

Date of review: December 2022

Date of next review: September 2023

**Objective: To improve the progress and attainment for PP students to achieve in line with their peers.**

**Attendance for disadvantaged students is in-line with non-disadvantaged students and above national average.**

Success Criteria:

Student attendance is at least 95% with minimal gaps between groups. Persistent Absence is below national with minimal gaps between groups.

Currently the attendance figures for our PP students stands at 81.3% which is compared to 91.6% attendance for their non-PP peers. This 10.3% gap is closing however following significant intervention including a targeted mentoring programme of key students. This has led to a weekly gap of 6.3%. Pupil premium students continue to be a priority in all areas, particularly attendance as we are very aware of the need to be in the academy in order to access the learning available. With this in mind the academy has invested in offering a 1 year fixed term post for an Associate Assistant Principal to lead solely on student attendance. This post commences in January 2023.

The Pupil Premium is used to cover part of the salary for our non-teaching Assistant Heads of House. These colleagues provide pastoral care to all students. They are also members of the attendance team and some of their time is allocated to support the return to the academy of absent students (in particular PP) as soon as possible.

Effective use of EWO to support families. Supporting students where the barrier to their achievement is their attendance in school. Working with the student and families to raise aspirations and engagement in education. The impact of this work can be particularly seen in the very low number of students not attending the academy at all and the securing of appropriate intervention/provision for those with medical needs.

**Attainment for students who have experienced disadvantage will in-line with their non-disadvantaged peers.**

Success Criteria

Our academy headline figures are: p8 +1; 70% of students achieve 9 – 5 in English and Mathematics; All subjects achieve 70% 5+.

While our recent published data does not demonstrate we are meeting the success criteria above, our interim GCSE data for our current Y11 cohort indicates progress over time.

There are minimal gaps between groups and cohorts.

**August final outcomes (Y11 cohort 21-22):**

**Students exp disadvantage Headlines**

A8: 3.11 vs (5.20 non disadvantage)

P8: -0.91 vs (0.01 non disadvantage)

**Gap – 0.92**

**June Mock exams (current Y11 cohort 22-23):**

**Students exp disadvantage Headlines**

**A8: 2.61 vs (4.10 non disadvantage)**

**P8: -1.97 vs (-0.69 non disadvantage)**

**Gap – 1.28**

**Nov Mock exams (current Y11 cohort 22-23):**

**Students exp disadvantage Headlines**

**A8: 2.68 vs (4.23 non disadvantage)**

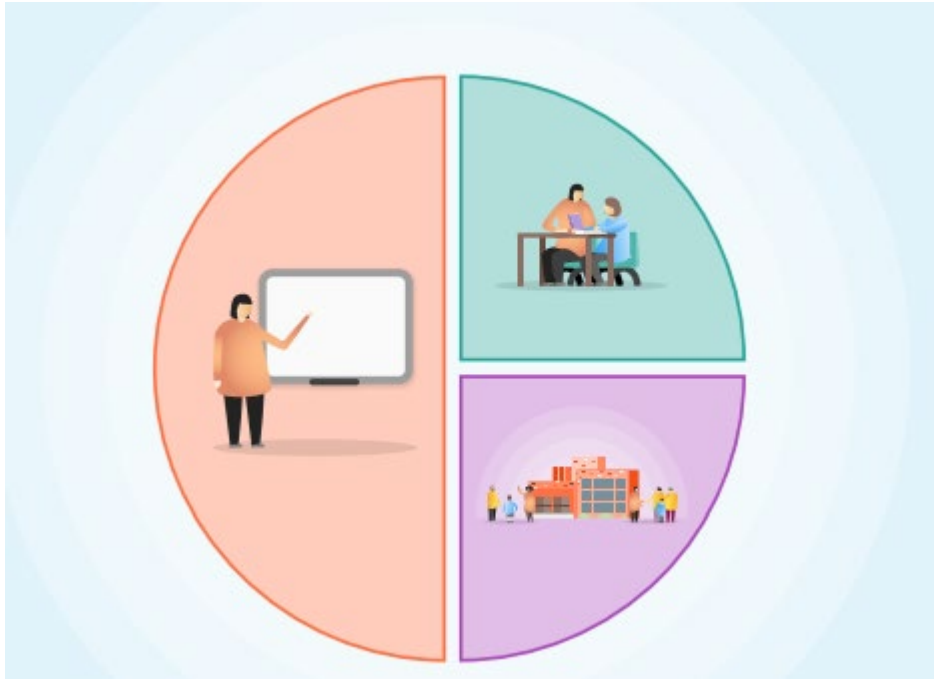
**P8: -1.84 vs (-0.62 non disadvantage)**

**Gap – 1.22**

**Previous cohort Gap at same time (Y11 21-22) -1.79**

As you can see from the data above, the progress and attainment data for children who have experienced disadvantage is improving and the gap is closing but is still wider than we would like. However, this is a focus for our Raising Attainment Strategy from Y7-11 to ensure we can support students to close gaps in learning and use evidence informed strategies to improve this.

Our strategy is underpinned by the EEF guidance and the work of Marc Rowland focussed on three strands: GREAT teaching that is highly effective; wider pastoral support and targeted academic support. These approaches come together to form our strategy to continue to improve results over time.



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[https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil\\_Premium\\_menu\\_evidence\\_brief.pdf?v=1649431092](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092)

**Disadvantaged students leave the Academy as functional readers with a standardised reading score in line with the national average.**

Success Criteria

All Year 11 students leave BA as functional readers.

Every child leaves the academy with a standardised reading score above 100.

At Broadoak Academy we have a reading strategy that centres around students becoming confident and curious readers by the time they leave us in Year 11. Several reading interventions at varying levels are in place across the school to support students who

experience disadvantage so that they can achieve reading scores in line with the national average. Currently all pupils are part of a tutor reading programme where reading out loud is modelled to them by adults regularly, at least 3 times a week at KS3. As well as exposing students to a variety of texts, they are also following along with the written words to support their vocabulary acquisition. Students who are not yet reading at the national average are selected for reading interventions outside of the classroom. All students with a reading age below 8 follow a 6 week intervention programme focused on inference and reading strategies. Students who have a reading age above 8 but not yet at their chronological age are part of a reading intervention focused on fluency, to develop their reading confidence and speed. All KS4 students have specific sessions focused on reading strategies and read a wide range of fiction and non-fiction as part of their weekly tutor time programme. All staff are trained on disciplinary literacy strategies and have received training about the literacy gap caused by disadvantage. In lessons students will experience deliberate vocabulary instruction regularly across the curriculum. All students have access to our well stocked library, supporting those who do not have access to books or a study space outside of school.

**Suspensions. The number of students who has experienced disadvantage who are suspended will reduce and not be over-represented in academy figures.**

Success Criteria

Suspension figures across the academy will reduce, particularly for students who have experienced disadvantage, compared to their peers.

This year has seen the academy transition from a Year Group based pastoral system into a full House system. One of the primary reasons for this is to further add to a students sense of belonging. We have also introduced Class Charts as a platform for communicating with families regarding the behaviour of the students as well as recognising all of their achievements and celebrating these with families and students.

Both of the above will support our disadvantaged students the most along with the introduction of our pastoral intervention programme. The intention being to support students to access their learning more and reduce the number of behaviour incidents which can lead to suspension.

**Quality of Teaching and Learning. Students are regularly held to account for their learning. Students are supported to access learning that focuses on quality first teaching.**

Success Criteria

Students are questioned throughout lessons, all engage in the process and are able to explain their learning. Students will have silent components of their lessons to retrieve previous lesson learning and demonstrate learning – deliberate practice.

Internal and external quality assurance processes evidence regular questioning in classes. This is conducted via a non-opt out approach to ensure all are regularly held account for their learning. For example, the use of mini whiteboards in class to respond to questions. Students undertake both independent and deliberate practice in class that allows them to focus and

rehearse learning and embed it into long-term memory. Retrieval of previous learning is also supported by spaced practice conducted by a 'Do Now' activity at the start of every lesson. Monitoring also refers to students' ability to articulate what and how they are learning, and this continues to be an area of improvement for the year.

<b>Broadoak PP spend 2021/22</b>	
	<b>£k</b>
<b>Income</b>	<b>247</b>
<b>Expenditure</b>	
<i>Staff costs</i>	
Teachers	16
Support staff	202
	219
<i>Non staff costs</i>	
Educational fees:	
Counselling	11
Education Welfare	7
Alternative provision	8
Student uniform and other support	4
	29
<b>Total Expenditure</b>	<b>247</b>

91% of the allocated PP budget is used towards staffing costs. There are varying levels of contributions towards a total of 16 salaries. (12 non-teaching and 4 teaching). This includes:

- **6 Learning Support Assistants** who support PP students with their learning and emotional and social skills both in and out of class. This can include small group work and 1-1 support. EEF research +1 month
- **1 Learning Mentor** who have key students allocated for 1-1 targeted work. They also support their key students in class, with homework and organisation. They act as the key, trusted adult for a number of students. EEF research +1 month to +4 months.
- **HLTA in Maths.** They deliver small group intervention to targeted PP and some non-PP students to support their progress in Maths. They also provide additional in class support where required and support the delivery of Maths across the academy. EEF research +4 months
- **Assistant Head of House x 4.** A newly introduced pastoral role. They support students to remove barriers to their learning such as attendance, behaviour, friendship issues, mental health, uniform. They support the heads of year with the leadership of their year groups and liaise with

families, external agencies and other colleagues as appropriate. The AHoH also support with the wider safeguarding of the students work closely with a number of the most vulnerable families. This can include supporting the access to Early Help, parenting courses, foodbank vouchers, overcoming attendance barriers, liaison with local external agencies including Children Social Care and the police. They also support with engaging parents and supporting collaborative working. EEF research +3 months

The remaining 9% is allocated to part fund some of the hours for the school councillor who works with some of the academies most vulnerable and in need students. These are predominantly PP students.

It is also used to part fund the work of the Educational Welfare Officer who supports the academy attendance work. This particularly includes any legal proceedings, penalty notices, home visits, non-attendance meetings.