

## Pupil premium strategy statement – Bromley Beacon 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	159 (PAN168)
Proportion (%) of pupil premium eligible pupils	89%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/23 – 2025/26
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	1 <sup>st</sup> September 2024
Statement authorised by	Mr Philip Tagoe (Headteacher)
Pupil premium lead	Mrs Amy Fitzgerald (Deputy Headteacher)
Governor / Trustee lead	Denise James Mason

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,175
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£67,455
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£4.32 Million

## Part A: Pupil premium strategy plan

### Statement of intent

At Bromley Beacon Academy, our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils and to support them to be confident, thoughtful and kind upstanding members of society. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need with strong links to the EHCPs, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Academy uses a large part of pupil premium money to break down these barriers consistently to ensure our young people are able progress to the next stage of their education journey. As a result, we can offer;

- Universal intervention - To ensure that inclusive and quality first teaching is delivered across the school.
- Targeted intervention - To provide support to pupils to overcome specific barriers to learning.
- Specialist intervention - To provide additional and highly personalised support for learners where there are significant barriers to overcome.

This means that there will be a degree of variation in how pupil premium money is spent on an annual basis and in some cases will be in response to specific performance data and/or outcomes. Our key principles are built on our core values and with these in mind, we aim to ensure that pupils are given opportunities to develop their Cultural Capital through attendance at careers-based events, enrichment activities and other extracurricular events that will benefit them in the future.

The senior leadership of the school and Trustees look critically at the impact of Pupil premium spending on the outcomes for all children, with a particular focus on those who are classed as disadvantaged. This ensures that we are responsive to the varying needs of our learner cohort.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.
6	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the percentage of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers. The SALT offer is improved through well planned interventions within school and with the use of outside agencies.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils can access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same proportions as their peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: · the overall unauthorised absence rate for all pupils being no more than and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are PA or SA decreases indicating a significant improvement to overall school attendance.

**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: £78,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Creation of a maths Teaching and Learning Responsibility lead, to develop and improve maths teaching across the school in line with DfE guidance. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance: key stages 1 and 2 Teaching mathematics at key stage 3 1 develop the quality of maths teaching through CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>1</p>
<p>Evidenced based teaching through Learning Inquiry &amp; CPD.</p>	<p>EEF ToolKit (2001) claims that Interleaving and questioning can add +7 months and assessment for learning and feedback can add +6 to pupil's progress. EEF research on working memory intervention (2019) claims that pupils who took part in the intervention made the equivalent of 3 months progress compared to those pupils who did not take part in the intervention.</p>	<p>1</p>
<p>Purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher Level Teaching Assistant time.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists:</p>	<p>1, 2,</p>

Professional Development for teachers.	Reflective and well-trained teachers will constantly strive to improve their practice for the benefit of all those pupils they teach.	1
Phonics training & parent workshops	Enabling children to decode and read confidently opens up the whole curriculum and improves attainment across all subjects, improving life chances. Better informing parents how to support their child leads to greater impact.	1, 2
Professional Development for teaching assistants Little Wandle Phonics and interventions and White Rose Maths interventions.	Reflective and well-trained teaching assistants will strive to improve their practice to enable them to make further impact on pupil progress. Training provided by DHT, Trust leaders and experts, English and Maths subject lead and School SENDCo.	

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

Budgeted cost: £ 25,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic, a significant proportion of whom will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one, and group interventions. Interventions to be personalised and support pupils academic outcomes as well as EHCP outcomes.	1
Tutoring over Learning opportunities to revisit the literacy and numeracy curriculum for Y7 to Y11.	Tutoring overlearning: higher level intervention to support accessing literacy and numeracy lessons. Using core knowledge to provide opportunities for frequent revisiting of curriculum content to facilitate retention.	1

Social Understanding workshops used to identify the social skills need and intervention planned and delivered in response	Social Understanding: supporting students with social and emotional needs so that they can develop healthy relationships and gain greater understanding of human interaction. Bespoke programme delivered according to individual student needs.	2
Partnerships with Parents ensure parents are aware of their child's needs and to outline ways in which they can support their child at home	Working with our parents and carers as well out all outside agencies involved with the pupils, will enhance the pupils opportunities and engage them with their learning resulting in better outcomes for all pupils.	1, 5

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

Budgeted cost: £ 19,715

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
FLO and attendance officer to track, monitor and improve the attendance of some of our most vulnerable students.	Tracking and monitoring attendance allows key stake holders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.	4, 6
Provide students with cultural capital experiences via assemblies, electives, our PSHE offer, visiting speakers and trips.	A composite measure of cultural capital has a significant effect on academic achievement. Children's cultural capital, captured by six indicators measuring cultural participation, reading habits, and participation in extracurricular activities, has (mostly) positive effects on children's reading recognition, reading comprehension, and math test scores.	1, 4
Child protection team provides support and intervention for our most vulnerable pupils and ultimately helps keep our pupils safe.	By identifying the needs and risks students face reduces the amount of negative incidents they'll encounter and allows support to be put in place in a timely manner. Investing in robust safeguarding ultimately improves the mental, social, emotional and physical health of our students making them more successful in the future.	1, 4
Careers advice and intervention in order to provide students with goals and a clear informed path to get there.	Career guidance promotes positive well-being, including recognising strengths, a focus on the future, setting achievable goals, and building a social identity through work.	1, 5, 6

	<p>It enhances linkage of academic and career experiences and thus, improves career preparation.</p> <p>There is a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards schooling.</p>	
<p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1, 6</p>

**Total budgeted cost: £ 122,715**



**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils**

	<b>2018/19</b>	<b>2021/22</b>	<b>2022/23</b>
<b>Number of students in Yr 11</b>	17	18 (20)	21 (26)
<b>5 (4-9) or Equiv Passes %</b>	24%	50% (45%)	71% (53%)
<b>5 (1 – 9) or Equiv Passes %</b>	76%	83% (75%)	90% (69%)
<b>5 (4 – 9) or Equiv Inc EM %</b>	24%	50% (45%)	48% (38%)
<b>5 (1 – 9) or Equiv inc EM %</b>	76%	83% (75%)	95% (73%)
<b>1 (1 – 9) or Equiv passes %</b>	100%	100% (90%)	100% (100%)
<b>1-9/ L1+ Passes in English %</b>	94%	100% (90%)	100% (96%)
<b>1-9/ L1+ Passes in Maths %</b>	94%	100% (90%)	100% (92%)
<b>4-9 Passes/Equiv in English %</b>	29%	67% (60%)	52% (42%)
<b>4-9 Passes/Equiv in Maths %</b>	29%	50% (45%)	48% (38%)
<b>Progress from Baseline English %</b>	88%	100% (90%)	100% (80%)
<b>Progress from Baseline Maths %</b>	100%	100% (90%)	100% (80%)
<b>PP % 5 (1-9 including E/M) Passes</b>	75%	81% (70%)	86% (69%)
<b>Non PP % 5 (1-9 including E/M) Passes</b>	100%	100% (100%)	100% (100%)

<b>Average Number of Qualifications</b>	7	7.2 (6.5)	9 (7)
<p>Despite the challenges faced, as a result of the COVID-19 pandemic, Pupil premium learners at Bromley Beacon Academy achieved some positive outcomes, when compared to their non-PP counterparts. At Bromley Beacon Academy, each day pupils are provided with a warm breakfast, which has helped to encourage them to attend on time. Tutor time is used effectively to assess each pupil's readiness to learn, so that interventions can be put in place to support, where they are not ready to engage in learning.</p> <p>We have created an environment, which is built on our core values, where staff on duty are encouraged to eat lunch with the pupils, to create a feeling of community within the school. This year, the senior leadership of the school and Trustees have looked critically at the impact of Pupil premium spending on the outcomes of all children, with a particular focus on those who are classed as disadvantaged. This has ensured that we are responsive to the varying needs of our cohort.</p>			

**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.*

<b>Programme</b>	<b>Provider</b>

