

Pupil premium strategy statement for West Bromwich Collegiate Academy

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	West Bromwich Collegiate Academy
Number of pupils in school	489
Proportion (%) of pupil premium eligible pupils	40.49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	George Faux, Principal
Pupil premium lead	Mary Gardner, Vice Principal
Governor / Trustee lead	Rajkiran Egan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,524.00
Recovery premium funding allocation this academic year	£11,665.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£52,599.83
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	£223,788

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is used to support a raft of interventions specifically targeted at those students who are eligible for this funding in the Academy.

The key principles of the use of our Pupil Premium funding are addressing individual needs and equality of opportunity where there are difficult circumstances and providing strong additional academic support for our Pupil Premium students with the allocated funding, so that they make good progress in line with their peers and become well-rounded, responsible and aspirational young adults.

Pupil Premium is an identified and monitored attribute for students at a whole school, departmental and pastoral level. All teaching staff will be aware of these students within their classes and are asked to be mindful of when and where support needs to be drawn from the funding to provide equality of opportunity.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including good progress for those who are also identified as most able or SEN. The strategy will also target and support students whom are classified as 'vulnerable' due to safeguarding needs or being LAC.

High-quality learning and teaching and first wave interventions are at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school.

We will ensure that all staff have high expectations and aspirations for disadvantaged students and provide suitable challenge and support to allow them to make good progress. Assessment will be regular and robust and will inform specific early interventions, that will be monitored by class teachers and heads of department.

Supporting disadvantaged students who experience safeguarding and behavioral challenges by providing a range of mentoring, counselling, mental health and wellbeing support is also at the heart of our strategy.

Challenges

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

Challenge number	Detail of challenge
1	<p>Safeguarding and welfare issues</p> <p>This includes supporting with significant and often highly complex safeguarding issues which disproportionately affect these students.</p> <p>With approximately 40% of students being classed as disadvantaged these represent the majority of students who are referred to our Safeguarding Department.</p> <p>These students face additional barriers to learning that require a high level of intervention to support and which often lead to both student and family support.</p>
2	<p>Low home aspirations and lower prior attainment</p> <p>The English and Maths attainment of disadvantaged students is generally lower than non-disadvantaged students.</p> <p>Baseline tests carried out with Year 7 students during the Autumn term indicate that disadvantaged students are on average 6 points lower in English and 5 points lower in Maths than their peers.</p> <p>In English, 28/54 52% PP students are below age-related expectations compared with 38/102 37% of non-PP students. (Below 100 SAS).</p> <p>In Maths, 34/54 PP 63% PP students are below age-related expectations compared with 46/102 45% of non-PP students. (Below 100 SAS)</p> <p>For the academic year 2020-21 (which included Covid and lockdown), baseline tests carried out at the start and end of the year indicate that in English, students were approximately 5 points behind non-PP, but the gap widened to 6 points, and in Maths the gap was 7 points and widened to 8 points. We are putting in place interventions to reduce the gap.</p> <p>While this has been exacerbated by the Covid Pandemic we put a number of supportive interventions in to help students throughout lockdown.</p>
3	<p>Lack of equipment and technology that can affect the quality of outputs in classwork and homework</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater</p>

	<p>extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Poverty reducing students' participation in extracurricular activities and trips as well as a need to build cultural capital.</p> <p>Financial difficulties or lack of engagement of families can mean that disadvantaged students miss out on opportunities that could broaden their horizons, increase their cultural capital and raise their aspirations. Our aim is to ensure that no student will miss out on extra-curricular opportunities due to being disadvantaged.</p> <p>Every child should have at least one theatre experience, museum or exhibition experience, university experience during their time with us.</p> <p>Students often lack resource at home to build cultural capital which we are looking to rectify through our online and library services.</p>
5	<p>Wellbeing</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. Some students currently require additional support with social and emotional needs, mentoring, family intervention and small group interventions.</p>
6	<p>Attendance</p> <p>Our attendance data over the year to date indicates that attendance among disadvantaged students has been 3.03% lower than that for non-disadvantaged students.</p> <p>Since opening in 2019, attendance among disadvantaged students has been 2.2% lower than for non-disadvantaged students. Our assessments indicate that generally, absenteeism is negatively impacting the progress of PP students.</p> <p>Having said this the attendance of Pupil premium students is strong compared to national averages/</p> <p>In terms of students persistently absent, 54.29% are disadvantaged. This is disproportionate, considering that disadvantaged students make up 40.49% of the 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
To reduce the barriers to learning for disadvantaged students related to safeguarding issues.	Fewer numbers of disadvantaged students will be referred to safeguarding as early targeted interventions can take place.
Improved attainment among disadvantaged students across the curriculum in the move towards KS4.	50% or more of disadvantaged pupils select KS4 choices that are eligible for entering the English Baccalaureate (EBacc). The gap between disadvantaged and non-disadvantaged students is reduced in the end of year baseline test results.
Disadvantaged students receive regular and appropriate guidance to support them in selecting KS4 options with a view to Post-16 choices.	All disadvantaged students will receive a IAG interview from a trained advisor during Year 9. All disadvantaged students will make appropriate options choices during Year 9.
All students to access the equipment and technology required to complete classwork and homework to a high standard.	All PP students to be provided with a basic toolkit of equipment to allow them to produce high quality work and to reduce any potential conflict caused by lacking equipment. All PP students to have access to homework club including use of their devices each break and lunchtime and 4 after-school sessions per week. All PP students to be provided with core revision guides and study materials.
Continued support for PP students in attending trips and taking up opportunities that may otherwise be unobtainable and hinder their progress. (Aim Higher)	Students from disadvantaged backgrounds having the same access to experiences as other students in the academy and being able to use these experiences to further their learning. PP students will be able to attend academic curriculum-linked trips for free and will receive subsidisation on some enrichment opportunities, linked to building Cultural Capital.
To achieve and sustain improved wellbeing for all students, including	Sustained higher levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations.

those who are disadvantaged.	<ul style="list-style-type: none"> • a significant increase in participation in extra-curricular activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance 2021-22 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1.5%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: **£111,666.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2
Teaching posts for intervention	Identified staff have a role to support PP students with aspirations and accessing higher level work.	2, 3

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

Budgeted cost: **£15,091.68**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online tuition	Mentoring and effective advice and guidance has ensured that students remain motivated.	2, 3
Staff to drive covid catch up form time programme	An extended form time provides opportunities for students to receive bespoke intervention in the core subjects. This is via live teaching, online learning and small group tuition.	2, 3

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

Budgeted cost: **£31,904.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being intervention. Use of external providers to provide mentoring and counselling, for individuals and for small groups with identified needs.	Feedback from students who have received support so far is overwhelmingly positive. Trust family support officers utilised to help families engage with services.	1, 5, 6
Appointment of an Intervention Officer	A number of our male students lack strong male role models. This member of staff will provide targeted intervention to disadvantaged students with social, emotional and behavioural difficulties to improve engagement with school and learning.	1, 5, 6
Attendance Officer role to be more closely linked to safeguarding and behavior to support early interventions to improve attendance.	Disadvantaged students are more likely to be poor attenders and have behaviour and/or safeguarding concerns. It is crucial that the pastoral team has the complete picture in order to identify students who require rapid intervention. Support purchased from outside agency to liase with hard to reach families.	1, 5, 6
Technology – devices and online resources.	Technology has been a key resource in ensuring that students make rapid progress. It provides resources that help to provide contextual experiences to learning that would otherwise not be available.	2, 3
Classroom resources and extra-curricular activities (eg Theatre School, Debate Mate)	We provide all learning and revision resources free of charge to students. These are essential in ensuring that they have access to high quality revision materials as well as paying for subscriptions for many online learning resources. All disadvantaged students will receive subsidised or free visits linked to the curriculum.	2, 3, 4
Hardship fund for unforeseen issues.	A small amount of funding is set aside to support students and families who may find themselves in urgent need of support.	4

	This fund also supports uniform issues, equipment issues and buys into the Sandwell Uniform scheme providing £25 in direct funding to PP families.	
School Trips and Visits	All school trips and visits have been provided free of charge to PP students including transport costs to ensure they are able to engage.	

Total budgeted cost: £159,524.00

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. We believe that these differences were largely due to the effects of the Covid-19 pandemic.

As evidenced in schools across the country, our disadvantaged students felt the greatest impact of school closures as they were unable to benefit from the pupil premium-funded teaching, interventions and activities to the degree that we would have wanted. This was mitigated by the extensive support programme that the academy was able to introduce from day 1 of school closure, with teaching immediately moving online and form teachers and pastoral staff regularly checking in with students, via phone, email and a series of home visits.

The Academy provided a device to each student who did not have one at home, in addition to internet access via dongles and ensured that students had paper-based work where required. A number of students classed as vulnerable due to SEN, safeguarding or other needs were invited into the academy and supported through our lockdown provision, where they received academic tuition, pastoral support, regular contact with staff and other students, recreation time and enrichment.

Attendance has been hindered by the COVID pandemic, however we have had strong attendance at our live lessons which began on day one of lockdown. Our attendance is at 94% above the national average of 88%.

Our assessments and questionnaires have demonstrated that student behaviour, well-being and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly great for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, including Wellbeing

Wednesdays, the introduction and leadership of the Heads Up summer online programme, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Programme	Provider
Debate Mate	Debate Mate
Accelerated Reader	Renaissance Learning
Online tuition	Tute, NTP
Baseline testing	GL Assessments

Further information

West Bromwich Collegiate Academy opened in September 2019 with one Year 7 cohort of 175 students. The academy continues to grow by admitting a new Year 7 cohort each year and will be a full, two-form entry secondary school with years 7-11 in September 2023.