

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 Lower Academy
Number of pupils in school	924
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Gary Smith, Chief Executive & Accounting Officer
Pupil premium lead	April Gurney, Headteacher
Governor / Trustee lead	Nick Luckock, Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£551, 052
Recovery premium funding allocation this academic year	£148, 764
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£699, 816

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 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 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.
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 Well-being Centre 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 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: £349, 908 (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. This includes regular reading and numeracy age testing as part of the assessment point cycle.	<i>Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland</i> <u>Addressing Educational Disadvantage in... Unity Research School</u>	1 & 2
Delivering a CPD programme that addresses	<i>EEF Guidance Report: Effective Professional Development</i>	All

<p>pedagogical need to support teachers in confidently assessing and responding to pupil work, as well as applying Trauma Perceptive Practice principles consistently</p>	<p><u>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloud-front.net)</u></p> <p><i>Toxic Childhood Stress, Dr Nadine Burke Harris – part of the TPP reading list, Essex County Council</i></p> <p><u>TPP Leaflet.pdf (essex.gov.uk)</u></p>	
<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><u>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</u></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><u>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</u></p>	1
<p>Improving reading ages in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.</p> <p>Stand alone reading curriculum in place, including access to additional libraries and reading resourcing.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p>	2
<p>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.</p> <p>Discreet setting available to allow for deregulated students to access mainstream curriculum in small group setting with key workers.</p>	<p><i>Addressing Educational Disadvantages in Schools & Colleges: The Essex Way, Edited by Marc Rowland</i></p> <p><u>Addressing Educational Disadvantage in... Unity Research School</u></p>	3 & 4

<p>Embed strategies to support high attainers to achieve their aspirational targets.</p> <p>This will involve teachers being up-skilled in NACE principles, in class and through enrichment opportunities.</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>	<p>1 & 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £174, 954 (25% of budgeted spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	All
<p>Providing bespoke educational programmes for those disadvantaged pupils who have dysregulated behaviours in engaging in a full curriculum offer.</p> <p>This includes additional access to counselling & agency services outside of those provided pre-pandemic</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>	3 & 4
<p>Implementing afterschool, Saturday and holiday schools to support with emerging gaps as they are identified in the lead up to assessment points.</p> <p>Additional academic enrichment</p>	<p><i>EEF: Covid-19 Support Guide for Schools</i></p> <p>Covid-19 support guide for schools.pdf (educationendowmentfoundation.org.uk)</p>	1 & 2

programmes including effective resourcing.		
Providing a wider package of support for EAL learners who have experienced regression in access to English due to the lockdown periods.	National College: Supporting EAL Learners Returning to School The National College	2

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

Budgeted cost: £174, 954 (25% of budgeted spend)

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	All

	of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £699, 816

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 2021 to 2022 academic year.

Our gaps and growth analysis from 2020/21 into 21/22 led to the roll out of an innovative numeracy programme, designed to support our Numeracy age testing. Departments who showed the greatest impact include Catering in relation to Time & Proportion and PE in relation to Measure. This strategy was one of the reasons for tangible uplifts in Numeracy ages across the cohort. Our internal assessments during 2021/22 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 2021/22 were therefore not fully realised, with Year 8 suffering from the slowest progress from their Year 7 baselines across core subjects. The impact of disruption to was mitigated by our resolution to maintain a high-quality curriculum, including maintaining as many core teacher-student groupings as possible to benefit from the relationships developed during the period of bubbled teaching. We also ensured a full engagement in the National Tutoring Programme, with raw mark gains being seen in English when studied over time and Maths when studied intensively. Over 7000 hours of tutoring were delivered to students, with 700 students in receipt of this. As we move into 2022/23 we will be able 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 leaders at the Lower academy have benefited from leadership development to support them. Staff also were given specific CPD in relation to Marc Rowland's 'Disadvantaged Way'. This has ensured continued staff confidence in implementing our ethos in relation to inclusion.

Our bespoke programmes for secondary readiness for our most vulnerable disadvantaged learners continued to go from strength to strength, with the capacity of the cohort reaching 30 learners. This was supported by a full transition for Year 9 to the Upper Academy and a reduction in exclusions for this cohort compared to previous like learners. The early integration of these learners into a full curriculum alongside their key workers has resulted in better attendance and improved engagement metrics. 2021/22 saw the development of a fully resourced wellbeing centre which became embedded into the culture of the Lower Academy. Over 10% of the student cohort accessed the wellbeing centre regularly, with the majority of these being PPG learners. This has supported students with a wide range of intervention access including; 1:1, 1:3 & small group wellbeing services, anger management, grief support, counselling, agency support to boost self-esteem, mentoring and school nurse services. This is in addition to in-house school readiness support.

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 across the Lower Academy. 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. Our ambition for 22/23 will be to re-establish an offsite programme of visits as this third pillar of enrichment was paused at the start of the pandemic. A small number occurred in the Summer Term 2022, which PPG student voice responded positively to.

The attendance gap between PPG and non-PPG has widened since the start of the pandemic, with this now sitting at 9%. 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 in our new plan 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
Tutoring Services	My Tutor
CPD Programmes	National Association for Able Children in Education (NACE)
Optimus Education	Wellbeing Award for Schools (WAS)