

**Date of review:** December 2024

**Date of next review:** December 2025

## **Objective 1**

***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:

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

The attendance figure for year 11 PP students in the academic year 2023-2024 was 81.9% which is compared to the attendance for their non-PP peers of 91.2%. This is a gap of 9.3%.

The attendance figures for our PP students overall (2023-24) stands at 85.6% which is compared to 92.7% attendance for their non-PP peers. This -5.4% gap is closing, and this is due to the cohort having accessed improved course and qualification options as well as targeted pastoral support as part of our AIP.

To ensure that our focus is in line with our CLF vision of equity through education, we are increasing our capacity within our attendance team to assist in the safeguarding of students who may experience disadvantage's right to education. This work has largely been undertaken by our attendance liaison officer that we appointed for 2023-2024. This work has included the support of 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 seen when looking at individual cases of impact – especially for those who are medically unwell or require very bespoke individual intervention.

Pupil premium students continue to be a priority in all areas, particularly attendance. If students who have experienced disadvantage are not present in learning, then they will not make attainment gains.

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 throughout the day. They are also members of the attendance team and some of their time is allocated to support the return to the academy for absent students (in particular those who have experienced disadvantage) as soon as possible. This includes working with teaching staff and the careers team to safeguard their futures through pro-active discussions around their learning which in turn may result in informing interventions for these students.

In these cases, working with our new team, the Nurture Hub provision and our widening group of external partners such as 360 mentoring has enabled us to reintegrate students

back into mainstream education full time with improved overall attendance across the year.

We continue to strive to work more proactively with families and students in KS3 to avoid having to catch up in KS4. The house team have bi-weekly attendance meetings to create a full picture of context for students and their attendance. This has created a cohesive and multi-layered approach to working with students and their families to improve the attendance of students. Since the pandemic our strengthened relationships with families have enabled us to work closely with them to improve attendance, particularly for those in the bracket between 80 and 90%.

## Objective 2

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

### Success Criteria

1. Our academy headline figures are: P8 +1; 70% of students achieve 9 – 5 in English and Mathematics; All subjects achieve 70% 5+.
2. 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.
3. There are minimal gaps between groups and cohorts.

### **August final outcomes (Y11 cohort 23-24):**

Attainment 8		Progress 8		Attainment Grade 4+		Attainment Grade 5+	
PP	2.98	PP	-0.92	PP	32.7%	PP	24.5%
Non-PP	4.64	Non-PP	-0.25	Non-PP	71.1%	Non-PP	38.4%
Gap	-2.05	Gap	-1.09	Gap	-40.3	Gap	-27.5%

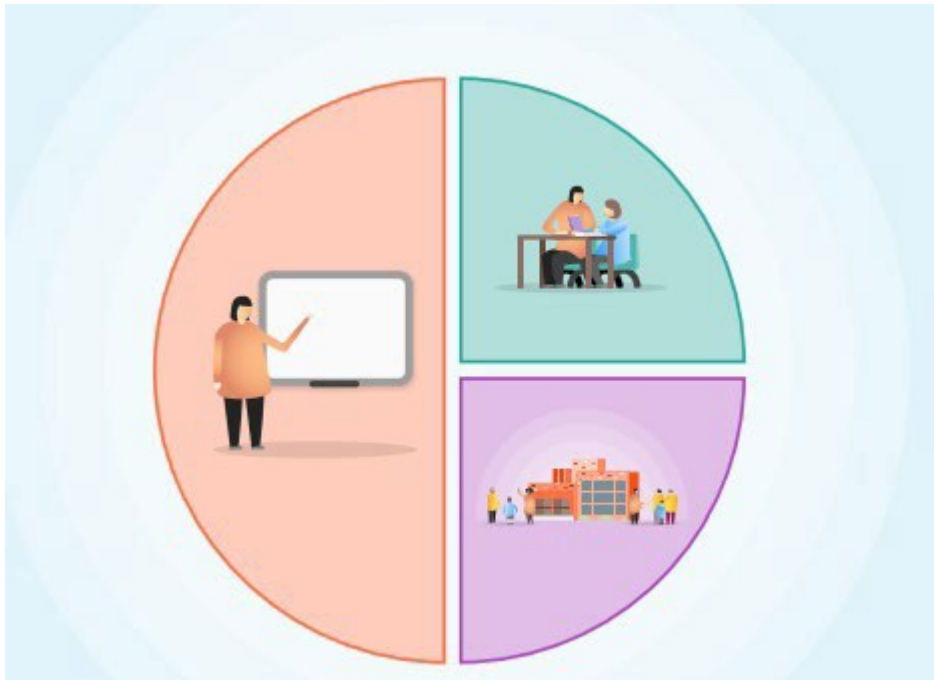
As you can see from the data above, the progress and attainment data for children who have experienced disadvantage, the gap has decreased from the academic year 2022-2023. This is reflective of the picture for students nationally. However, this is a continued focus for our Raising Attainment Strategy 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 focused 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.

In the academic year 2022-23, we established a new senior role, the Associate Assistant Principal for Raising Attainment. This individual, in collaboration with the Vice Principal, has significantly enhanced and refined the strategy for raising attainment, specifically targeting Year 10 and Year 11 students. This initiative aims to improve educational provision for future cohorts.

In 2023-24, the scope of this role was expanded, with all Associate Assistant Principals assuming responsibility for the attainment of specific student groups. These groups are categorized as follows: Years 6-8, Years 9-10, and Year 11. This strategic division ensures that

targeted support is provided to vulnerable students, those classified as Pupil Premium (PP), and those with learning gaps, thereby facilitating improved outcomes at Key Stage 4 (KS4).



<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf?v=1650463957>

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu evidence brief.pdf?v=1649431092>

### Objective 3

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

#### Success Criteria

1. All Year 11 students leave BA as functional readers.
2. Every child leaves the academy with a standardised reading score above 100.

At Broadoak Academy, we have implemented a comprehensive reading strategy aimed at ensuring students become confident and curious readers by the time they complete Year 11. To support students who experience disadvantage and help them achieve reading scores in line with the national average, we have established several reading interventions at various levels across the school.

Currently, all pupils participate in a tutor reading program where adults model reading aloud three times a week at both Key Stage 3 (KS3) and Key Stage 4 (KS4). At KS3, we have carefully selected texts to encourage wider reading, while at KS4, the focus is on GCSE Literature set texts. This program, along with exposure to a variety of texts throughout the wider curriculum, ensures that students follow along with the written words, thereby enhancing their vocabulary acquisition.

KS3 students also benefit from a specifically timetabled reading lesson in our Learning Resource Centre (LRC) once a week. During these sessions, students read aloud to their teachers, who coach them in key areas such as fluency and word-level comprehension.

Students who are not yet reading at the national average are selected for additional reading interventions outside the classroom. Those with a reading age below 8 follow a six-week intervention program focused on inference and reading strategies. Students with a reading age above 8 but below their chronological age participate in a fluency-focused intervention to develop their reading confidence and speed. These sessions are tracked and monitored, with students tested before and after the intervention. For those who do not meet expected improvements, we increase support or seek alternative programs with proven effectiveness.

All KS4 students engage in specific sessions focused on reading strategies and read a wide range of fiction and non-fiction as part of their weekly tutor time program. Additionally, all staff are trained in disciplinary literacy strategies and have received training on addressing the literacy gap caused by disadvantage.

In lessons, students regularly experience deliberate vocabulary instruction across the curriculum. This has been a focus area in 2023-24 and will continue through 2024-25 as we develop and embed Voice 21 oracy approaches to complement our literacy strategies during lesson time.

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. This space is now open to KS4 students for revision as a quiet space alternative to our now very busy breakfast club provision.

While this will continue to be an important part of the strategy for 2024-2025, we will be reviewing the objective measures as the school does not currently test students reading in year 11. However, we could use the attainment of year 11 students in English language to ensure their ability to be functional readers. i.e. If a student passes the GCSE at a grade 4 or above they would be considered a functional reader by a nationally standardised measure.

#### **Objective 4**

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

Success Criteria:

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

As our House System has become embedded, we have observed a strong sense of belonging among students, as reflected in our October 2023 OFSTED visit and subsequent report. Students feel integrated into their house and tutor group families, which fosters a sense of cohesion and reduces social tension.

For our most vulnerable students, there is no discernible difference between Pupil Premium (PP) and non-PP peers in terms of their sense of belonging and participation in school activities, including leadership roles within the house system and the school parliament.

These factors, combined with our pastoral intervention programme, support our disadvantaged students in reducing suspensions. Our pastoral interventions include time with Fleur, our Dog Mentor, participation in building projects in the Technology department, and involvement in the Fighting Chance boxing intervention run by Empire Boxing. These programmes help re-engage students who experience disadvantage and find school challenging, promoting positive school engagement.

Despite these efforts, our target has not yet been fully met, although our overall suspension figures remain lower than those of other trust schools and some national benchmarks. We have also slightly reduced overall suspensions between PP and non-PP students, so that PP students are not over-represented in relation to their non-pp peers. It is a marginal gain but a sign of progress in the right direction. Enhancing pastoral and academic support for students who do not meet behaviour expectations remains a priority to ensure they are less likely to be suspended.

## Objective 5

***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

1. 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 academy.

LDIs conducted across the academic year of 2023-2024 informed ongoing professional development of teachers to support them to improve their ability to meet needs in the classroom. This work has supported better handover between staff and improved attendance to lessons for those who previously may have found they needed support from Branch staff.

Robust processes to build resilience for the most vulnerable have meant that Assistant Heads of House have been able to support more students into learning for more of the time, decreasing the time spent in provisions such as the workspace or Branch and increasing exposure to the classroom and high quality learning and instruction.

45% of the allocated PP budget is used towards internal staffing costs. There are varying levels of contributions towards a total of both teaching and non-teaching salaries. The breakdown 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
- **Assistant Head of House x 4** 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

- **Attendance Liaison Officer X1** They support students and families to remove barriers that hinder their access to education throughout strategic work to ensure a student is able to attend school and access education.

23% was allocated to fund some of the hours for the school counselor and bespoke mentors who work with some of the academies most vulnerable and in need students and 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.