

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Bay Leadership Academy
Number of pupils in school	704
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2025
Date this statement was published	12/2/24 (revised)
Date on which it will be reviewed	September 2024
Statement authorised by	Lee Waring
Pupil premium lead	Laura Jackson
Governor / Trustee lead	Matt Hood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306 335
Recovery premium funding allocation this academic year	£85 836
Pupil premium funding carried forward from previous	£0
<b>Total budget for this academic year</b>	<b>£392 171</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to secure exceptional standards of educational achievement and prepare pupils well for their next stage in education, employment or training.

We aim to improve the life chances of young people in areas of social and economic deprivation irrespective of their background or the challenges they face to help them succeed at the highest levels of education and employment. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We deliver a knowledge-based, rich, inclusive and academically rigorous curriculum that has the highest ambition for all and want our pupils to be able to access top universities. We want our pupils to be able to access high level apprenticeships and pursue any career of their choice.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

We promote the development and nurturing of young leaders and give pupils a practical and more successful understanding of their rights and responsibilities in society. We promote the physical, emotional and social wellbeing of pupils alongside democracy and leadership with the implementation of our Academy Leaders, Academy Mentors and Academy Council Programmes.

We promote the development of resilience and challenge and aspire to shape pupils into active British citizens, with a sense of responsibility for their actions. We aspire for our pupils to contribute positively to their local and wider community and aim to embed Cultural Capital which is essential knowledge that pupils need to be educated citizens – studying the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil attainment and progress in English, Mathematics and Science of pupils eligible for pupil premium funding is lower than those who are not eligible.
2	<p>A proportion of our disadvantaged pupils have not achieved the expected standard in Reading at Key Stage 2.</p> <p>Of the pupils who achieved below the expected standard at Key Stage 3 the following pupils are disadvantaged:</p> <ul style="list-style-type: none"> <li>• 36% of disadvantaged pupils in Year 7</li> <li>• 40% of disadvantaged pupils in Year 8</li> <li>• 36% of disadvantaged pupils in Year 9</li> </ul>
3	<p>A proportion of our disadvantaged pupils have not achieved the expected standard in Mathematics at Key Stage 2.</p> <p>Of the pupils who achieved below the expected standard at Key Stages 2 the following pupils are disadvantaged:</p> <ul style="list-style-type: none"> <li>• 37% of disadvantaged pupils in Year 7</li> <li>• 52% of disadvantaged pupils in Year 8</li> <li>• 45% of disadvantaged pupils in Year 9</li> </ul>
4	Attendance of pupils who are eligible for pupil premium funding is lower than those who are not eligible
5	High level of deprivation in the local community including reliance on local food banks.
6	Low aspiration amongst the pupils as well as low cultural capital from pupils eligible for pupil premium

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum and at the end of KS4, with a focus on E-Bacc subjects	<p>By the end of the current plan in 2024, 70% or more of disadvantaged pupils enter the English Baccalaureate (Ebacc)</p> <p>2023-24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• P8 score of 0 or higher</li> <li>• An average Attainment 8 score of 43 or higher</li> <li>• 9% of PP pupils achieving a strong EBacc pass.</li> </ul>
Increased fluency in reading comprehension via improved word recognition and language comprehension leading to improvements in chronological reading ages among disadvantaged pupils across KS3.	<p>By the end of our current plan, pupil reading data from the STAR reading assessment indicates improvements in reading ages and reading comprehension of pupils eligible for pupil premium funding and the non-pupil premium peers.</p> <p>Disciplinary reading strategies are embedded and taking effect across departments where teachers and leaders can report greater accuracy, engagement and fluency in learning.</p>
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained levels of attendance from 2023-24 demonstrated by a reduction, below 22.8% in persistent absenteeism (PA) and this gap is no more than 2% higher in pupils eligible for pupil premium, when compared to non-pupil premium pupils.</p> <p>A reduction in unauthorised absences (UA) in pupils eligible for pupil premium when compared to non-pupil premium.</p> <p>Weekly attendance for pupil premium pupils is above 95%.</p> <p>An increase in 100% attendance amongst pupil premium pupils.</p>
To build career and life aspirations as well as building cultural capital for pupils eligible for pupil premium.	<p>To demonstrate an increase in the number of pupil premium pupils applying for Sixth Form and university each year.</p> <p>A reduction in NEET pupils at least in line with local and national figures.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £345,579 (inc. TAs, SENCo, IG staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The progress and attainment between disadvantaged and non-disadvantaged pupils is equal through effective teaching and learning	<ul style="list-style-type: none"> <li>• Ensure all teaching staff have adequate resources provided so that they can devise tailored and bespoke interventions for disadvantaged pupils.</li> <li>• Ensure that effective CPD with the use of Practice Clinics, instructional coaching and more supplements teaching in all subject areas.</li> <li>• Monitor progress through effective tracking and monitoring to ensure the approach of 'Plan', 'Teach', 'Assess' and 'Intervene' is appropriately applied.</li> <li>• Ensure that all teaching staff have access to pupil data through Synergy so that they can effectively monitor progress of all pupils including disadvantaged pupils.</li> </ul> <p><a href="#">eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p> <p><a href="#">EEF Diagnostic Assessment Tool.pdf</a></p>	1,2,3
<p><b>Curriculum Access</b></p> <p>To reduce economic barriers to learning and ensure all pupils have equal access to all aspects of the curriculum.</p>	<p>It is our aim to ensure that disadvantaged pupils receive /have access to:</p> <ul style="list-style-type: none"> <li>• Free educational visits and trips.</li> <li>• Free access to all intervention and enrichment activities that take place before, during and after the school day.</li> <li>• Free revision masterclasses, workshops and revision materials</li> <li>• STAR Reader Programme.</li> <li>• Access to tutoring for effective GCSE preparation as part of the National Tutoring Programme.</li> <li>• Free PE kit for new Year 7 cohort</li> </ul> <p>We also want to reduce economic barriers to learning by:</p> <ul style="list-style-type: none"> <li>• Ensuring pupils have free access to online learning software including 'Synergy', 'Sparx', 'Seneca', 'IG Education' and more.</li> </ul>	1,2,3,5,6

	<ul style="list-style-type: none"> <li>• Promoting literacy and love for reading by increasing the library catalogue and gifting literary texts to pupils.</li> <li>• Investing in the STAR Reader Programme for all pupils to ensure cultural capital and exposure to key literary texts.</li> </ul> <p> <a href="#">EEF projects-and-evaluation/projects/accelerated-reader</a>  <a href="#">EEF evidence-reviews/careers-education</a>  <a href="#">EEF life-skills-enrichment</a> </p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure effective interventions to raise academic attainment	<p>We want to ensure that all disadvantaged pupils receive bespoke 1:1 intervention and support to help them to catch up. We will do this through the following pathways:</p> <ul style="list-style-type: none"> <li>• Devise a robust and consistent catch-up intervention programme both in lesson and as an extra-curricular programme.</li> <li>• Utilise our TAs and HLTAs to provide bespoke 1:1 intervention for our EAL and SEND pupils.</li> <li>• Improve Teaching and Learning across the Academy.</li> <li>• Provide additional bespoke tutoring for pupils at both KS2 &amp; KS3 utilising the National Tutoring Programme.</li> <li>• Support with exam preparation and wider revision strategies via Elevate Education.</li> </ul> <p>We run a range of academic and enrichment clubs after school which include:</p> <ul style="list-style-type: none"> <li>• English Intervention classes.</li> <li>• Maths Intervention classes.</li> <li>• Science Intervention classes.</li> <li>• Vocational Subject Intervention.</li> <li>• Creative Technology Intervention.</li> <li>• Support with English and Maths for pupils at risk of not achieving a grade 4.</li> <li>• Business catch up</li> <li>• Science club</li> <li>• German club</li> <li>• Spanish Club</li> <li>• Library Ambassadors</li> <li>• Performing arts club</li> </ul> <p><a href="#">EEF /projects/national-tutoring-programme</a></p> <p><a href="#">EEF small-group-tuition</a></p> <p><a href="#">EEF one-to-one-tuition</a></p>	1,2,3,6
Utilise our Pastoral structure to ensure that the softer aspect of academic attainment can be addressed (attendance, punctuality, revision skills, mentoring etc).	<p>We will address this by conducting:</p> <ul style="list-style-type: none"> <li>• Performance Review Meetings.</li> <li>• Pastoral Mentoring and Interventions.</li> <li>• Home Academy Liaison and Attendance Support Performance Review Meetings.</li> <li>• Performance review meetings between Senior Leaders, Pastoral Leaders and parent/carers of pupils from disadvantaged backgrounds who are underperforming.</li> <li>• Pastoral Mentoring and Interventions.</li> <li>• Additional pastoral staff support for pupils below their academic target.</li> </ul>	1,4,6

	<ul style="list-style-type: none"> <li>• PSPs are in place for any disadvantaged pupils at risk of exclusion.</li> <li>• Home Academy Liaison and Attendance Support improve attendance with persistent calling, follow up and monitoring.</li> <li>• Regular communication with parent/carers via Synergy.</li> </ul> <p> <a href="#">EEF Parent/careral Engagement Guidance Report.pdf</a>  <a href="#">EEF -wider-strategies</a> </p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise aspirations and ambition for pupils	<ul style="list-style-type: none"> <li>Workshops and support from Aim Higher programme.</li> <li>All pupils including disadvantaged will participate in a tutorial programme which promotes resilience, motivation and personal development to be able to independently revise in preparation for academic success.</li> <li>Revision workshops to accelerate progress.</li> <li>Access to wide range of extra-curricular clubs to develop character and leadership skills.</li> <li>Enhance learning and extra-curricular opportunities with appointment of additional tutors for academic mentoring, increasing provision for creative learning and sports learning as well.</li> </ul> <a href="https://www.eef.ac.uk/evidence-reviews/careers-education">EEF evidence-reviews/careers-education</a>	1,4,6
Exposure to opportunities which will develop character	<ul style="list-style-type: none"> <li>All disadvantaged pupils engage with at least one extracurricular activity to develop their leadership and soft skills.</li> <li>To ensure that pupils have careers advice opportunities across the Academy to motivate them and provide a pathway for next steps in their careers.</li> <li>To ensure all pupils have access to a Careers Advisor for bespoke and personalised careers advice.</li> <li>To ensure all disadvantaged pupils achieve sufficient points across the academic year to achieve the STAR Diploma.</li> <li>Extra-curricular clubs to run before the start of the school day, during lunchtimes and at the end of the school day.</li> <li></li> </ul> <p>Extra Enrichment activities include:</p> <p>Football Scholars</p> <p>Performing Arts Club</p> <p>Year 7 Choir</p> <p>School Choir</p> <p>Business Catch Up</p> <p>Art Club</p> <p>Rounders</p> <p>School Production</p>	1,4,6

	<p>Elite Squad and Dance Scholars</p> <p>Band Practice</p> <p>Maths Club</p> <p>Science Club</p> <p>Spanish Club</p> <p>German Club</p> <p>Cricket</p> <p>Rounders</p> <p>IT Club</p> <p>Diversity Club</p> <p>Athletics</p> <p>Art Ambassadors</p> <p>BTEC Band and Scholars</p> <p>GCSE Photography Catch-Up</p> <p>Live Lounge</p> <p>Badminton Club</p> <p>Combined Cadet Force</p> <p><a href="#">EEF evidence-reviews/careers-education</a></p> <p><a href="#">EEF life-skills-enrichment</a></p> <p><a href="#">An Unequal Playing Field report.pdf</a></p>	
Rewards & motivation	<ul style="list-style-type: none"> <li>Reward and motivation to develop character. Reward programme to motivate pupils to develop character and achieve the STAR Diploma.</li> </ul> <p><a href="#">EEF increasing-pupil-motivation</a></p>	1,4,5,6
Education Welfare Officer	<p><a href="#">EEF Parent/careral Engagement Guidance Report.pdf</a></p>	4,5,6

**Total budgeted cost: £ 392 171**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

In 2023, exams returned to the rigour and standards of pre-pandemic levels with the removal of lenient marking and generous grading.

In 2023, the school achieved the following outcomes with pupils from disadvantaged backgrounds (compared with 2023 outcomes for **non-disadvantaged** pupils nationally):

	National achievement 2023 for non-disadvantaged pupils	Achievement of disadvantaged pupils in school: 2023	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Progress 8	0.17	-1.4	-1.57
Attainment 8	50.2	25.6	-24.6
9-4 in English and mathematics	73%	27%	-46%
9-5 in English and Maths	52%	8%	-42%
Achieving English Baccalaureate (4+)	29%	6%	-23%
EBacc Average Points Score	4.4	2.3	-2.1
Entered for English Bacc	43%	63%	+20%

In 2023, the school achieved the following outcomes with pupils from disadvantaged backgrounds (compared with 2023 outcomes for **disadvantaged pupils** nationally):

	National achievement 2023 for disadvantaged pupils	Achievement of disadvantaged pupils in school: 2023	Gap between achievement of disadvantaged pupils in school and disadvantaged pupils nationally
Progress 8	-0.57	-1.4	-0.83
Attainment 8	34.9	25.6	-9.3
9-4 in English and mathematics	43%	27%	-16%
9-5 in English and Maths	25%	8%	-17%
Achieving English Baccalaureate	7%	6%	-1%
EBacc Average Points Score	2.97	2.34	-0.63
Entered for English Bacc	28%	63%	+35

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations. We are at present on course to achieve the outcomes we set out to achieve over the next three years, as stated in the Intended Outcomes section above.

The Pupil Premium allows us to focus our resources more effectively on those pupils who are most likely to fail to achieve due to their socio-economic background.

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. In-school strategies include regular briefings, curriculum guidance events for parent/carers and pupils, revision guidance events and booklets and use of virtual learning platforms to continue dialogue with learners beyond the school day.
- utilising support from our local [Mental Health Support Team](#) and mentoring of learners with emotional and behavioural needs will support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award, National Citizens Service, Star Citizen Award) will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.