

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 Lower Academy
Number of pupils in school	957
Proportion (%) of pupil premium eligible pupils	53%
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	£446,940
Recovery premium funding allocation this academic year	£67, 860
Additional added from whole school budget	£6, 420
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	£521, 220

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	The numeracy ages of disadvantaged pupils are generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.
2	The reading ages of disadvantaged pupils are generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with inference tasks. This impacts their progress in all subjects.
3	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. This has resulted in particular gaps in progress and SEMH for current Year 9 pupils.
4	Our observations suggest many lower attaining 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.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These 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 4.6% 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 reading & numeracy ages among disadvantaged pupils across KS3	Reading comprehension tests demonstrate improved reading and numeracy ages among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	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

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: £111, 089

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>This includes regular reading and numeracy age testing as part of the assessment point cycle.</p>	<p><i>Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland</i></p> <p>Addressing Educational Disadvantage in... Unity Research School</p>	1 & 2
<p>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</p>	<p><i>EEF Guidance Report: Effective Professional Development</i></p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p><i>Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council</i></p> <p>TPP Leaflet.pdf (essex.gov.uk)</p>	All
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance, leading to an improvement in numeracy ages.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1

Improving reading ages in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2
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: £223, 987

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	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:	All

school-led tutoring for disadvantaged pupils whose education has been most impacted by the pandemic.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Providing bespoke educational programmes for those disadvantaged pupils who have dysregulated behaviours in engaging in a full curriculum offer.	<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
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: £186, 144

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 emerging needs are met. Key leaders will have resourcing and release time in place to implement strategies to support this.	<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
Providing bespoke educational programmes for those disadvantaged pupils who require support to become secondary ready.	<i>Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland</i> Addressing Educational Disadvantage in... Unity Research School	4 & 5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £521, 220

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. 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, with Year 8 suffering from the slowest progress from their Year 7 baselines across core subjects. Whilst we continued to run a full curriculum, the Creative Arts & DATE elements taught predominately theory units throughout most of 2020/21, including the period of remote learning from January-March 2021. This has left skills gaps which need to be recovered in 2021/22.

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.

Overall attendance in 2020/21 was 92.5% and the gap between disadvantaged and non-disadvantaged pupils was 4.6%. 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
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