

Pupil Premium Strategy 2023-2024

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	Bristnall Hall Academy
Number of pupils in school	1094
Proportion (%) of pupil premium eligible pupils	35.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	Spring 1 2024
Statement authorised by	Louisa Pritchard (Principal)
Governor / Trustee lead	Antoinette Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£380,880
Recovery premium funding allocation this academic year	£113,727
TOTAL (PP funding + Recovery)	£494,607
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutor Funding	£25,312.50

Part A: Pupil premium strategy plan

Statement of intent

Our vision for Pupil Premium is to ensure that students from disadvantaged backgrounds are able to access an enriching curriculum, achieve and attain excellence, as well as having ambitious aspirations throughout their education and beyond.

We have an unrelenting ambition to tackle and overcome the barriers and obstacles faced by students from low income families, by creatively utilising Pupil Premium to ensure that we focus on:

- Providing students with an extensive network of support to ensure that they are attending everyday;
- Offer a rich and engaging school experience in which students are willing partners in, and leaders of their own learning;
- A curriculum that opens up doors as opposed to closing them;
- A curriculum that enables all students to stand out nationally through enhanced academic and extra-curricular opportunities;
- A curriculum that promotes the highest standards for all our learners;
- A curriculum that equips learners with the necessary life skills and values to become confident and responsible citizens who have the resilience to flourish in the face of adversity;
- Every disadvantaged learner, through engagement with external partners, has an annual experience that is financially out of their reach;
- Provide every child with an inspiring, rich extracurricular experience that is accessible by all;
- That learners see success as achievable, where they do not use “because” in an attempt to explain underperformance but rather “despite” when considering the barriers they have overcome in order to be successful.

Challenges

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

Challenge number	Detail of challenge
1	Low starting point and knowledge gaps at the start of KS3 further compounded due to impact of Covid 19.
2	Low levels of Literacy and Numeracy – students arrive significantly below national average (50% are PP).
3	Low Reading ages on entry.
4	High levels of deprivation, resulting in limited knowledge of social and cultural capital.
5	Some low attendance (Gap between PP and non-PP students and higher percentage of PA students are PP).

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
Targeted support at the earliest stage for pupils identified with low reading ages with particular focus on those with reading ages in the bottom 20% for their year group (3)	Improved reading ages and gap closed between actual v/s chronological age when assessed (twice yearly). Spoken language with a wider vocabulary bank that emphasises the use of Standard English. Leading to improved Reading, Writing and SPAG.
Targeted support at the earliest stage for pupils identified with low levels of literacy and/or numeracy through interventions such as, but not limited to, Direct Instruction (DI) (2 & 3)	Leading to improved spoken language and oracy Assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school and continued improvements in outcomes for disadvantaged students (P8 and Basics)
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (5)	PA for disadvantaged pupils reduces every half term Autumn 1. PP attendance YTD maintained above national average and at least at 95% for PP students and gap closed between PP and non-PP students
Pupils can see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading to higher aspirations and an improved attitude to learning, resulting in better outcomes.	Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.

<p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p> <p>Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)</p>	<p>This includes Tutoring, afterschool clubs, Breakfast club, trips & residential.</p> <p>Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p> <p>Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning</p> <p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.</p>
<p>PP Students will engage in a balanced knowledge rich curriculum and attain well (1)</p>	<p>Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p> <p>Improve outcomes for all and close the attainment between PP and NPP students in KS3 and KS4 and significantly above average P8.</p>

Activity in this academic year 2023-2024

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £214,953

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching: Lead Practitioners deployed to teach classes that have a high number of PP and to develop teaching across the academy	£45,000	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.” EEF PP Guidance 2019” Lead practitioners are also part of the TNG meetings from Bristnall for the Trust, thus allowing them to collaborate with other colleagues from the Trust and then share best practise from these meetings to all staff. The impact of collaborative approaches on learning is consistently positive. Many of the LPs are also exam markers.	1 & 2
Reduced class sizes in English and Maths through additional staffing	£80,000	Reducing class size EEF (educationendowmentfoundation.org.uk)	1,2,3
Specialist Literacy and Numeracy coordinators to develop literacy strategies across the curriculum and raise the profile of literacy across the curriculum	£21,500	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) “INITIATING AND SUPPORTING THE DEVELOPMENT AND INITIAL IMPLEMENTATION OF A WHOLE SCHOOL NUMERACY PLAN IN A SECONDARY SCHOOL (core.ac.uk)	2,3
Reading coordinator role to develop	£6,000	“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF	3

<p>reading across the academy including CPD of staff on reading strategies</p>		<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>“The aim of Switch-on Reading is for children and young people to be able to participate more fully in the classroom by becoming more confident and active, independent readers”.</p> <p>Switch-on Reading (2022/23 subsidised programme) EEF (educationendowmentfoundation.org.uk)</p> <p>“Too many students are reaching secondary school without the basic literacy skills needed to successfully access the Key Stage 3 curriculum. A phonics intervention programme has been created that is easy to use and importantly is presented in an age appropriate way”.</p> <p>KEY STAGE 3 PHONICS - ABIGAIL STEEL TRAINING</p>	
<p>Academic Coaches to mentor and academically support identified students in science lessons</p>	<p>£32,000</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>PP Coordinator to share evidence-based data, research and strategies with staff</p>	<p>£12,953</p>	<p>A 10-step Pupil Premium plan (headteacher-update.com)</p>	<p>1-5</p>
<p>Knowledge organisers across the curriculum for all year groups, every half term</p>	<p>£17,500</p>	<p>https://classteaching.wordpress.com/2018/09/14/using-knowledgeorganisers-to-improve-retrievalpractice/</p>	<p>1 & 2</p>

Targeted academic support

Budgeted cost: £180,500

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Purchase of license for and delivery of (staffing costs) Direct Instruction to target students with low literacy/numeracy	£60,500	(PDF) Direct Instruction: A Research-Based Approach to Curriculum Design and Teaching (researchgate.net)	2, 3
1:1 and small group Tuition through funding of the NTP	£25,000 (+£25,312.50 NTP funding)	Reducing class size EEF (educationendowmentfoundation.org.uk)	1,2,3
Specialist Literacy and Numeracy coordinators to develop literacy strategies across the curriculum and raise the profile of literacy across the curriculum	£22,000	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) "INITIATING AND SUPPORTING THE DEVELOPMENT AND INITIAL IMPLEMENTATION OF A WHOLE SCHOOL NUMERACY PLAN IN A SECONDARY SCHOOL (core.ac.uk)	2,3
Revision during out of school hours including Period 7, holiday revision sessions and Sunset sessions online	£13,000	Extending school time EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Residential Trips to further improve outcomes of students in EBACC subjects (MFL - Edgmond Hall and Humanities Field Trip, Frank Chapman)	£7,500	Research, such as the Sutton Trust's report on life skills in October 2017[1], also overwhelmingly shows that children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. The sense of self, aspiration, ability to self-direct and the social skills and networks gained from this activity enables them to thrive both in and out of	1, 4

		the classroom, as well as in later life. Without this, they do not reach their full potential and they are significantly less likely to attend University or access a skilled career. Sutton Trust. Life Lessons: Improving essential life skills for young people.	
High Potential coordinator and Careers coordinator to offer initiatives to ensure that disadvantaged students have high aspiration and high levels of opportunity (including Aim Higher trips, Debate Mate, careers/industry visits)	£15,000	Network Partners - Aimhigher West Midlands (aimhigherwm.ac.uk) Core Programme - Debate Mate Schools	4, 5
Revision Guides	£17,500	Revision Resources for Key Stage 4 to give all students equal access to revision materials and support and to improve collaboration between home and academy.	1,2,4
Subsidised music tuition for students	£20,000	Arts participation EEF (educationendowmentfoundation.org.uk)	4

Wider Strategies

Budgeted cost: £102,500

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
DT Food/Materials fund	£4,000	Pay for pupils' ingredients... because it is "hard for parents to buy ingredients in one-portion quantities", and to "stigma" for children whose parents "struggle to afford them". - https://schoolsweek.co.uk/national-food-strategythe-recommendations-for-schools/	4
Academy Attendance Officers to ensure high levels of attendance maintained	£23,000	To also continue to monitor and raise attendance, as well as lower persistent absence of disadvantaged students Being Present: the Power of Attendance and Stability for Disadvantaged Pupils - NFER	5
Attendance Rewards to encourage high levels of attendance and academic rewards to encourage high aspiration and outcomes	£15,000	Attendance incentives to raise attendance and lower persistent absences. Making Sense out of Incentives: A Framework for Considering the Design, Use, and Implementation of Incentives to Improve Attendance: Journal of Education for Students Placed at Risk (JESPAR): Vol 23, No 1-2 (tandfonline.com)	5,1
Guest motivational speakers to work with Year 10/Y11 students (Fix Up Team)	£3,000	Motivating & Empowering UK Education - Home (weebly.com)	4,5,1
Hardship Fund to support	£6,500	Support students and families with being able to access academy and meet	4,5

students and families (includes Bus Passes, lunch money, uniform)		our high standards. Students meet the high uniform standards and whole school expectations within the school.	
Students stationery - students will be provided - with all necessary equipment on the first day to ensure a prompt and purposeful start to learning and fulfilment and maintenance of literacy boxes in rooms.	£10,000	https://schoolsweek.co.uk/remote-education-laptops-roll-out-vital-but-pupils-need-pens-and-paper-too/	4,5
Breakfast Club (includes food and staffing)	£7,500	Breakfast Club to give every student access to a breakfast every day free of charge- pending Government guidance, Jan 2021 at the latest. We want to ensure that students are fuelled and energised, ready for the days learning. 45% of schools recently survey said that their club has improved attendance. https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf More positive evidence comes from Magic Breakfast's head teacher survey in which 76% of the respondents reported a perception that attendance at school was substantially or somewhat better than before having the breakfast club. In the case study visits, most of the parents surveyed/interviewed strongly agreed or tended to agree with the statement that	5

		their children were less likely to take time off school.	
Transition visits to Primary Schools for Year 6 into Year 7 and appointment of Year 7 achievement coordinator who leads on Transition.	£6,000	<p>“Transition offer many useful points around the key factors most likely to contribute to a successful transition: curriculum continuity; school routine and experiences and healthy peer networks”.</p> <p>EEF Blog: Supporting pupils through transitions – a trio of... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Blog: Getting transition right (part 1 of 2) – four... EEF (educationendowmentfoundation.org.uk)</p> <p>The Importance of a Good Transition One Education</p>	4,5,3,1
Character Education development. This is to grow and develop our enrichment opportunities as well as offering wider experiences to students such as Theatre visits, visits to religious and educational establishments. Also, Spanish Play (All) and French Breakfast (Y8 PP Only)	£27,500	Character education framework guidance (publishing.service.gov.uk)	4

Total budgeted cost: £497,953

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £206,016

Actual Spend: £215,358.56

Activity/Challenge	Impact of this approach	Actual Spend
<p>Quality first teaching: Lead Practitioners deployed to teach classes that have a high number of PP and to develop teaching across the academy.</p> <p>£41,876</p>	<p>Targeted and smaller class sizes, particularly in KS4, has ensured that students are more focused and receive more one-to-one time with outstanding teachers;</p> <p><u>Improved progress and attainment:</u></p> <p>Overall A8 <u>2018-2019</u> average = 4.6</p> <p>Overall P8 <u>2018-2019</u> = +0.42</p> <p>Overall A8 <u>2021-2022</u> average = 4.90</p> <p>Overall P8 <u>2021-2022</u> = +0.78</p> <p>Overall A8 <u>2022-2023</u> average = 4.41</p> <p>Overall P8 <u>2022-2023</u> = +0.59</p>	<p>£43,987</p>

<p>Reduced class sizes in English and Maths through additional staffing.</p> <p>£80,000</p>	<table border="1"> <thead> <tr> <th>Subject. ↓</th> <th>No. of PP students</th> <th>PP Average Points</th> <th>PP Target Average Points</th> <th>PP Difference to target</th> <th>No. of non-PP students</th> <th>Non-PP Average Points</th> <th>Non-PP Target Average Points</th> <th>Non-PP Difference to target</th> </tr> </thead> <tbody> <tr> <td>English LANG</td> <td>60</td> <td>4.05</td> <td>4.44</td> <td>-0.39</td> <td>131</td> <td>4.68</td> <td>4.79</td> <td>-0.12</td> </tr> <tr> <td>English LIT</td> <td>60</td> <td>3.83</td> <td>4.63</td> <td>-0.80</td> <td>131</td> <td>4.57</td> <td>5.09</td> <td>-0.52</td> </tr> <tr> <td>Maths</td> <td>60</td> <td>3.38</td> <td>4.37</td> <td>-0.99</td> <td>131</td> <td>4.03</td> <td>4.80</td> <td>-0.77</td> </tr> </tbody> </table> <p>National average for disadvantaged P8 Maths last year was -0.49.</p>	Subject. ↓	No. of PP students	PP Average Points	PP Target Average Points	PP Difference to target	No. of non-PP students	Non-PP Average Points	Non-PP Target Average Points	Non-PP Difference to target	English LANG	60	4.05	4.44	-0.39	131	4.68	4.79	-0.12	English LIT	60	3.83	4.63	-0.80	131	4.57	5.09	-0.52	Maths	60	3.38	4.37	-0.99	131	4.03	4.80	-0.77	<p>£78,786</p>
Subject. ↓	No. of PP students	PP Average Points	PP Target Average Points	PP Difference to target	No. of non-PP students	Non-PP Average Points	Non-PP Target Average Points	Non-PP Difference to target																														
English LANG	60	4.05	4.44	-0.39	131	4.68	4.79	-0.12																														
English LIT	60	3.83	4.63	-0.80	131	4.57	5.09	-0.52																														
Maths	60	3.38	4.37	-0.99	131	4.03	4.80	-0.77																														
<p>Specialist Literacy and Numeracy coordinators to develop literacy strategies across the curriculum and raise the profile of literacy across the curriculum.</p> <p>£21,455</p>	<p>Increased understanding of texts, developed their vocabulary and written responses.</p> <p>Form time numeracy activities embedded across the academy. One off events also successful such as financial management sessions etc.</p>	<p>£21,986</p>																																				
<p>Reading coordinator role to develop reading across the academy including CPD of staff on reading strategies.</p> <p>£3,582</p>	<p>NGRT 2023 reading tests below: 6 months between the tests.</p> <table border="1"> <thead> <tr> <th></th> <th>First test</th> <th>Second test</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>138</td> <td>148</td> <td>+10 months</td> </tr> <tr> <td>Year 8</td> <td>160</td> <td>167</td> <td>+7 months</td> </tr> <tr> <td>Year 9</td> <td>167</td> <td>172</td> <td>+5 Months</td> </tr> <tr> <td>Year 10</td> <td>178</td> <td>184</td> <td>+6 months</td> </tr> </tbody> </table>		First test	Second test	Progress	Year 7	138	148	+10 months	Year 8	160	167	+7 months	Year 9	167	172	+5 Months	Year 10	178	184	+6 months	<p>£5,550</p>																
	First test	Second test	Progress																																			
Year 7	138	148	+10 months																																			
Year 8	160	167	+7 months																																			
Year 9	167	172	+5 Months																																			
Year 10	178	184	+6 months																																			
<p>Academic Coaches to mentor and academically support identified students in science lessons.</p> <p>£31,150</p>	<p>Academic coaches assigned to intervention groups to work with targeted PP students.</p> <p>Value added for PP students in Science is +0.15</p>	<p>£32,895</p>																																				
<p>PP Coordinator to share evidence-based data, research and strategies with staff.</p> <p>£12,953</p>	<table border="1"> <thead> <tr> <th>Attainment 8</th> <th>ALL</th> <th>PP</th> <th>NPP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>4.60</td> <td>4.27</td> <td>4.80</td> <td>0.53</td> </tr> <tr> <td>2022</td> <td>4.90</td> <td>4.27</td> <td>5.31</td> <td>1.04</td> </tr> <tr> <td>2023</td> <td>4.41</td> <td>3.85</td> <td>4.66</td> <td>0.81</td> </tr> </tbody> </table>	Attainment 8	ALL	PP	NPP	GAP	2019	4.60	4.27	4.80	0.53	2022	4.90	4.27	5.31	1.04	2023	4.41	3.85	4.66	0.81	<p>£12,953</p>																
Attainment 8	ALL	PP	NPP	GAP																																		
2019	4.60	4.27	4.80	0.53																																		
2022	4.90	4.27	5.31	1.04																																		
2023	4.41	3.85	4.66	0.81																																		

	<u>Progress 8</u>	ALL	PP	NPP	GAP		
	2019	+0.42	+0.27	+0.53	0.26		
	2022	+0.78	+0.45	+1.01	0.56		
	2023	+0.59	+0.24	+0.77	0.53		
Knowledge organisers across the curriculum for all year groups, every half term + science KS4 £15,000	<p><u>KS3- Student voice:</u></p> <p><i>“The KOs are great because it has all the key knowledge and information I need to know in a visually appealing document. It is easy to digest and helps me remember key facts, equations and vocabulary during lessons or before starting a BBB”. Some even have sentence starters and examples of WAGOLLS.</i></p> <p><u>KS4- Student voice:</u></p> <p><i>“The KOs provide me with a visual big picture of what I need to know for a particular topic in each subject, each half term- it’s a great revision tool. It helps me identify and address the gaps I may have in a particular subject/ topic and lets me communicate with my parents at home of what I will be learning. I use them regularly at home and school and get teachers, parents and my peers to quiz me to help with my knowledge retrieval”. Fantastic revision tool.</i></p>						£19,201.56

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

Budgeted cost: £169,104 (+£63,261 NTP funding)

Actual Spend: £152,064 (+ £21442 NTP funding)

Activity	Impact of this approach	Actual Spend																				
Direct Instruction- staff, training and resources. £60,104	Reading: PP students in Year 9 increased by 19 months in 6 months <ul style="list-style-type: none"> - 66% are making expected or above progress in current Y11 - 80% are making expected or above progress in current Y10 - 90% are making expected or above progress in current Y9 - 84% are making expected or above progress in current Y8 	£60,104																				
1:1 and small group Tuition through funding of the NTP. £40,000 (+£63,261 NTP funding)	Overall A8 RESULTS 2022-2023 average = 4.41 Overall P8 RESULTS 2022-2023 = +0.59 <i>P8 of students that engaged in NTP was +0.85 vs +0.36 of students that didn't engage in NTP.</i>	£14,295 (£21,442 NTP Funded)																				
Revision during out of school hours including Period 7, holiday revision sessions and Sunset sessions online. £10,000	Overall A8 RESULTS 2021-2022 average = 4.90 Overall P8 RESULTS 2021-2022 = +0.78 Overall A8 RESULTS 2022-2023 average = 4.41 Overall P8 RESULTS 2022-2023 = +0.59	£15,569																				
Residential Trips to further improve outcomes of students in EBACC subjects (MFL - Edgmond Hall and Humanities Field Trip, Frank Chapman). £7,000	<table border="1" data-bbox="491 1413 1007 1615"> <thead> <tr> <th></th> <th>No. of PP students</th> <th>PP SPI</th> <th>No. of non-PP students</th> <th>Non-PP SPI</th> </tr> </thead> <tbody> <tr> <td>Geography</td> <td>28</td> <td>-0.51</td> <td>66</td> <td>1.26</td> </tr> </tbody> </table> <p><u>KS4- Student voice:</u></p> <p><i>"The trip allowed me to actively apply my skills in a real life setting in a practical and fun way. I can use this experience when I respond to questions in an exam".</i></p> <table border="1" data-bbox="491 1912 1040 2029"> <thead> <tr> <th></th> <th>No. of PP students</th> <th>PP SPI</th> <th>No. of non-PP students</th> <th>Non-PP SPI</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI	Geography	28	-0.51	66	1.26		No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI						£9,437
	No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI																		
Geography	28	-0.51	66	1.26																		
	No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI																		

	French	21	1.16	76	1.49	
	<p><u>Y11- Student voice:</u></p> <p><i>“The Edgemont Hall residential allowed me to apply my French speaking and listening skills in real life settings in a fun and energetic environment. It was nice to take our skills away from the classroom and into real life settings”. Very worth while trip.</i></p>					
<p>High Potential coordinator and Careers coordinator to offer initiatives to ensure that disadvantaged students have high aspiration and high levels of opportunity (including Aim Higher trips, Debate Mate, careers/industry visits).</p> <p>£15,000</p>	<p>The following number of students took part in HP trips/ careers and enrichment sessions:</p> <p>Y11: 11 students</p> <p>Y10: Classics day (33) Uni of Birm (14) Politics MC (17) Biosciences MC (3) Industry Insights (27) Astrophysics MC (37) Oxford Uni visit Girton (67)</p> <p><u>KS4- Student voice:</u> <i>“Spending the day at the Uni of Birmingham allowed me to visualise a day in the life of an undergrad. I got to ask students what qualifications and subjects they achieved in order for them to do their course”.</i></p> <p>Y9: Politics MC (1) Biosciences MC (10) Industry Insights (10) Astrophysics MC (1) Oxford Uni visit (6)</p> <p>Y8: Classics day (16) Uni of Birm (14) Politics MC (2) Biosciences MC (2) Astrophysics MC (1) Oxford Uni visit (4) Girton</p> <p>Y7: Classics day (7) Astrophysics MC (2) Oxford Uni visit (9) Girton (18)</p> <p><u>KS3- Student voice:</u> <i>“These trips gave me an amazing insight into the real world of careers and work”</i></p>					£13,659

<p>Revision Guides. £17,000</p>	<p>Students are provided with essential revision guides/ resources that allowed them to further build, practice and assess the knowledge and skills they gained from the classroom;</p> <p><u>Improved progress and attainment:</u></p> <p>Overall A8 <u>2021-2022</u> average = 4.90</p> <p>Overall P8 <u>2021-2022</u> = +0.78</p> <p>Overall A8 <u>2022-2023</u> average = 4.41</p> <p>Overall P8 <u>2022-2023</u> = +0.59</p> <p>Parent voice: <i>“I’m so glad that the academy is providing these, as there are so many out there to choose from. I know that they are specific to my child’s needs and the exam board they will be completing their final exams with.”</i></p>	<p>£19,364</p>
<p>Subsidised music tuition for students. £20,000</p>	<p><u>KS3- Student voice:</u></p> <p><i>“I like getting lessons from a professional so they can tell me how to improve”.</i></p> <p><i>“Great opportunity to start playing an instrument”.</i></p> <p><u>KS4- Student voice:</u></p> <p><i>“Continuing to build my skills has supported my college application”.</i></p> <p>The take up of instrumental lessons is the highest is has been in the academy’s history.</p>	<p>£19,796</p>

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

Budgeted cost: £102,205

Actual Spend: £110,261

Activity	Impact of this approach	Actual Spend										
<p>DT Food/Materials fund.</p> <p>£4,000</p>	<table border="1" data-bbox="507 510 1050 676"> <thead> <tr> <th></th> <th>No. of PP students</th> <th>PP SPI</th> <th>No. of non-PP students</th> <th>Non-PP SPI</th> </tr> </thead> <tbody> <tr> <td>Catering</td> <td>8</td> <td>-1.18</td> <td>15</td> <td>0.02</td> </tr> </tbody> </table> <p>Resistant Material= +0 40</p> <p><u>KS4- Student voice:</u></p> <p><i>“Knowing that I will have most of my ingredients/ materials ready in lessons is such a relief as it allows me to focus my attention on cooking and presenting my dishes/ product to an excellent standard”.</i></p>		No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI	Catering	8	-1.18	15	0.02	<p>£3,761</p>
	No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI								
Catering	8	-1.18	15	0.02								
<p>Academy Attendance Officers to ensure high levels of attendance maintained.</p> <p>£21,555</p>	<p><u>Attendance figured for 2022-2023</u></p> <p>Whole school: 92.8%</p> <p>Local authority: 91.3% - to half term 5</p> <p>National average: 90.2%</p> <p><u>PP:</u></p> <p>Whole school: 90.6%</p> <p>Local authority: 88.0%- to half term 5</p> <p><u>NPP:</u></p> <p>Whole school: 94.3%</p> <p>Local authority: 93.6%- to half term 5</p>	<p>£22,550</p>										
<p>Attendance Rewards to encourage high levels of attendance and academic rewards to encourage high aspiration and outcomes.</p> <p>£15,000</p>	<p>See above.</p>	<p>£16,750</p>										

<p>Guest motivational speakers to work with Year 10/Y11 students (Fix Up Team).</p> <p>£3,000</p>	<p>Overall A8 2022-2023 average = 4.41</p> <p>Overall P8 2022-2023 = +0.59</p>	<p>£4,850</p>
<p>Hardship Fund to support students and families (includes Bus Passes, lunch money, uniform).</p> <p>£6,500</p>	<p>See attendance and outcomes figures above (by ensuring students have bus passes etc. where required)</p> <p>All students have immaculate uniform and are provided with anything they need.</p>	<p>£8500</p>
<p>Students stationery - students will be provided - with all necessary equipment on the first day to ensure a prompt and purposeful start to learning and fulfilment and maintenance of literacy boxes in rooms.</p> <p>£10,000</p>	<p>Students are focussed and immediately start DO NOW task at the start of lessons.</p> <p>Quality assurance has demonstrated that lessons as a result start promptly and no learning time is lost.</p>	<p>£9,700</p>
<p>Breakfast Club (includes food and staffing).</p> <p>£7,500</p>	<p><u>KS3- Student voice:</u></p> <p><i>“Breakfast club provides an opportunity to read and eat breakfast”.</i></p> <p><i>“Hot food is ready without having to wait too long”.</i></p> <p><i>“Welcoming staff and food, positive start to the morning”.</i></p> <p><u>KS4- Student voice:</u></p> <p><i>“Revision opportunity with hot food, before exams”</i></p>	<p>£8,360</p>
<p>Transition visits to Primary Schools for Year 6 into Year 7 and appointment of Year 7 achievement coordinator who leads on Transition.</p> <p>£19,650</p>	<p><u>Y7- Student voice:</u></p> <p><i>“The transition visit was good because I was given an overview of what the academy will be like once I started. I was introduced to staff and given a bag full of key information about Bristnall. It gave me confidence and reassurance as to what to expect from lessons and teachers”.</i></p> <p><u>Y5- Student voice:</u></p> <p><i>“I found the Master classes really useful because it gave me an idea of what I’d be learning once I started secondary school”.</i></p>	<p>£5,790</p>

<p>Character Education development. This is to grow and develop our enrichment opportunities as well as offering wider experiences to students such as Theatre visits, visits to religious and educational establishments.</p>	<p><u>Horizons Day</u></p> <p>KS4- Student voice: <i>“Spending the day at Think Tank really brought the essence of Science to life; I love it!”</i></p> <p>KS3- Student voice: <i>“I loved spending the whole day in Stratford, learning about the works of William Shakespeare, as well as walking around being given a tour of his home and the various places where he worked.</i></p> <p>Parent voice: <i>“I love how the academy allowed my child to spend the whole day at the end of the year, immersed into a fun educational trip. I hope this continues and grows into bigger trips!”</i></p>	<p>£30,000</p>
<p>£15,000</p>		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bedrock	Digital Literacy Curriculum Bedrock Learning
Direct Instruction	Direct Instruction Training Hub UK - DI Training and DI Teaching (direct-instruction.co.uk)
Sparx Maths	Sparx Schools Sparx Maths
SENECA	Seneca - Homework & Revision Platform (senecalearning.com)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

