

# Pupil Premium Strategy Statement – West Bromwich Collegiate Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	801
Proportion (%) of pupil premium eligible pupils	37.58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	16/12/2023
Date on which it will be reviewed	16/12/2024
Statement authorised by	George Faux
Pupil premium lead	Mary Henderson
Governor / Trustee lead	Elisabeth Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,617
Recovery premium funding allocation this academic year	£65,136
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£30,000
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£399,753

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

It is the Academy's intention to provide all of our students, regardless of their background, the support and opportunities to help them be successful academically and as decent aspirant members of society. We recognise that many families at our Academy struggle financially and Pupil Premium funding is used to support a raft of interventions specifically targeted at those students who are eligible for this funding.

The key principles of the use of our Pupil Premium funding are addressing individual needs, equality of opportunity where there are difficult circumstances, and providing strong, additional academic support.

For our Pupil Premium students, we want to see:

- A narrowing of the gap in terms of attainment, attendance and exclusions.
- That students from disadvantaged backgrounds are accessing and participating in the same curricular and extra-curricular opportunities as their peers.
- That students have barriers to learning and achievement mitigated.

The strategy will also target and support those students who are classified as 'vulnerable' due to being CIN, CP, LAC, having a designated social worker, Young Carers and other vulnerabilities identified by our Safeguarding and Pastoral teams.

In addition, this strategy covers the use of the Academy Recovery Premium, largely in terms of targeted support for students through the use of small group tuition with qualified academic coaches.

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. Staff training is designed to consider carefully ways of directly impacting disadvantaged students in the classroom, such as more individualised attention, intervention, differentiation, resourcing, feedback and out of hours support. Further work is now commencing on metacognition.

Supporting disadvantaged students who experience safeguarding and behavioural challenges by providing a range of mentoring, counselling, mental health and wellbeing

support is also at the heart of our strategy. Students must feel safe and well to participate well in their education.

Finally, the Academy is a great believer in opportunity and funds are spent to ensure that students are not put at a disadvantage in terms of the options they study (including the Ebacc), the careers they seek and the extracurricular opportunities they wish to partake in.

## Challenges

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

Challenge number	Detail of challenge																																								
1	<p><b>Safeguarding and Welfare issues</b></p> <p>This includes supporting with significant and often highly complex safeguarding issues which disproportionately affect these students. With approximately 38% 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. These can be complex needs of neglect, health, poverty, domestic violence and a host of other serious issues from outside the community.</p>																																								
2	<p><b>Lower Prior Attainment on Entry and Attainment in GL Assessments</b></p> <p>The English and Maths attainment of disadvantaged students is generally lower than non-disadvantaged students.</p> <p>Baseline Testing Gaps in 2021-22</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">English</th> <th colspan="3">Maths</th> </tr> <tr> <th>Non-PP</th> <th>PP</th> <th>Gap</th> <th>Non-PP</th> <th>PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>103.38</td> <td>98.69</td> <td>-4.69</td> <td>100.31</td> <td>95.67</td> <td>-4.64</td> </tr> <tr> <td>Year 8</td> <td>101.80</td> <td>96.49</td> <td>-5.31</td> <td>100.25</td> <td>93.74</td> <td>-6.51</td> </tr> <tr> <td>Year 9</td> <td>102.97</td> <td>99.28</td> <td>-3.69</td> <td>100.31</td> <td>94.11</td> <td>-6.2</td> </tr> </tbody> </table> <p>Baseline Testing Gaps in 2022-23</p> <table border="1"> <thead> <tr> <th></th> <th>English</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	English			Maths			Non-PP	PP	Gap	Non-PP	PP	Gap	Year 7	103.38	98.69	-4.69	100.31	95.67	-4.64	Year 8	101.80	96.49	-5.31	100.25	93.74	-6.51	Year 9	102.97	99.28	-3.69	100.31	94.11	-6.2		English	Maths			
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	Year	Non-PP	PP	Gap	Non-PP	PP	Gap
	Year 7	102.97	97.18	-5.79	102.29	95.74	-6.55
	Year 8	102.48	100.18	-2.3	100.15	96.31	-3.84
	Year 9	104.64	100.01	-4.63	102.34	96.23	-6.11

It can be seen from the start of year Baseline Test results that the gaps between non-PP and PP students are narrowing.

3	<p><b>Lack of Equipment, Technology, Home Working Spaces and Home Support that can affect the Quality of Outputs in Classwork and Homework.</b></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 extent than for other pupils.</p> <p>These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p><b>Poverty reducing students' participation in extracurricular activities and trips as well as a need to build cultural capital.</b></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.</p> <p>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 and opportunity for work experience during their time with us. 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><b>Wellbeing</b></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.</p> <p>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><b>Attendance</b></p>

	<p>Our attendance data for 2022/23 indicates that attendance among disadvantaged students has been 3.21% lower than that for non-disadvantaged students.</p> <p>Having said this the attendance of Pupil Premium students is strong compared to national average with attendance at 92.15%.</p>
7	<p><b>Reading</b></p> <p>Students undertake the NGST reading tests thrice yearly. In these tests on average Pupil Premium students are showing a gap of half a year in reading age to their peers.</p> <p>This can be through a combination of factors. Access to reading material, the amount of reading in the home and in some cases having no one to assist at home with reading due to issues of EAL or illiteracy.</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 gaps in attainment for disadvantaged students by ensuring that staff are trained and equipped with skills, awareness and knowledge of appropriate strategies to best support students.	<p>Staff to all have training on the best ways to support disadvantaged students.</p> <p>For us to have used funds to support staff subject knowledge where appropriate.</p> <p>For all staff to have undertaken training.</p> <p>High expectations and aspirations are shared by staff, students and parents.</p> <p>The gaps between PP and non-PP students reduce.</p>
Disadvantaged students to improve reading ages to be in line with their peers.	<p>Disadvantaged students to improve their reading and spelling ages as shown by NGRT, NGST data and improved attainment in other related subjects.</p> <p>End of KS3 GL assessment data to show improvements.</p>
Disadvantaged students to make progress and achieve standards in line with non-disadvantaged students.	<p>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.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2023-24 demonstrated by:</p>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>
Continued support for PP students in attending trips and taking up opportunities that may otherwise be unobtainable and hinder their progress. (Aim Higher)	<p>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.</p> <p>Ensure that extra-curricular records are kept so that students can be targeted for specific opportunities.</p>
Disadvantaged students receive regular and appropriate guidance to support them in selecting KS4 options with a view to completing Work Experience and Post-16 choices.	<p>100% of students to take part in a programme of Work Experience (in person, in school or virtual opportunities).</p> <p>PP students identified for priority visits to work places, universities and aim higher events.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2023-24) to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 69,607

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Training Days and Teaching and Learning Communities	Opportunities for staff to meet together, collaborate and share strategies.	1, 2, 7
Quality First Teaching	<p>Research using EEF Toolkit shows that quality first teaching, focusing on disadvantaged students has a disproportionately positive impact on PP compared to non-PP students.</p> <p>Continued training on:</p> <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Questioning</li> <li>• Scaffolding and modelling</li> <li>• Strategies for PP students in the classroom</li> </ul> <p>Homework – a variety of homework types are available, online, workbook, Flipped Learning. Homework Club runs 3 days for week.</p>	
Enhanced CPD budget and CPD co-ordination.	Specific training on Pupil Premium and subject knowledge courses will allow teachers to make the most impact with improving the outcomes for students.	1, 2, 6, 7
TLR Allowance for Literacy and Reading	Identified staff have a role to support PP students with reading, spelling and literacy interventions, and to train other staff in delivering interventions.	7
National College Subscriptions	Staff with a deeper knowledge and understanding of pedagogy, the barriers to learning experienced by disadvantaged students strategies to counter these will result in more effective working relationships and greater progress made.	1, 2, 6, 7

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

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>The Academy will employ an Academic Coach for one academic year in the core subjects of English and Mathematics, and to support in certain options subjects such as Business, Computer Science and PE. An additional Science for 2 half days per week will run small group intervention sessions with Year 11.</p>	<p>Small group tuition, mentoring and guidance will ensure that students remain motivated. This also is a good strategy for catching students up who have been absent from lessons. A significant proportion of the students in receipt of this support will be disadvantaged.</p>	<p>2, 6, 7</p>
<p>The Academy will use AskOla a service which allows students from 7am until 7pm to reach a tutor to aid them with homework and revision.</p>	<p>Some disadvantaged students do not have access to guidance and support with completing homework at home – this service can act as a surrogate parent.</p>	<p>2, 3, 7</p>
<p>Holiday Study Support Programme for Y10 and 11</p>	<p>Y11 PP students will have priority invitations to holiday study support sessions.</p>	<p>2, 3, 6</p>
<p>Residential Raising Aspirations Experience for Year 11</p>	<p>Year 11 students will be invited to attend a 3 day, 2 night residential activity to complete activities relating to resilience, team building and some intensive revision workshops and masterclasses. Subsidised by the Academy, PP students will receive it free of charge.</p>	<p>3, 4, 5</p>
<p><i>Structured Tutor Time Interventions</i></p>	<p>Extended form time provides opportunities for students to receive bespoke intervention in certain core subjects via online learning and small group tuition.</p> <p>There is extended time for the Personal Development Programme covering essential PSHE and RSE learning.</p>	<p>2, 3, 6, 7</p>
<p><i>SEND and Inclusion</i></p>	<p>A specialised and experienced SENDCO was recruited from the LA as a large number of our PP students have SEN. A wide number of bespoke interventions are held</p>	<p>1, 2, 3, 5, 7</p>



	each week by trained staff. Provision Map is used to record and track all interventions and demonstrate impact.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Academy will fund a Hardship Fund this fund is used to purchase necessities for students	A small amount of funding is set aside to support students and families who may find themselves in urgent need of support, eg food vouchers, bus passes. This fund also supports uniform issues, equipment issues and buys into the Sandwell Uniform scheme providing £25 in direct funding to PP families.	1, 3, 4, 9
The Academy will ensure that all peripatetic music lessons remain free for disadvantaged students.	This continues to push our belief in allowing disadvantaged students to access a broad curriculum, seek opportunities in Music and Performing Arts, both within lessons and as part of extra-curricular activities.	4
Revision guides and materials	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.	2, 3, 7
The Academy will provide Trip Funding for all Disadvantaged students to ensure no student is unable to participate in off-site activities.	All school trips and visits have been provided free of charge to PP students including transport costs to ensure they are able to engage.	3, 4
Uniform Support and Uniform Swap Shop	Students are more likely to attend the academy regularly if they have the correct uniform that is clean and in good condition.	1, 3

Extra-curricular Support	Students who are more engaged with the academy, both in the day and with extra-curricular activities are more likely to attend more regularly and have higher aspirations.	3, 4
Library Opening Hours – homework club 3 days per week.	The library, support from our Librarian and time and space where students can use their devices provides disadvantaged students with the tools to complete homework and explore a range of books and reading materials.	2, 3, 7
Breakfast Club	Students will perform better in all areas if they are not hungry. All students can come to Breakfast Club for cereal and toast each day, specific disadvantaged students are specifically, yet discreetly invited.	1, 6
<i>Attendance Support Plans</i>	Students will make more progress if they attend the academy more regularly.	2, 3, 6
<i>Enhanced Safeguarding</i>	Students will make more progress if they feel safe and well and know that there are trusted adults who they can speak to and work with.	1, 2, 6
<i>Mentoring</i>	Feedback from students who have received support so far is overwhelmingly positive.	1, 2, 3
<i>Careers and IAG</i>	Employing a company to provide specific IAG interviews for PP students, another company to source WEX placements. Employment of a member of staff to coordinate careers across the Academy to ensure that disadvantaged students receive enhanced guidance.	4, 5, 6, 7
<i>Summer School – Y6 Transition</i>	A 3 day summer school for Y6 students to familiarise themselves with the academy and make new friends, to build confidence prior to starting in September. Safeguarding and pastoral staff can begin to get to know vulnerable students.	1, 4, 5

Total budgeted cost: £ 299,607

## Part B: Review of the previous academic year 2022-23

### Outcomes for disadvantaged pupils

#### Attainment

As a new Academy we have not yet had a GCSE cohort receive examination results. In terms of assessment the Academy uses a layered approach of in class competencies, pre and post module testing, twice yearly formal examinations and external validation through GL assessments.

In 2023 our GL assessments showed the following gaps between disadvantaged students and non-Pupil Premium students (all scores are mean scores):

	Autumn Gap	Summer Gap
Spelling	3.2	4.5
Reading	3.1	5.7
Y7 English	4.4	6.1
Y7 Maths	5.3	6.9
Y8 English	2.4	3.9
Y8 Maths	3.8	6.0
Y9 English	5.4	3.7
Y9 Maths	4.9	6.6

The gap has narrowed in Y9 English while it has widened slightly in other areas. However, it should be noted that the overall attainment of PP students has either held fast or improved dramatically between baseline tests taken at the start of Y7 and the end of Y9.

For the Year 9 Cohort 2022-23

	Start of Y7	End of Y9
NGST Spelling	102.20	109.80
NGRT Reading	97.70	103.60
GL English	99.90	99.90
GL Maths	92.90	98.90
GL Science	93.80	105.40

### Attendance

Our attendance data for 2022/23 indicates that attendance among disadvantaged students has been 3.21% lower than that for non-disadvantaged students.

Having said this the attendance of Pupil Premium students is strong compared to national average with attendance at 92.15%. 33% of Pupil Premium students were Persistently Absent compared to 20% of non-disadvantaged students.

### Exclusion Data

In the 2022-23 academic year, the Academy issued 30 suspensions to a total of 26 students. Of these, 17 suspensions were from 15 Pupil Premium students.

	Number of Suspensions	Percentage of suspensions as a proportion of the cohort	Number of Students	Percentage of suspended students as a proportion of the cohort
PP students (38% of cohort)	17		15	
Non-PP students (62% of cohort)	13		11	

We had to make 1 permanent exclusion – this student was not disadvantaged.

The number of suspensions for disadvantaged students are better than, and in line with the expectation.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NTP	First Space Learning
NTP	Academic Coach
Debate Mate	Debate Mate
Accelerated Reader	Renaissance Learning
Baseline testing	GL Assessment
Seneca Learning	Seneca
Sparx Maths	Sparx Maths

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
The Academy does not have any eligible pupils in this area.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Not applicable

## Further information (optional)

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.