

## Pupil Premium Strategy 2024-2025

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	1131
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	Spring 1 2025
Statement authorised by	Louisa Pritchard (Principal)
Governor / Trustee lead	Antoinette Jackson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£429,450
Recovery premium funding allocation this academic year	NA
<b>TOTAL (PP funding + Recovery)</b>	<b>£429,450</b>

## 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 &amp; residential.</p> <p>Discussions with pupils, teachers &amp; support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p> <p>Discussions with pupils, parents, teachers &amp; 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: £184,453

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 Trust Community 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	<a href="https://www.educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
Reading coordinator role to develop reading across the academy including CPD of staff on reading strategies	£8,000	<p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://www.educationendowmentfoundation.org.uk">Switch-on Reading (2022/23 subsidised programme)   EEF (educationendowmentfoundation.org.uk)</a></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</p>	3

		intervention programme has been created that is easy to use and importantly is presented in an age appropriate way". <a href="#">KEY STAGE 3 PHONICS - ABIGAIL STEEL TRAINING</a>	
Academic Coaches to mentor and academically support identified students in science lessons	£28,000	<a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
PP Coordinator to share evidence-based data, research and strategies with staff	£9,953	<a href="#">The SecEd Podcast: Delivering the Pupil Premium in secondary schools teaching teachers poverty disadvantage wellbeing PPG education classroom deprivation (sec-ed.co.uk)</a>  <a href="#">10 Tips for Effective use of Pupil Premium to Support More Able Disadvantaged Learners • Government Events</a>	1-5
Knowledge organisers across the curriculum for all year groups, every half term	£13,500	<a href="#">Knowledge Organisers: Research and Implementation - (hwrkmagazine.co.uk)</a>	1 & 2

### Targeted academic support

Budgeted cost: £161,500

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Purchase of license for and delivery of (staffing costs) Direct Instruction	£60,500	<a href="#">(PDF) Direct Instruction: A Research-Based Approach to Curriculum Design and Teaching (researchgate.net)</a>	2, 3

1:1 and small group Tuition through funding of the NTP	£20,000	<a href="http://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
Specialist Literacy and Numeracy coordinators to develop literacy strategies across the curriculum and raise the profile of literacy across the curriculum	£15,500	<a href="http://educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>  <a href="http://core.ac.uk">"INITIATING AND SUPPORTING THE DEVELOPMENT AND INITIAL IMPLEMENTATION OF A WHOLE SCHOOL NUMERACY PLAN IN A SECONDARY SCHOOL (core.ac.uk)</a>	2,3
Revision during out of school hours including Period 7, holiday revision sessions and Sunset sessions online	£10,000	<a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,5
Residential Trips to further improve outcomes of students in EBACC subjects (MFL - Edgmond Hall and Humanities Field Trip, Boreatton Park Frank Chapman)	£15,000	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 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.  <a href="http://PGLAdventures.com">PGL Boreatton Park Adventure nr Shropshire   PGL Adventures</a>	1, 4
High Potential coordinator and Careers	£12,000	<a href="http://aimhigherwm.ac.uk">Network Partners - Aimhigher West Midlands (aimhigherwm.ac.uk)</a>	4, 5

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)		<a href="#">Core Programme - Debate Mate Schools</a>	
Revision Guides	£18,500	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	£10,000	<a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	4

## Wider Strategies

Budgeted cost: £89, 000

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
DT Food/Materials fund	£3,000	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".- <a href="https://schoolsweek.co.uk/national-food-strategythe-recommendations-for-schools/">https://schoolsweek.co.uk/national-food-strategythe-recommendations-for-schools/</a>	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 <a href="#">Understanding the use of Attendance &amp; Family Liaison Officers...   EEF (educationendowmentfoundation.org.uk)</a>	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. <a href="#">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)</a>	5,1
Guest motivational speakers to work with Year 10/Y11 students (Fix Up Team, Mr Beezy)	£5,000	<a href="#">Motivating &amp; Empowering UK Education - Home (weebly.com)#</a>  <a href="#">Boxclever Mentoring: BoxClever Mentoring (@boxclevercj) • Instagram photos and videos</a>  <a href="#">Sport 4 Life UK   West Midlands Youth Employment Charity</a>  <a href="#">Mr Beezy – No Grind, No Glory</a>	4,5,1
Hardship Fund to support students and families (includes Bus Passes, lunch money, uniform)	£6,500	Support students and families with being able to access academy and meet our high standards. Students meet the high uniform standards and whole school expectations within the school.	4,5
Students stationery - students will be provided - with	£5,000	<a href="#">Stationery: the core resource for schools   Education Business (educationbusinessuk.net)</a>	4,5

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.			
Breakfast Club (includes food and staffing)	£7,500	<p>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.</p> <p><a href="#">Support for school Breakfast Clubs   Kellogg's (kelloggs.co.uk)</a></p> <p>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 their children were less likely to take time off school.</p>	5
Transition visits to Primary Schools for Year 6 into Year 7 and appointment of Year 7 achievement	£4,000	"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".	4,5,3,1

<p>coordinator who leads on Transition.</p>		<p><a href="http://educationendowmentfoundation.org.uk">EEF Blog: Supporting pupils through transitions – a trio of...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Blog: Getting transition right (part 1 of 2) – four...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">The Importance of a Good Transition   One Education</a></p>	
<p>Character Education development (HORIZONS DAY). 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>£20,000</p>	<p><a href="http://publishing.service.gov.uk">Character education framework guidance (publishing.service.gov.uk)</a></p>	<p>4</p>

Total budgeted cost: £434,953

## Part B: Review of outcomes in the previous academic year 2023-2024

### 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: £214,953  
£217953

Actual Spend:

Activity/Challenge	Impact of this approach	Actual Spend
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	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;  <b><u>Improved progress and attainment;</u></b>  Overall A8 <b><u>2021-2022</u></b> average = 4.90  Overall P8 <b><u>2021-2022</u></b> = +0.78  Overall A8 <b><u>2022-2023</u></b> average = 4.41  Overall P8 <b><u>2022-2023</u></b> = +0.59  Overall A8 <b><u>2023-2024</u></b> average = 4.87  Overall P8 <b><u>2023-2024</u></b> = +0.61	£45000

<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>PP SPI</th> </tr> </thead> <tbody> <tr> <td>English LANG</td> <td>70</td> <td>4.09</td> <td>5.00</td> <td>-0.91</td> <td>0.13</td> </tr> <tr> <td>English LIT</td> <td>70</td> <td>4.10</td> <td>5.14</td> <td>-1.04</td> <td>0.25</td> </tr> <tr> <td>Maths</td> <td>70</td> <td>3.46</td> <td>4.79</td> <td>-1.33</td> <td>-0.26</td> </tr> </tbody> </table>	Subject. ↓	No. of PP students	PP Average Points	PP Target Average Points	PP Difference to target	PP SPI	English LANG	70	4.09	5.00	-0.91	0.13	English LIT	70	4.10	5.14	-1.04	0.25	Maths	70	3.46	4.79	-1.33	-0.26	<p>£80000</p>
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Maths	70	3.46	4.79	-1.33	-0.26																					
<p>Specialist Literacy and Numeracy coordinators to develop literacy strategies across the curriculum and raise the profile of literacy across the curriculum</p> <p>£21,500</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>£21500</p>																								
<p>Reading coordinator role to develop reading across the academy including CPD of staff on reading strategies</p> <p>£6,000</p>	<p>NGRT 2024 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><b>Year 7</b></td> <td>135</td> <td>148</td> <td>+13 months</td> </tr> <tr> <td><b>Year 8</b></td> <td>154</td> <td>162</td> <td>+8 months</td> </tr> <tr> <td><b>Year 9</b></td> <td>169</td> <td>179</td> <td>+10 Months</td> </tr> <tr> <td><b>Year 10</b></td> <td>176</td> <td>176</td> <td>0 months</td> </tr> </tbody> </table>		First test	Second test	Progress	<b>Year 7</b>	135	148	+13 months	<b>Year 8</b>	154	162	+8 months	<b>Year 9</b>	169	179	+10 Months	<b>Year 10</b>	176	176	0 months	<p>£6000</p>				
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<b>Year 10</b>	176	176	0 months																							
<p>Academic Coaches to mentor and academically support identified students in science lessons.</p> <p>£32,000</p>	<p>Academic coaches assigned to intervention groups to work with targeted PP students.</p> <p>Value added for PP students in:</p> <p>English Lit: +0.25</p> <p>Maths: -0.26</p> <p>Science: +0.25</p> <ul style="list-style-type: none"> <li>Bio: -0.26</li> <li>Chem: +0.11</li> <li>Phys: + 0.5</li> </ul>	<p>£32000</p>																								

PP Coordinator to share evidence-based data, research and strategies with staff.  £12,953	<b>Progress 8</b>	ALL	PP	NPP	GAP	£12953
	2022	+0.78	+0.45	+1.01	-0.56	
	2023	+0.59	+0.24	+0.77	-0.53	
	2024	+0.61	0.24 (-0.5 nationally)	0.82	-0.58 (smaller than national)	
Knowledge organisers across the curriculum for all year groups, every half term  £17,500 + Science KO £3,000	<u>KS3- Student voice:</u>  <i>"The KO guides me through the key skills that I will be covering in a SOL. Equations, vocabulary are easy to absorb and I can use it to revise for a BBB. They also have examples of sentence starters and model responses that I can refer to, if I'm stuck".</i>  <u>KS4- Student voice:</u>  <i>The KOs are great at proving me with everything that I will be covering every half term. It contains all the information I need to know for a particular subject/ topic and helps me communicate everything I am learning with careers at home. It's a brilliant revision tool as I can use it to address any gaps in knowledge I may have.</i>					£20500

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

Budgeted cost: £195,500 (+£25,312.50 NTP funding)

Actual Spend: £192,021

Activity	Impact of this approach	Actual Spend										
Purchase of license for and delivery of (staffing costs) Direct Instruction.  £60,500	DJ and NW have organised staffing to deliver DI.	£60500										
1:1 and small group Tuition through funding of the NTP.  £40,000 (+£25,312.50 NTP funding)	Overall A8 <b>RESULTS 2023-2024</b> average = 4.87  Overall P8 <b>RESULTS 2023-2024</b> = +0.61	£32371										
Specialist Literacy and Numeracy coordinators to develop literacy strategies across the curriculum and raise the profile of literacy across the curriculum.  £22,000	Reading for pleasure embeded throughout the academy. Reading ages have also increased (see data).  Fully embedded reading curriculum during form.	£22000										
Revision during out of school hours including Period 7, holiday revision sessions and Sunset sessions online.  £13,000	Overall A8 <b>RESULTS 2022-2023</b> average = 4.41  Overall P8 <b>RESULTS 2022-2023</b> = +0.59  Overall A8 <b>RESULTS 2023-2024</b> average = 4.87  Overall P8 <b>RESULTS 2023-2024</b> = +0.61	£14750										
Residential Trips to further improve outcomes of students in EBACC subjects (MFL - Edgmond Hall and Humanities Field Trip, Frank Chapman)  £7,500	<table border="1"> <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>23</td> <td>0.21</td> <td>55</td> <td>1.01</td> </tr> </tbody> </table> <p><b>KS4- Student voice:</b>  <i>"The trip gave me the opportunity to apply the skills I learned in a real-life setting. This practical application was</i></p>		No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI	Geography	23	0.21	55	1.01	£9400
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	<p><i>knowledgeable, fun and I can use this experience when responding to an exam question.</i></p> <table border="1" data-bbox="491 250 1040 452"> <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>Spanish</td> <td>38</td> <td>0.55</td> <td>87</td> <td>1.23</td> </tr> </tbody> </table> <p><u>Y11- Student voice:</u></p> <p><i>“The Edgemont Hall residential really got my Spanish flowing. I was able to apply my Spanish speaking and listening skills in real life settings, out of the classroom, that was energetic and fun!</i></p>		No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI	Spanish	38	0.55	87	1.23	
	No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI								
Spanish	38	0.55	87	1.23								
<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>HAP PP: +0.50 v/s HAP NPP: +0.60 Narrow gap between the two.</p> <p><u>KS4- Student voice:</u> <i>“Visiting Birmingham University really gave me an insight into life as a higher education student. It gave me a chance to ask about the various courses on offer and speak to students about what life was like.</i></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>	<p>£15000</p>										
<p>Revision Guides.</p> <p>£17,500</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><b><u>Improved progress and attainment:</u></b></p> <p>Overall A8 <b><u>2022-2023</u></b> average = 4.41</p> <p>Overall P8 <b><u>2022-2023</u></b> = +0.59</p> <p>Overall A8 <b><u>2023-2024</u></b> average = 4.87</p> <p>Overall P8 <b><u>2023-2024</u></b> = +0.61</p> <p>Parent voice: <i>“The academy has been great in providing these revision guides and resources. There are so many out there and I know that departments have picked specifics ones that are suitable for the exams they will be completing”.</i></p>	<p>£18000</p>										



<p>Subsidised music tuition for students.</p> <p>£20,000</p>	<p><u>KS3- Student voice:</u></p> <p><i>“Getting lessons from a professional makes me feel like I can really excel in learning to play an instrument.</i></p> <p><i>“I love how I have been given the opportunity to start playing an instrument with an experienced professional”</i></p> <p><u>KS4- Student voice:</u></p> <p><i>“The continued lessons have really boost my confidence”</i></p> <p>The take up of instrumental lessons is the highest is has been in the academy’s history.</p>	<p>£20000</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Actual Spend: £101290

Activity	Impact of this approach	Actual Spend
<p>DT Food/Materials fund.</p> <p>£4,000</p>	<p>Catering Progress PP students= +0.51 (+1.55 Non PP)</p> <p>Resistant Material Progress = +1.27</p> <p><u>KS4- Student voice:</u></p> <p><i>“It is a great relief that I will have most of my ingredients/ materials ready! I can really focus on cooking the best dish possible and presenting everything to an excellent standard.</i></p>	<p>£5700</p>
<p>Academy Attendance Officers to ensure high levels of attendance maintained.</p> <p>£23,000</p>	<p><b><u>Attendance figures for 2023-2024</u></b></p> <p>Whole school: 91.5%</p> <p>National average: 90.8%</p> <p><b><u>PP:</u></b></p> <p>Whole school: 88.6%</p>	<p>£23000</p>

	<p><b>National 85.4%</b></p> <p><b>NPP:</b></p> <p>Whole school: 93.5%</p> <p>National: 92.8%</p>	
<p>Attendance Rewards to encourage high levels of attendance and academic rewards to encourage high aspiration and outcomes.</p> <p>£15,000</p>	See above.	£13890
<p>Guest motivational speakers to work with Year 10/Y11 students (Fix Up Team)</p> <p>£3,000</p>	<p>Overall A8 <b>2023-2024</b> average = 4.87</p> <p>Overall P8 <b>2023-2024</b> = +0.61</p>	£5000
<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>	£6000
<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>	£7800
<p>Breakfast Club (includes food and staffing).</p> <p>£7,500</p>	<p><u>KS3- Student voice:</u></p> <p><i>“The staff are always welcoming and gives me a positive start to the day”.</i></p> <p><i>“I don’t have to wait too long for the food, always ready to go”.</i></p> <p><i>Breakfast in the morning provides me with an opportunity to read quietly and eat breakfast”.</i></p> <p><u>KS4- Student voice:</u></p>	£8000

	<i>“Calm and quite start to the day with hot food”.</i>	
Transition visits to Primary Schools for Year 6 into Year 7 and appointment of Year 7 achievement co-ordinator who leads on Transition. £6,000	<u>Y7- Student voice:</u>  <i>I really enjoyed the visit as it gave me an insight into what it will be like when I start in September. I was introduced to key staff that will be overlooking Y7 and was given a bag full of information about the academy. I felt confident knowing what to expect with the teachers and lessons.</i>	£4900
<b>Horizons Day</b> 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. £25,000	<b>Horizons Day</b>  <u>KS4- Student voice:</u> <i>“Spending the day at Warwick Castle gave me an insight into the historical battles, ancient myths and tales that took place 100s of years go.</i>  <b>Horizons Day</b>  <u>KS3- Student voice:</u> <i>“I loved going to Warner Brothers Studio and looking at how Harry Potter was filmed! I got to try on the sorting hat in the Great Hall and even visited Harry’s house on Pivot Drive. The trip really gave me an insight into how film scripts are written and the work that goes into costumes, props, sound and lighting.</i>  <u>Parent voice:</u> <i>I am so glad that this was running again this year! My child loved it last year and this year too- a whole day immersed into a fun educational trip!</i>	£27000

## 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
Year 10 and 11 Motivational Speaker	The Fix Up Team
Year 10 and 11 Motivational Speaker	Mr Beezy

Boys Mentoring	Boxclever Mentoring
Student mentoring	Sport4Life

## 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.*

