body Positivity
- Year 11 Exam Stress Management
- Managing Anxiety Workshops
- Social Media Safety & Awareness

These were offered alongside 1-2-1 sessions where these were more appropriate for the referral made for the young person.

Following their sessions, students were asked to self-report on their emotional wellbeing.

- 94% of students reported an improved self-perception
- 83% of students reported an increase in happiness
- 91% of students reported feeling more able to cope
- 94% of students reported a reduction in anxiety
- 80% of students reported an overall increase in their mental health

### **Case Study:**

Billy (Y7 male student, name changed) has an acquired brain injury, following a battle with Meningitis. Billy has suffered with behavioural changes, mood swings, difficulty in understanding friendships and arguments with siblings at home. Billy was supported by BIY starting with 8 1:1 sessions to discuss his feelings and trauma following his illness, and how he has subsequently adjusted. We provided him with strategies to cope and regulate his emotions when triggered to anger with his siblings, to avoid conflict. Billy then attended 8 group workshop sessions on "Boys self-esteem" where he built new friendships and learned to understand others perspectives more. We also discussed managing different emotions and more positive ways of coping than lashing out. We received the following feedback from Billy's mum – "I feel that Billy is so fortunate to get to see you and have such valuable help. Billy really enjoys his sessions with you. It's what gets him into school!"

## Aspirations:

Inkpots have supported 46 Year 9 and Year 7 PP students over the course of 2023/24, which has encompassed:

- A one-hour mentoring session each week throughout the school year for those students on the Year 9 programme.
- Provision of a peer mentoring programme, ongoing peer mentoring support and weekly group sessions for Year 7 students.
- A weekly written report to the Year 9 pastoral leader.
- Regular written updates to the Year 7 pastoral leader regarding the Year 7 students.

## Case studies:

Polly (Y10 female student, name changed)

Polly is a member of a large family. She has four brothers who are all autistic and some have Tourette's Syndrome. Polly's mum is a wheelchair user, and her health is extremely poor. She has spent a considerable amount of time in hospital over the past few years.

The mentoring programme meant that Polly was able to share her deepest worries but also have a small amount of time for herself. She is a very natural carer, but she now realises that she needs to look after herself so that she can support others.

Polly was an obvious choice for peer mentor last year. She has thrived in this role and for her work experience she visited her old infants' school, The Gattons. Polly is now looking at colleges to study childcare but also considering studying to become a reception class teacher.

A few months ago, Polly's family went into a crisis which meant that social workers were considering removing some of the younger members of the family from the home. Through external funding, I was able to offer Polly a small amount of additional support which was enough to help her stay afloat. Inkpots Mentoring support meant that Polly felt supported and understood – and a vulnerable young person was able to stay at the Academy at a time on domestic instability.

Heath (Y9 male student, name changed)

At the start of Year 9, Heath's mentoring session was during period 1. He would come in for the session and then go home. His attendance was exceptionally low at this point in his school career. His mum had undergone treatment for cancer and Heath didn't want to leave her.

I had to find a way which was consistent and supportive for Heath which worked in tandem with the plan put in place by the pastoral team to support his school attendance.

I focussed on consistency in the mentoring sessions so that we did the same exercises each week and Heath then could predict exactly what would happen. Once that trust was in place we were able to break down the barriers and put practical strategies in place.

One of these was a weekly check in which revealed that Heath was suffering from fairly constant toothache. By working on his communication and self-confidence, Heath was able to express himself more clearly with his parents. This resulted in extensive dental treatment, which was extremely challenging for Heath, but he was free of pain.

After two terms, it felt by the pastoral leader and me that Heath had progressed through the programme enough for him to stop the sessions. By this point, he was in school full time.

## 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*

<b>Programme</b>	<b>Provider</b>
1:1 and small group academic support	Action Your Potential
Mentoring and mental health support	Believe In You Teens
1:1 and small group access to curriculum support and mentoring	InkPots
Blended Learning and illness access support	APC WSCC

## Service pupil premium funding (optional)

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

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