

Pupil Premium Strategy Statement 2024-2027.

The Basildon Upper 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 <ul style="list-style-type: none"> 2024/5 actual number 	689
Proportion (%) of pupil premium eligible pupils <ul style="list-style-type: none"> 2024/5 actual number 	48.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	September 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

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 302,400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£302,400

<p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	
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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 absolute 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 PP pupils to achieve their individual academic goals and aspirations, including 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 for all is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time 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 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 maintaining high levels of school attendance.

Challenges

This details the key challenges to achievement that we have identified among our PP 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 discussion 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 attainment of PP pupils is generally lower than that of their peers and teacher 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, families and outside agencies indicate that there is a high SEMH need amongst PP pupils. This impacts their ability to self-regulate which has resulted 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, observations and discussions with pupils and families suggest that the aspirations and intended destinations of PP pupils are lower than their peers. This can negatively impact on 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
To achieve and sustain improved attendance for all pupils, including those who are PP.	Sustained improved attendance from 2027/8 demonstrated by:

	<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 destination measures of PP and non-PP to be in line. The NEET data of PP and non-PP to be in line.

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: £151,200

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 NACE principles, in class and through enrichment opportunities.	Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland Addressing Educational Disadvantage in... Unity Research School	2,3,4.
Improved pedagogical practice to be embedded using techniques developed through WALKTHRU's and EFA (Embedding Formative Assessment) Programme (DfE/EEF supported) that are based on: Dylan William's Five Brilliant	Embedding Formative Assessment - SSAT (ssatuk.co.uk) Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	2,3,5.

Formative Assessment Strategies. 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.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £60,840

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	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, 4, 5, 6

with their curriculum offer.		
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: £90,360

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.

<p>Consistent implementation of the behaviour curriculum.</p>	<p>Behaviour EEF (educationendowmentfoundation.org.uk)</p> <p>Creating a school behaviour culture: audit and action planning tools - GOV.UK (www.gov.uk)</p> <p>Behaviour support programme - SSAT (ssatuk.co.uk)</p> <p>DfE Behaviour Audit Creating a school behaviour culture: audit and action planning tools - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3, 4, 5 ,6</p>
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Total budgeted cost: £302,400

**Part B: Review of the previous academic year
Outcomes for PP pupils**

The performance was assessed using the following:

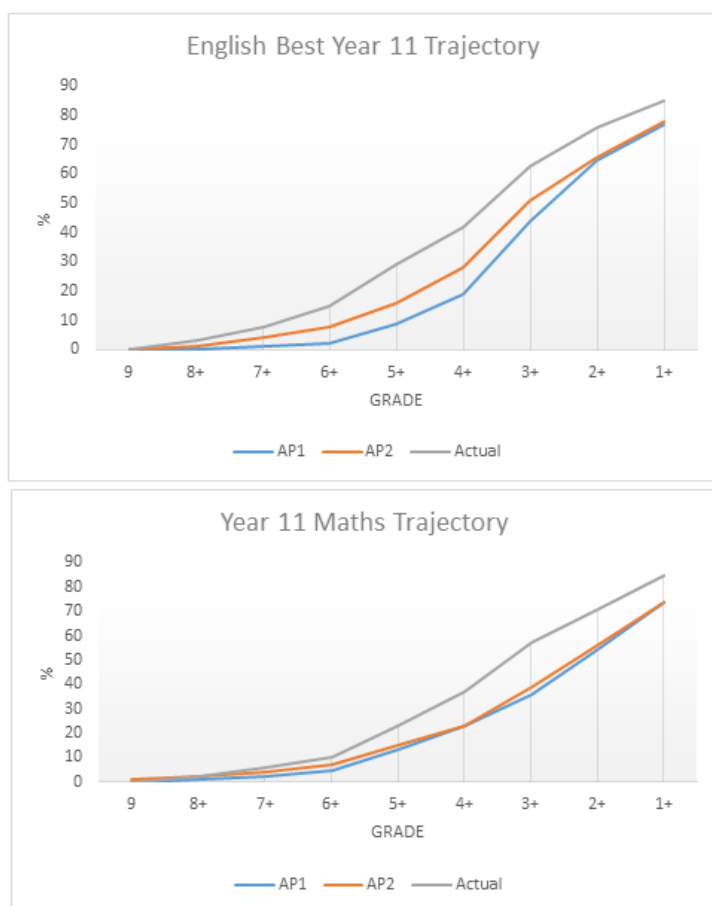
- *Public examination series e.g. GSCE*
- *Teacher led summative and formative assessment on a by-weekly basis*
- *Internal biannual assessment points.*

The performance of the PP pupils in the academic year 2023 – 4 and explain how it has been assessed is outlined below:

- *Data from the previous academic year's national assessments and qualifications for year 11 including EBacc entry are:*

	<i>Total</i>	<i>A8 Score</i>	<i>EBACC entries</i>	<i>English 4+</i>	<i>English 5+</i>	<i>Maths 4+</i>	<i>Maths 5+</i>	<i>Both 4+</i>	<i>Both 5+</i>
<i>All</i>	<i>334</i>	<i>26</i>	<i>298</i>	<i>140</i>	<i>98</i>	<i>121</i>	<i>77</i>	<i>99</i>	<i>64</i>
<i>PP</i>	<i>137</i>	<i>19</i>	<i>121</i>	<i>39</i>	<i>22</i>	<i>31</i>	<i>18</i>	<i>24</i>	<i>13</i>
<i>Non-PP</i>	<i>197</i>	<i>31</i>	<i>177</i>	<i>101</i>	<i>76</i>	<i>90</i>	<i>57</i>	<i>90</i>	<i>57</i>

There was a dramatic improvement in attainment data from the first (AP1) to the last assessment point (PPEs) as indicated by the graph below:



This was due to the bespoke support provided not just in terms of revision that was in part provided by PETXI though the support to improve behaviour for learning and the dedicated support to attend assessments and the public examinations e.g., the exams bus for GSCE exams.

We reduced the number of potential NEETS, the majority of whom were PP from approximately 100 to 26; 13% of the year group. The highest proportion of whom we were unable to reach despite doing all we could to engage with them. Ofsted and Essex County Council (Local Authority) agreed that the school could do no more to reach them. Seven of the students came off role after census due to relocating out of area and two were applied for discounting (pending) due to severe SEMH Needs. Most of these students attended our onsite Enhanced Provision to prevent permanent exclusion.

It is not possible to provide a comparison to local and national averages as that data is yet to be released by the DfE and the local authority.

The school data and observations used to assess wider issues impacting attendance, well-being and behaviour have been included below.

Pupil access totals Academic Year 2023-2024 to date			
Well-Being Centre			
Total	PP Pupil total	Non PP Pupil total	% of PP pupils
36	22	14	61%
External agencies (counselling)			
Total	PP Pupil total	Non PP Pupil total	% of PP pupils
24	11	13	46%

	C3	C4	C5	Suspensions	PEX
All	793	6292	2322	175	2
PP	463	3716	1529	115	1
Non-PP	330	2458	793	60	1

We are on target for some of the outcomes though not all and this is because it is an ongoing strategy that we continue to develop to meet the needs of the PP students. To close the attainment gap between non-PP and PP is our Wildly Important Goal (WIG) for the next academic year. It is part of the PMR targets for all classroom-based staff for 2024-5.

Outcomes and the progress made are outlined below:

- **Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.**

Success Criteria: By the end of our current plan in 2024/25, 100% of disadvantaged pupils enter the English Baccalaureate (EBacc). 88/3% of student entered for EBacc, increase of 78%. Last year, this figure was 5%. The school is on target to achieve this.

2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:

- *an average Attainment 8 score in line with their non-disadvantaged peers - the school is not 18.71 and non –PP 31.46. The school is not on target to achieve this.*
- *an EBacc average point score of 4. The PP students achieved 1.64. We are not on target to achieve that.*

1. 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. The school is on track to achieve this. All new staff have had their TPP training, and it is part of the induction process.

2. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

Sustained high levels of wellbeing from 2024/25 demonstrated by:

- *qualitative data from pupil voice, pupil and parent surveys and observations – on track*
- **UNICEF GOLD ACCREDITATION**
- *Wellbeing Centres interventions demonstrating impact over time – on track*

3. To achieve and sustain improved attendance for all pupils, including those who are disadvantaged.

Sustained high attendance from 2024/25 demonstrated by:

The attendance gap between disadvantaged pupils and their non-disadvantaged peers being eradicated, with disadvantaged pupils attending in line with their non-disadvantaged peers. We were not on track to achieve this target by the end of the 2023-4 academic year.

Both the local Authority and Ofsted (2023) stated that the school could not have done any more to improve attendance having exhausted every available and possible strategy. In 2024-5 the Trust will recruit a cross site Senior Attendance Champion to lead on this area.

*In November 2019, the regulator, Ofsted, judged the school to Requires Improvement. **In November 2023, the Ofsted judgement stated it was Good.***

Comments from the most recent Ofsted Report have been included to show the progress made and to further evidence of support provided.

“Pupils say that everyone is valued here and treated with respect. Pupils appreciate the guidance and support that the school gives them to be the best they can be. As a result, there are positive relationships between staff and pupils. Pupils also get on well with each other.”

“There are a wide range of clubs and opportunities for pupils to contribute to the school and local community, for instance as charity ambassadors. This develops pupils’ self-confidence. Well-chosen visitors help pupils learn how to keep themselves safe and healthy. Pupils in key stage 4 are well prepared for their next steps. They learn about a range of careers and, like students in the sixth form, they can study a range of vocational courses.”

“Teachers usually adapt work well so that pupils can access the curriculum, especially pupils with special educational needs and/or disabilities (SEND). Pupils with social, emotional and mental health needs (SEMH) who attend the school’s own provision also receive highly effective support that improves their behaviour and well-being.”

“The curriculum at Basildon Upper Academy is well thought out. It is carefully planned with staff from the Basildon Lower Academy. These plans identify what pupils need to know. It breaks down this knowledge into manageable chunks so that pupils can build on previous knowledge securely.”

“Teachers are effectively implementing the curriculum to ensure that pupils catch up on learning they have missed. This is increasingly contributing towards improvements in pupils’ knowledge. The school is determined that all pupils can access the curriculum. All pupils in key stage 4 now study French.”

“The school offers pupils a wide range of vocational courses as well as GCSE and A-level qualifications. Pupils are prepared well for the next stage of their education or employment. Teachers skilfully adapt the curriculum for pupils with SEND so that they become increasingly confident and knowledgeable.”

“The school identifies pupils who need support to improve their reading so they can access the curriculum. It provides them, and pupils who are at the early stage of learning English, with high-quality support. This improves pupils’ accuracy and fluency of their reading, so they catch up with their peers.”

“Behaviour at this school is improving. The school has increased its expectations of pupils as part of a revised behaviour policy, although this is at an early stage. The school provides personalised support for pupils who find it hard to manage their own behaviour. This is improving attitudes to learning.”

“Leaders are using a range of strategies to support pupils to attend school more regularly. These strategies are having a positive impact.”

“Pupils learn about, and understand, the importance of respecting themselves and others. The personal, social and health education (PSHE) curriculum teaches pupils how to look after their physical and mental well-being. Pupils meet a range of employers and representatives from further education colleges. This helps pupils make well-informed choices about their next steps.”

“Governors and trustees challenge and support leaders. They are working hard to engage parents in the life and work of the school.”

“Staff are well supported and are proud to work here.”

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
External Counselling Services	Catch 22 Trainee counsellors.
Tutoring Services	My Tutor
Revision Programmes from 2024 onwards	Saturday School Tassomai PET-Xi GCSE Pod
CPD Programme	National Association for Able Children in Education (NACE) Trauma Perceptive Practice (TPP) SSAT Embedding Formative Assessment (EFA) National College NPQ programmes
Optimus Education	Excellence in Pupil Development Award (EPDA) Leading Parent Partnership Award (LPPA) Best Practice Teaching Assistant Award (BPTAA) SEND Inclusion Award (SENDIA)
Essex County Council	Trauma Perceptive Practice (TPP) Healthy Schools
School Champions	Stonewall School Award

Further information (optional)

The evaluation toolkit that will be used is:

[ESSA-ToolKit- Learning Forward MA.docx](#)