

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bilton School
Number of pupils in school	1164
Proportion (%) of pupil premium eligible pupils	26.9%
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25 2025-26
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Jayne Delves
Pupil premium lead	Nigel Dodds
Governor / Trustee lead	Gail Archibald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 341,888
Recovery premium funding allocation this academic year	£0
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	£341,888

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium? The Pupil Premium is a sum of money the School receives from the Government for each student who is either currently in receipt of Free School Meals (FSM), has been in receipt of FSM anytime in the last 6 years (Ever6), has been in the care of the Local Authority for six months (CLA), has been adopted from care or is from a service family. Nationally, statistics show that students who are in receipt of FSM or who are looked after do less well than their peers in external exams. The aim of this money is to try to close that attainment gap. Schools can decide for themselves how they will spend this money, but they are required to ensure that it is spent on projects and interventions that support students from low-income households to achieve equally as well as their peers

Bilton School is committed to improving the outcomes of disadvantaged students whilst closing the overall attainment gap. Our aim is for all students to have the best possible life chances regardless of their background or the challenges they face.

We are committed to providing the highest quality education through which disadvantaged students are empowered to meet and exceed their academic and personal goals. Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Additionally, non-academic challenges such as attendance, behaviour, wellbeing and mental health are also addressed through a whole school approach. We also have an extensive out-of-classroom program which supports the in-class curriculum and which disadvantaged students have positive access to these activities and experiences.

To ensure our approaches are effective, we will

- ensure disadvantaged pupils are supported and challenged as necessary in the work that they are set
- use data relating to literacy, numeracy and academic progress to intervene early when this is required
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium or PP students.

Challenge number	Detail of challenge
1	<p>Literacy</p> <p>Of the students across the school who have been identified as having a need for specific literacy intervention 48% are PP, compared to a school PP of 27%. As well as this we recognise that Literacy is the cornerstone of accessing all the curriculum. Lower intensity but focussed literacy is a school-wide strategy, including the remaining PP students.</p>
2	<p>Attendance</p> <p>PP students' attendance in all years is below that of non-PP pupils. Attendance is essential for all students to maintain high levels of progress. Furthermore, our analysis shows that there is a marked drop in attainment once attendance drops below 95%.</p>
3	<p>Social and Emotional Barriers</p> <p>We have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This often results in behavioural issues, with the most extreme cases resulting in fixed term exclusions. This is partly driven by concern about catching up lost learning, exams and the lack of access to enrichment programmes. Therefore, it is important for us to allow all pupils access to the same opportunities both in and out of the classroom, and to promote health and wellbeing, while supporting those with severe behavioural issues.</p>
4	<p>Attainment & progress gaps and lost learning.</p> <p>The data shown in Challenge 1 above is one of the indicators of the impact that the pandemic has had on PP students and particularly their attendance to school thus impacting on outcomes at KS4.</p>
5	<p>Poor parental engagement and support with a minority of disadvantaged families.</p> <p>Staff feedback, particularly from the pastoral team, identifies a direct link between many underachieving students and a lack of engagement with parents. Parents evening's are booked via school cloud. Attendance to parents evening can be monitored via School cloud (the school's booking system), the school has an average of c.60% attendance to these but PP parents' attendance is significantly lower at c.40%.</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
<p>Literacy</p> <ul style="list-style-type: none"> Reading skills, particularly reading for meaning and vocabulary are improved. A visible reading culture will develop a joy and love of reading for all, particularly dis- 	<ul style="list-style-type: none"> Reading ages will increase, thus narrowing any gap as demonstrated by scores from reading tests. The proportion of PP students whose reading age is below their chronological age will be reduced by staged interventions, which will allow better access to the broader curriculum. Students accessing targeted interventions (through the whole school literacy

<p>advantaged pupils. Vocabulary and cultural capital are acquired through wider reading</p> <ul style="list-style-type: none"> Any gaps in reading ages between PP and non-PP will be narrowed. 	<p>strategy) will show increasing numbers making secure progress in all subjects as evidenced by assessment progress scores.</p> <ul style="list-style-type: none"> The vocabulary gap between PP and non-PP pupils will continue to narrow as evidenced by progress scores from interventions. Increased engagement of students with reading activities and accessing specific packages of support as evidenced by attitudinal data.
<p>Attendance</p> <ul style="list-style-type: none"> Improved Attendance of PP students 	<ul style="list-style-type: none"> There will be a narrowing of the attendance gap between PP and whole school from its current figure of 8% to 6%, an improvement of 2%. Currently we are working with Inclusive Attendance to review our attendance policies and we have a clear focus on PP students and supporting students as a priority.
<p>Social and Economic Barriers</p> <ul style="list-style-type: none"> The behaviour of PP students, and attitude to learning scores, will demonstrate improvement Outcomes ensure PP students go on to suitable next steps after they complete their GCSEs 	<ul style="list-style-type: none"> Reduced fixed term exclusions for PP students from 36.6% to 27%. There will be a wide offering of extra-curricular activities from across the curricular to enrich the experience of students, with a high attendance of PP students High outcomes in Public examinations (gap between PP and non-PP students reducing by 10% year on year) All PP students will move on to suitable next step destinations after school
<p>Attainment & progress gaps and lost learning through the impact of poor attendance.</p> <ul style="list-style-type: none"> PP students identified as a concern in progress to be supported in catching up and make sufficient progress between start of year and end of year assessment, including for GCSE year. 	<ul style="list-style-type: none"> Reading age data demonstrates an acceleration in rates of progress in literacy (see 'Literacy; above) Interim and annual report data demonstrates progress towards targets is being made Outcome data demonstrates progress that is at least in line with expected progress for all PP students
<p>Poor parental engagement and support with a minority of disadvantaged families.</p> <ul style="list-style-type: none"> Increased attendance of parents at Parents' events, plus regular communication between school and parents via newsletters, Face Book and social media platforms 	<ul style="list-style-type: none"> Greater evidence of interaction between parents and school, with an increased proportion of parents of PP students attending events intended for parents.

Destination data ensures no NEET

- Careers support across the curriculum will allow all students support and access to further education or training.

- All students will receive careers advice and support to reduce any students who are likely to be NEET after they finish at Bilton.

Activity in this academic year
 This details how we intend to spend our pupil premium funds (and recovery premium funding)
this academic year to address the challenges listed above.

Teaching

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school literacy continues to be a focus with 2 for 2 and 3 for 3. Staff training and QA continues. Connect sessions on Thursday promote reading for pleasure and subject specific literacy in KS4.</p> <p>English is used as a vehicle to teach elements of literacy which has resulted in the mass production of student booklets aimed at improving literacy skills.</p>	<p>Literacy and numeracy form the foundation stones for outstanding learning. Data continues to indicate that both numeracy and literacy skills of pupil premium students lag behind their contemporaries, however a sound base and confidence in literacy and numeracy allows greater access to the curriculum.</p> <p>Additional source: Sutton Trust & EEF</p>	1, 2, 3, 4
<p>Staffing within the Character & Culture team (C&C) increased to track, monitor and positively include PP students in clubs, activities, trips and visits</p>	<p>Cultural 'buy-in' to the concept of holistic education in that the wider educational experiences will reflect positively into the more academic, classroom experiences. The building of relationships with staff who run these trips is a key vehicle to improve student engagement.</p>	2, 3, 4, 5
<p>Staff development on developing the curriculum and assessment at KS3.</p>	<p>Analysis of assessment data reveals that the progress gaps increase as students go through KS3 and continue on a downward trajectory in KS4. By stymieing the gap at KS3 that gap at KS4 will also reduce.</p>	1, 4

Commented [JH1]: How do we use this? Do we? We have a Lexia literacy programme we use to support - please liaise with Jas. @N Dodds (BIL)

Targeted academic support

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke literacy lessons in all years for targeted students. New recruitment of whole school literacy and numeracy leads. Subscription to Lexia to aid in improvement of reading ages and use of 'The Key' to drive improvements in literacy.	Evidence, both nationally and locally gathered, indicates that literacy needs are the greatest barriers to academic success and enhanced self-esteem at school. Additional Sources of evidence: Sutton Trust & EEF	1, 2, 3, 4
Catch up intervention in literacy and numeracy, using internal and external resources as required.	Identification and intervention of students is crucial. They need bespoke intervention to enable them to gain the skills and confidence in line with their peers. Additional source of evidence: DfE	1, 2, 3, 4
'Period 6' and holiday schools' (half-term and Easter) used as an effective intervention tool for KS4 students, with identified students targeted.	A high proportion of PP students currently do not take advantage of intervention opportunities. This opportunity has been seen to be an effective vehicle for improving outcomes	3, 4
Resources provided for PP students to aid revision and recall, including revision guides as well as on-line subscriptions.	This can be a useful tool in getting parents of disadvantaged students into school, as well as boosting self esteem	2, 3, 5
Careful data management and robust whole school tracking systems to enable targeted interventions, across the curriculum, to be put in place for those falling behind or those with significant gaps. This will include enhanced transition work with feeder schools to ensure intervention is planned upon a student's arrival at Bilton where necessary.	Early diagnosis of needs and subsequent action is the most effective way to ensure students catch up as soon as possible (DfE)	1, 4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Increasing parental involvement through targeted intervention for parent evenings of disadvantaged students	Our evidence reveals that these parents are unlikely to attend without targeted intervention. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF)	5
Emphasis placed on Connect activities during tutor time to support the improved attendance of students.	Evidence from flagship schools across the country indicates that this approach has a positive impact on student attendance.	2,4
Increasing attendance at extra-curricular clubs for PP students and the associated costs of these events. Uniform / trip allowance of £100 given to each PP student.	<ul style="list-style-type: none"> Our own evidence reveals that PP students are less likely to take advantage of opportunities offered beyond the curriculum. 	3, 5
Targeted analysis of PP students' attendance to track and monitor attendance. Stepped approach to interventions (phone calls home, letters, home visits, offer of support from Early Help, CAMHS, counselling, referral to Academy Council, referral to LA attendance team) as required	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> Students with no absence are 2.2 times more likely to achieve 5+ GCSEs at a Good grade equivalent including English and mathematics than students that missed 15 - 20% of KS4 lessons <p>The latest guidance on the Gov.uk website on best practice for attendance makes clear the importance of working with external support services and investing in a robust attendance strategy.</p>	2, 5
Additional resources set aside to enable PP students to access funding that will benefit their learning through giving them opportunities they may otherwise miss out on. Positive discrimination in terms of recognition of achievement.	Sutton Trust research highlights the importance of raising self-esteem by the opening of opportunities. This includes rewards for attendance and other achievements	1, 2, 3, 4, 5
Subscribe to The Brilliant Club	Member of the PhD community support disadvantaged students to access the most competitive universities	3

Commented [JH2]: You need to speak to Beth and look at the inclusive attendance strategy - this needs adding in here.
@N Dodds (BIL) @E Keell (BIL)

Total budgeted cost: £345,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The whole school approach to literacy continues to embed across the school however with the new appointment of a literacy co-ordinator the school literacy strategy has evolved. Testing for reading ages has identified a significant gap in year 8 literacy skills and this is being addressed using a targeted intervention programme for those students.

The KS4 results were disappointing with a progress 8 score of -0.33 (this against the previous year of +0.44). The most alarming data does however relate to PP students whose average progress 8 was -1.05 against those who were not at +0.01. Analysis has shown that attendance was a large factor in these poor outcomes. The gap has increased substantially from the previous year where PP students progress 8 stood at +0.18 against non-PP at +0.54 (a gap of 0.36). This compared favourably against national outcomes where non-PP students average P8 was +0.18 against PP P8 of -0.57 (a gap of 0.75). Moving forward and based on English Literature results last year we would expect to see the gap to be more in line with national outcomes and is currently projected to be 0.74.

Attendance continues to be a concern however a whole school approach emanating from the tutors with the connect strategy is starting to show gains. Case managers and the hub have had notable victories in getting previously non-attending or persisting absentee's now accessing school and this is set to improve again this year. The PP gap currently stands at 7% (a 1% increase on last year).

There were some notable improvements as a result of the literacy intervention programme, and tighter tracking and analysis is proving that this literacy intervention strategy is starting to show gains in reading ages for those targeted students.

Externally provided programmes

Programme	Provider
No external providers were brought in.	