

## 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 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)	640
Proportion (%) of pupil premium eligible pupils (Key Stage 4)	48%
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gary Smith, Chief Executive & Accounting Officer
Pupil premium lead	Rebecca Rees, Headteacher
Governor / Trustee lead	April Gurney, Trustee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289, 800
Recovery premium funding allocation this academic year	£77, 280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£367, 080</b>

## 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 or a bespoke package that meets their individual needs**, 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 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
- Support students in returning to pre-pandemic levels of school attendance

## Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
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 referrals rising for current pupils.
4	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.
5	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 challenges particularly affect disadvantaged pupils, including their attainment. This has led to the setting up of Wellbeing Centres to support the increase in demand.
6	Our assessments and observations indicate that persistent 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 5%.  2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>an average Attainment 8 score in line with their non-disadvantaged peers</li> </ul>

	<ul style="list-style-type: none"> <li>• an EBacc average point score of 4</li> </ul>
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 can effectively utilise Trauma Perceptive Practice (TPP) skills when required.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and observations</li> <li>• Wellbeing Award for Schools achieved and sustained</li> <li>• Wellbeing Centres interventions demonstrating impact over time</li> </ul>
To achieve and sustain improved attendance for all pupils, including those who are disadvantaged.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being eradicated, with disadvantaged pupils attending in line with their non-disadvantaged peers</li> </ul>

## 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: £183, 540 (50% of budgeted spend)

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	<p><i>Addressing Educational Disadvantages in Schools &amp; Colleges: The Essex Way, Edited by Marc Rowland</i></p> <p><a href="#">Addressing Educational Disadvantage in...   Unity Research School</a></p>	1 & 2
Delivering a CPD programme that addresses pedagogical need to support teachers in confidently assessing and responding to pupil work,	<p><i>EEF Guidance Report: Effective Professional Development</i></p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	All

as well as applying Trauma Perceptive Practice principles consistently	<i>Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council</i> <a href="#">TPP Leaflet.pdf (essex.gov.uk)</a>	
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> <a href="#">Covid-19 support guide for schools.pdf (educationendowmentfoundation.org.uk)</a>	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 &amp; Colleges: The Essex Way, Edited by Marc Rowland</i> <a href="#">Addressing Educational Disadvantage in...   Unity Research School</a>	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 &amp; Colleges: The Essex Way, Edited by Marc Rowland</i> <a href="#">Addressing Educational Disadvantage in...   Unity Research School</a>	1 & 2

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

Budgeted cost: ££91, 770 (25% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School Led 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	All
Providing bespoke educational programmes for those disadvantaged pupils	<i>Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council</i> <a href="#">TPP Leaflet.pdf (essex.gov.uk)</a>	3 & 4

who have dysregulated behaviours in engaging in a full curriculum offer. This includes additional access to counselling services outside of those provided pre-pandemic		
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> <a href="https://educationendowmentfoundation.org.uk">Covid-19 support guide for schools.pdf (educationendowmentfoundation.org.uk)</a>	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: <a href="#">Supporting EAL Learners Returning to School   The National College</a></i>	2

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

Budgeted cost: £91, 770 (25% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a Wellbeing Centres, 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> <a href="#">TPP Leaflet.pdf (essex.gov.uk)</a>	5
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  <a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a>	6
Embedding best practice interventions for vulnerable pupils, ensuring their emerging needs are met.	<i>Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council</i> <a href="#">TPP Leaflet.pdf (essex.gov.uk)</a>	5 & 6

Key leaders will have resourcing and release time in place to implement strategies to support this.		
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: £367, 080**

## 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 2022 to 2023 academic year.

Following the return to pre-pandemic grading in public examinations, the 2023 outcomes have shown that quality first teaching in Maths has led to an increase in average grade from 2.7 in 2019 to 3.1. The targeted interventions addressed emerging gaps through question level analysis to allow for personalised support. Over 94% of Year 11 students attended one or more out of hours intervention strategy over the academic year 2023-23.

PPG 2023: P8 -0.45 A8 23.5 EM5+ 13% EM4+ 25% Destinations 91%

We have a robust 3-year strategy in place which ensures that we continue to minimise the impact of the 2 years of interrupted learning experienced by our students during Key Stage 3. The most effective strategies included: Saturday and holiday schools to close gaps created by the national school closure periods and tutoring programmes particularly post mock examination period. We also ensured a full engagement in the National Tutoring Programme, with raw mark gains being seen when studied intensively. As we move into 2023/24 we will continue to track the impact of this in the medium to long term in relation to skill and knowledge retention.

CPD programmes continued to be delivered every week in line with our ADP ambitions to provide outstanding teaching across all key stages, alongside fully funded internally run leadership programmes. These provided staff with the tools to support their teams and driven recruitment of leaders into roles to support continuous development of curriculum. 100% of middle leadership have benefited from leadership development to support them. The delivery of the curriculum is a focus for CPD with metacognitive / self-regulation strategies being overtly taught and focusing on a student-centred approach.

Our bespoke programmes for secondary readiness for students in KS4 who have not accessed, or have had limited access, to fulltime mainstream education for our most vulnerable disadvantaged learners continued to go from strength to strength, with the capacity of the cohort reaching 80 learners. 2022/23 saw the development of a wellbeing centre which began to be embedded into the culture of the Upper Academy. This has been extended to a further wellbeing centre in the Alternative Education provision. 100% of students had access to a fully resourced daily enrichment programme, which sits in core hours and runs alongside a co-curricular offer. The enrichment programme was able to provide a range of educational experiences that supported cultural capital development in all students, with an academic focus for Year 11 in the build up to their examinations. The co-curricular offer was supported by a fully morning wrap around breakfast programme that all PPG students were able to access whenever they needed it.

The attendance gap between PPG and non-PPG has widened since the start of the pandemic, with this now sitting at 13%. Our wellbeing centre has managed to reintegrate most students who had found returning to school since the pandemic challenging. Our assessments demonstrated that pupil behaviour, wellbeing and mental health were a continued area of



need. 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 to ensure we can achieve regular attendance from all PPG students.

## 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 Renew Counselling
Tutoring Services	My Tutor Academy 21
CPD Programmes	National Association for Able Children in Education (NACE) Trauma Perceptive Practice (TPP)
Optimus Education	Excellence in Pupil Development Award (EPDA) Leading Parent Partnership Award (LPPA) Best Practice Teaching Assistant Award (BPTAA)