

# 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	783
Proportion (%) of pupil premium eligible pupils	36.14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2023/24 – 2024/25
Date this statement was published	16/12/2024
Date on which it will be reviewed	16/12/2025
Statement authorised by	George Faux
Pupil premium lead	Marcus Smith
Governor / Trustee lead	Elisabeth Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,250
Recovery premium funding allocation this academic year	£0
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>	£0
<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>	£299,250

# 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. Our broad curriculum and inclusive approach inspire all students to strive for their goals and reach their full potential. We offer a curriculum that imparts decency and values, preparing learners to become confident, responsible citizens with the resilience to succeed in challenging situations.

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.

This is primarily achieved through high-quality teaching, supported by tailored professional development opportunities for all staff throughout the year. Whole-school priorities emphasise the importance of ongoing pedagogical improvement, as we recognise this has the greatest impact on student progress. Particular attention is given to disadvantaged students, with staff consistently considering and addressing their needs across all areas. 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.

In addition, this strategy covers the use of the Academy Recovery Premium, largely in terms of targeted support for students. Additional capacity has been added to the English and Maths departments to deliver small, targeted intervention sessions, alongside 5 hours of academic mentoring allocated to a designated member of staff.

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.

The impact of interventions is regularly reviewed and cross-referenced with termly internal data to inform any necessary adjustments throughout the year and over the three-year strategy period. Student participation in extracurricular activities and cultural capital opportunities is closely monitored to ensure equal access for all. A central aim of our pupil premium strategy is to enhance the cultural capital of disadvantaged students through a variety of opportunities.

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 37% 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 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>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>
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>
6	<p><b>Attendance</b></p> <p>Attendance is a key focus, and the attendance of Pupil Premium students is strong compared to the national average. However, we acknowledge that disadvantaged students often face additional barriers that can impact their ability to attend school regularly. With approximately 37% of our students classed as disadvantaged, this group requires targeted interventions to overcome challenges that can hinder attendance.</p>

	These barriers often involve complex issues, which disproportionately affect disadvantaged students, requiring tailored support to improve attendance. Our approach involves working closely with students and their families to address these challenges, ensuring that attendance remains a priority and that all students can fully engage in their education.
7	<p><b>Family engagement</b></p> <p>Challenges with communicating with families can mean that disadvantaged students do not get the support required at home and can result in messages from school being missed which contributes the quality of the students experience of education and engagement with activities. Whilst we are made great progress in this area including gaining the leading parent partnership award, it is something that can be improved further.</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 in KS3 and KS4 for disadvantaged students by ensuring that staff are trained and equipped with skills, awareness and knowledge of appropriate strategies to best support students. By the end of Key Stage 4, attainment 8 scores for PP students in alignment with their non-PP peers.	<p>Staff to all have training on the best ways to support disadvantaged students.</p> <p>For us to have used funds to support and enhance staff subject knowledge where appropriate.</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> <p>A high percentage of PP students achieving a Grade 5 or above in English and Maths, closing the attainment gap with their non-PP peers.</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.	The gap between disadvantaged and non-disadvantaged students is reduced in formative assessments, summative

	assessments and GCSE summer exams.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2024-25 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 workplaces, universities and aim higher events.</p>
To continue to develop family engagement and relationships to support disadvantaged students.	Parental feedback – Family Forum meeting notes.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2024-25) to address the challenges listed above.

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

Budgeted cost: £ 69,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training Days and Teaching and Learning Communities</p> <p>Quality First Teaching</p>	<p>Opportunities for staff to meet together, collaborate and share strategies.</p> <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>	<p>1, 2, 3, 6, 7</p>
<p>Enhanced CPD budget and CPD co-ordination.</p>	<p>Specific training on Pupil Premium and subject knowledge courses will allow teachers to make the most impact with improving the outcomes for students.</p>	<p>1, 2, 6, 7</p>
<p>TLR Allowance for Literacy and Reading</p>	<p>Identified staff to have a role to support PP students with reading, spelling and literacy interventions, and to train other staff in delivering interventions.</p>	<p>2, 7</p>
<p>National College Subscriptions</p>	<p>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.</p>	<p>1, 2, 3, 6, 7</p>
<p>Extra-curricular activities</p>	<p>If it is highlighted that a student would benefit from participation in an extracurricular event or club, the PP</p>	<p>1, 3, 4,</p>

	budget will support this in order to raise aspirations and motivation.	
Careers Intervention	Students are provided with one-to-one careers appointments from an on site careers advisor to help raise the profile of the world of work and in turn, raise aspirations.	4, 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
The Academy will allocate academic mentoring hours for one academic year who will run small group intervention sessions with Year 10 and 11.	Small group 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.	2, 6, 7
Holiday Study Support Programme for Y11	Y11 PP students will have priority invitations to holiday study support sessions.	2, 3, 6
Residential Raising Aspirations Experience for Year 11	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.	3, 4, 5
SEND and Inclusion	A wide number of bespoke interventions are held each week by trained staff. Provision Map is used to record and track all interventions and demonstrate impact.	1, 2, 3, 5, 7
Resources	Students have access to devices so that they can access learning through our digital platforms – all subscriptions for students are free.	1, 3, 4, 5
Revision Guides	Revision resources for Key Stage 4 to give all students equal access to	



	revision materials and support to improve collaboration between home and academy.	
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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, 5, 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
The Academy will provide Trip Funding for all Disadvantaged students to ensure no student is unable to participate in off-site activities.	School trips and visits have been heavily subsidised or 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: £ 299,250**

## Part B: Review of the previous academic year 2023-24

### Outcomes for disadvantaged pupils

#### Attainment

##### GCSE Examination results 2024

- **Number of pupils:** 67
- **Progress 8 score (P8):** -0.24 (compared to 0.07 at the local authority level and 0.16 nationally for non-disadvantaged pupils).
- **Attainment 8 score (A8):** 37.5 (lower than the local authority average of 45.9 and the national average of 50 for non-disadvantaged pupils).
- **English and Maths at grade 5+:** 26.9% of disadvantaged pupils achieved this benchmark, compared to 42.3% locally and 53.1% nationally.
- **English and Maths at grade 4+:** 37.3% of disadvantaged pupils achieved this benchmark, below the local authority average of 65.0% and the national average of 72.7% for non-disadvantaged pupils.

While there is still progress to be made, the performance of Pupil Premium students at our school shows areas where targeted support can drive significant improvement. With continued focus on tailored interventions, we are optimistic about enhancing both the progress and attainment of our disadvantaged students moving forward.

#### Attendance

Our attendance data for 2023/24 indicates that attendance among disadvantaged students has been 3.3% 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 91.4%\*.

27.8% of Pupil Premium students were Persistently Absent compared to 12.8% of non-disadvantaged students\*\*.

\*source – ASP groups report via Arbor 4/9/2024-24/5/24

\*\* source – Pastoral tracker report via SIMS – Week 32 of 24/25 academic year

## Exclusion Data

In the 2023/24 academic year, the Academy issued suspensions to a total of 62 students. Of these, 38 suspensions were from 25 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)	38	61% of 23/24 FTS	25	3% within whole school cohort 8% within PP cohort
Non-PP students (62% of cohort)	24	39% of 23/24 FTS	18	2% within whole school cohort 3.5% within non PP cohort

We had to make 2 permanent exclusions during 2023/24 – one of these students was PP and the other non PP.

## 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
Debate Mate	Debate Mate
Sparx Reader	Sparx Reader
Baseline testing	GL Assessment
Seneca Learning	Seneca
Sparx Maths	Sparx Maths
Century	Century
Lexia	Lexia

## 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