

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Basildon Upper Academy
Number of pupils in school (Key Stage 4)	529
Proportion (%) of pupil premium eligible pupils (Key Stage 4)	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gary Smith, Executive Headteacher
Pupil premium lead	April Gurney, Director of Education
Governor / Trustee lead	Nick Luckcock, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,460
Recovery premium funding allocation this academic year	£30,740
Additional added from whole school budget	£78, 286
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£311, 486

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is lived everyday: Aspire Believe Achieve.

We believe that there **are no limits to what our pupils can learn**. Every pupil has the right to the very best possible learning experiences and everyone can succeed (So3).

All pupils have the right to access the same curriculum offer, with groupings in place to support staff with delivery and pedagogical licence (C1). Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects (So1).

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 (So2). We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers (M3). The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not (M2).

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. All pupils have the right to access quality first teaching (So3, So2).

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led and National Tutoring Programmes, for pupils who have been most affected by the pandemic. This is at the heart of our Recovery Premium spend, in line with EEF findings (So2).

Our approach will be responsive to current 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:

- Adopt a whole school approach in which all staff improve pupil resilience and raise the aspirations of what pupils can achieve
- Ensure disadvantaged pupils are challenged in the work they are set, leading to improved outcomes

- Identify and remove barriers to learning, acting early to intervene at the point that the need is identified
- Foster a passion for learning in all pupils, delivering a broad and balanced curriculum which provides wide and varied cultural capital experiences

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>In 2019, disadvantaged pupils achieve 17% English & Maths grade 9-4+ compared to NA of 72%. In 2020/21, this rose to 23% demonstrating growth but a significant gap remaining.</p>
2	<p>Assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects, particularly English.</p> <p>In 2019, disadvantaged pupils achieve 17% English & Maths grade 9-4+ compared to NA of 72%. In 2020/21, this rose to 23% demonstrating growth but a significant gap remaining.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in particular gaps in progress and SEMH referrals rising for current pupils, particularly those who had their exam studies interrupted due to periods of school closure.</p>
4	<p>Our observations suggest many disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</p>
5	<p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly anxiety. This is partly driven by concern about catching up lost learning and exams/future prospects. These</p>

	challenges particularly affect disadvantaged pupils, including their attainment. This has led to the setting up of a Wellbeing Centre to support the increase in demand.
6	Our attendance data indicates that attendance among disadvantaged pupils has been 6.4% lower than for non-disadvantaged pupils in 2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 100% of disadvantaged pupils enter the English Baccalaureate (EBacc). Last year, this figure was 0%. 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> an average Attainment 8 score in line with their non-disadvantaged peers an EBacc average point score of 4
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Observations and attitude to learning data suggests disadvantaged pupils are more able to monitor and regulate their own learning, including their behaviours in and around lessons. Staff are able to effectively utilise Trauma Perceptive Practice (TPP) skills when required.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and observations Wellbeing Award for Schools achieved and sustained Wellbeing Centre interventions demonstrating impact over time
To achieve and sustain improved attendance for all pupils, including those who are disadvantaged.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The attendance gap between disadvantaged pupils and their non-disadvantaged peers being eradicated,

	with disadvantaged pupils attending in line with their non-disadvantaged peers
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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: £44, 954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipping departments with resourcing and training in line with Gaps & Growth analysis, which supports the closing of gaps in curriculum knowledge and skill caused by the pandemic	<i>Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland</i> Addressing Educational Disadvantage in... Unity Research School	1 & 2
Delivering a CPD programme that addresses pedagogical need to support teachers in confidently assessing and responding to pupil work, as well as applying Trauma Perceptive Practice principles consistently	<i>EEF Guidance Report: Effective Professional Development</i> EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) <i>Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council</i> TPP Leaflet.pdf (essex.gov.uk)	All
Equipping teachers with the data analysis tools to identify gaps quickly, supporting prompt and efficient programmes of in-class intervention	<i>EEF: Covid-19 Support Guide for Schools</i> Covid-19 support guide for schools.pdf (educationendowmentfoundation.org.uk)	1, 2 & 6

Providing a daily enrichment to ensure cultural capital experiences are wide and varied, improving pupil wellbeing and developing resilience strategies for learners to emotionally regulate	<i>Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland</i> Addressing Educational Disadvantage in... Unity Research School	3 & 4
Embed strategies to support high attainers to achieve their aspirational targets. This will involve teachers being up-skilled in NACE principles, in class and through enrichment opportunities.	<i>Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland</i> Addressing Educational Disadvantage in... Unity Research School	1 & 2

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

Budgeted cost: £108, 593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School Led & National Tutoring Programmes to provide a blend of tuition, mentoring and school-led tutoring for disadvantaged pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	All
Providing bespoke educational programmes for those disadvantaged pupils who have dysregulated	<i>Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council</i> TPP Leaflet.pdf (essex.gov.uk)	3 & 4

behaviours in engaging in a full curriculum offer.		
Implementing afterschool, Saturday and holiday schools to support with emerging gaps as they are identified in the lead up to public examinations.	<i>EEF: Covid-19 Support Guide for Schools</i> Covid-19 support guide for schools.pdf (educationendowmentfoundation.org.uk)	1 & 2
Providing a wider package of support for EAL learners who have experienced regression in access to English due to the lockdown periods.	<i>National College: Supporting EAL Learners Returning to School The National College</i>	2

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

Budgeted cost: £157, 939

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a Wellbeing Centre, providing a multi-disciplinary centre of intervention for specific pupils who require support with regulating their behaviour and emotions.	<i>Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council</i> TPP Leaflet.pdf (essex.gov.uk)	5
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Embedding best practice interventions for vulnerable pupils, ensuring their	<i>Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council</i> TPP Leaflet.pdf (essex.gov.uk)	5 & 6

<p>emerging needs are met.</p> <p>Key leaders will have resourcing and release time in place to implement strategies to support this.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £311, 486

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was improving compared to 2018/19. These improvements were evident in the TAG outcomes in 2020/21, however the gap between these and NAs is still significant. Despite being on track pre-pandemic, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, where we ensured live stream lessons for the full curriculum for all learners. We also ensured a full engagement in the National Tutoring Programme, but delays to the programme roll out nationally limited its impact with exiting cohorts.

Although overall attendance in 2020/21 was 93.5%, the gap between disadvantaged and non-disadvantaged pupils was 6.4%. This gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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
External Counselling Service	Catch-22