

Pupil Premium Strategy Statement 2024-27: The Basildon Lower Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our PP pupils.

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

School overview

Detail	Data
Number of pupils in school	919
Proportion (%) of pupil premium eligible pupils	52.2%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
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	£543,375
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£543,375

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 PP pupils to achieve their individual academic goals and aspirations, including progress for those who are already high attainers (So2). We will consider the challenges faced by vulnerable pupils and put in place support to assist them to perform to the best of their ability (M3). The activities we have outlined in this statement are also intended to support all students, regardless of whether they are PP or not (M2).

High-quality teaching is at the heart of our approach. This has the greatest impact on closing the disadvantage attainment gap and will benefit the non-PP pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-PP pupils' attainment will be sustained and improved alongside progress for their PP peers. All pupils have the right to access quality first teaching (So3, So2).

Our strategy is also integral to wider school plans, notably in its targeted support e.g., school-led tutoring programmes in line with EEF (Education Endowment Foundation) 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 PP pupils are challenged in the work they are set, leading to improved outcomes.
- Identify and remove learning barriers, acting early to intervene when 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 maintaining high 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	Our assessments and observations indicate that persistent absenteeism is negatively impacting PP pupils' progress.
2	Assessments, observations, and discussions with pupils indicate that PP pupils generally have lower levels of reading comprehension, oracy, writing and language development e.g., disciplinary literacy than their peers. This impacts their progress in all subjects.
3	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 and the ability to transfer numeracy skills cross curricula.
4	Our assessments, observations and discussions with pupils and families and outside agencies indicate that there is a high SEMH need amongst PP pupils. This impacts their ability to self-regulate, resulting in gaps in progress for these pupils.
5	Our observations suggest many PP pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their ability to be resilient and independent. This is indicated across the curriculum.
6	Our assessments, discussions and observations with pupils and families suggest that the aspirations and intended destinations of PP pupils are lower than their peers. This can negatively affect their life chances.

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
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To achieve and sustain improved attendance for all pupils, including those who are PP.	<p>Sustained improved attendance from 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance of PP and non-PP to be in line.
To achieve and sustain improved literacy abilities for all pupils, including those who are PP.	<p>Sustained improved outcomes from 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> • The outcomes of PP and non-PP to be in line.
To achieve and sustain improved numeracy abilities for all pupils, including those who are PP.	<p>Sustained improved outcomes from 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> • The outcomes of PP and non-PP to be in line.
Improved self-regulation and well-being for all pupils, including those who are PP.	<p>Sustained high levels of wellbeing from 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and observations • Quantitative data from implementation of The BA Way. • Healthy Schools Award achieved and embedded. • Wellbeing Centres' interventions demonstrating impact over time
Improved metacognitive and self-regulatory skills for all pupils, including those who are PP pupils.	<p>Staff can effectively utilise Trauma Perceptive Practice (TPP) skills when required.</p> <p>Observations and attitude to learning data suggests PP pupils re more able to monitor and regulate their own learning, including behaviours in and around lessons.</p>
Improved number of pupils accessing and sustaining high-quality destinations.	<p>Sustained improved destinations from 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> • The Gatsby Benchmarks of PP and non-PP to be in line. • The NEET data of PP and non-PP to be in line. This is date that must look at who is likely to be a NEET at the

	end of KS5 so it can only be a prediction at the end of KS3.
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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: £271,687.50

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.	Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland Addressing Educational Disadvantage in... Unity Research School	2, 3.
Equipping teachers with the data analysis tools to identify gaps quickly, supporting prompt and efficient programmes of in-class intervention.	Education Endowment Foundation EEF	2,3.
Providing enrichment sessions to ensure cultural capital experiences are wide and varied, improving pupil wellbeing, and developing resilience strategies for learners to emotionally regulate	Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland Addressing Educational Disadvantage in... Unity Research School	2,3,5
Embed strategies to support high attainers to achieve their aspirational targets. This will involve teachers being up skilled in	Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland	2,3,4.

NACE principles, in class and through enrichment opportunities.	Addressing Educational Disadvantage in... Unity Research School	
<p>Improved pedagogical practice to be embedded using techniques developed through WALKTHRU and EFA (Embedding Formative Assessment) Programme (DfE/EEF supported) that are based on: Dylan William's Five Brilliant Formative Assessment Strategies.</p> <ol style="list-style-type: none"> 1. Clarifying, understanding, and sharing learning intentions William says 'if you don't know where you're going, you'll never get there'. 2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning. 3. Providing feedback that moves learners forward. 4. Activating students as learning resources for one another. 5. Activating students as owners of their own learning. 	<p>Embedding Formative Assessment - SSAT (ssatuk.co.uk)</p> <p>Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)</p>	2,3,5.

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

Budgeted cost: £135,843.75

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 PP pupils identified as requiring this support.	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 EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6.
Providing bespoke educational programmes for those PP pupils who have dysregulated behaviours to engage with their curriculum offer.	Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council Trauma Perceptive Practice (TPP) training Essex Schools Infolink	1,2,3,4,5
Implementing afterschool, Saturday, and holiday schools to support with emerging gaps as they are identified in the lead up to public examinations.	The link below refers to summer schools though the same principles apply to Easter School and Saturday School that the school provide. The school does not provide summer school. Summer schools EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5.
Providing a wider package of support for EAL (English as an Additional Language) learners.	Enabling EAL Students to Thrive: Strategies & Techniques (nationalcollege.com)	2, 3, 4, 6

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

Budgeted cost: £135,843.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustainment of Wellbeing Centres, providing a multi-disciplinary centre of intervention for specific pupils who require support with regulating their behaviour and emotions.	Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council Trauma Perceptive Practice (TPP) training Essex Schools Infolink	2,3.
Embedding principles of good practice set out in DfE's advice.	The DfE (Department for Education) guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Working together to improve school attendance (publishing.service.gov.uk)	1, 4.
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.	1,2, 3, 4, 5, 6.
Consistent implementation of the behaviour curriculum.	Behaviour EEF (educationendowmentfoundation.org.uk) Creating a school behaviour culture: audit and action planning tools - GOV.UK (www.gov.uk) Behaviour support programme - SSAT (ssatuk.co.uk) DfE Behaviour Audit Creating a school behaviour culture: audit and action planning tools - GOV.UK (www.gov.uk)	1, 2, 3, 4, 5 ,6

Total budgeted cost: £543,375

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 2023 to 2024 academic year.

Reading and numeracy continue to be a main priority and strategies from previous years are now fully embedded. Initial internal assessments confirm our students arrive at the academy significantly below national expectations for literacy and numeracy. However, our internal assessments have shown that progress has been made this year above our baseline assessments completed at the start of the academic year.

We continue to highlight the importance of reading as a gateway skill that makes all other learning possible and continue with explicit reading lessons and a cross curricular focus for both reading and numeracy. Whole school co- curricular opportunities have supported this drive including writing workshops and author visits.

Our internal assessments at KS3 show for year 7 & 8 that for English PPG students have performed in line with their non-PPG counterparts, however in maths they are slightly behind their non ppg peers. Year 9 PPG students are broadly in line with their the non-PPG peers in English, confirming our reading and intervention programmes are showing a positive impact. We continue to focus on the reading and numeracy to achieve our ADP outcomes by 204/2025.

The school led tutoring programme continues to be a key intervention all PPG students had access to 2 waves of tutoring programmes totalling 1320 hours. 55% of students accessed online and face to face tutoring in maths and English.

The attendance gap between PPG and non-PPG students has marginally increase by 4% on last year's figures. Our assessments and observations continue to highlight that wellbeing, pupil behaviour and significantly mental health continues to be an area of need particularly for our disadvantaged students. We have used pupil premium funding to continue to develop our wellbeing provision, where we provide wellbeing support for all students and targeted where required. We are building on the approach of recognising the impact of wellbeing and mental health has on attendance and working to ensure we can achieve regular attendance from all our PPG students.

The development and roll out of the academy enhanced provision for KS3 has meant that through a carefully planned academic and emotional resilience programme, a significant cohort of students the majority of whom are PPG learners are gaining a positive experience of education and developing core strengths to engage in mainstream education through the support of specialist staff. PPG funding has also supported in engaging a wider range of services Including West Ham united education programme, supplying 1:1 and small group wellbeing support and retaining the services of the private EP.

All academy students had access to a fully resources enrichment programme which sits in core hours and runs alongside the co-curriculum offer. In addition to the enrichment programme a wide range of onsite and offsite educational experiences have supported the development of cultural capital for students across the academy continues to be support by a wraparound breakfast programme that all PPG students were able to access whenever they needed it.

CPD programmes are delivered weekly in line with our ADP ambitions to provide outstanding teaching and learning across all key stages. Staff have engaged in comprehensive professional development focused on metacognition and self-evaluation strategies in order to explicitly teach students these strategies to support them to become resilient independent learners and therefore help overcome further challenges.

Externally provided programmes

Programme	Provider
External Counselling Service	Catch-22 West Ham United
Tutoring Services	My Tutor Academy 21
CPD Programmes	National Association for Able Children in Education (NACE) SSAT- Embedding Formative assessment
Optimus Education	Excellence in Pupil Development Award (EPDA) Leading Parent Partnership Award (LPPA) Best Practice Teaching Assistant Award (BPTAA)
Football Beyond borders	Football Beyond Borders