



The Birley Academy

Pupil Premium Strategy Statement

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School overview

Detail	Data
Number of pupils in school	1102
Proportion (%) of pupil premium eligible pupils	35.30%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	31 st December 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Diarmaid Casey Acting Headteacher
Pupil premium lead	Diarmaid Casey Acting Headteacher
Governor / Trustee lead	Susan Breeze

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£388,125
Recovery premium funding allocation this academic year	£111,425
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£499,550

Disadvantage by group

Year group	No of pupils PPI	KS2 Ave: WTS	KS2 Ave: EXS	KS2 Ave: GDS	No SEND	SEND support	EHCP
7	78	47	26	0	52	26	0
8	83	35	28	1	53	20	10
9	73	--	--	--	42	29	2
10	75	--	--	--	49	25	1
11	74	29	25	1	43	24	7
Total	383	111	79	3	239	124	20



Part A: Pupil premium strategy plan

Statement of intent

The intention of this strategy is to use pupil premium funding to raise the outcomes of disadvantaged pupils at the Birley Academy and close gaps between these pupils and their peers. In England the primary and secondary school attainment gap between disadvantaged pupils and their peers has grown between 2019 and 2022, having narrowed between 2011 and 2019. We intend to eliminate inequities between disadvantaged pupils and their peers at the Birley Academy in academic outcomes, attendance and behaviour, cultural capital and access to wider school experiences.

The current three-year strategy (2022-2025) focusses on specific strategies in three areas: teaching and learning; academic interventions; wider whole school approaches. All strategies focus on developing high quality teaching and early targeted academic intervention and pastoral support. In particular, strategies will ensure that those pupils with social, emotional and mental health needs have access to high quality provision from appropriately trained adults. The strategies are supported by established evidence including findings and recommendations from the Educational Endowment Fund (EEF).

We believe that all pupils, regardless of background or prior attainment, are entitled to an educational experience which provides them with the knowledge and cultural capital to succeed in life (the Birley Promise). To support this we provide our disadvantaged students with access to high-quality work experience, careers and further education guidance.

Our strategy is driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This helps us to ensure that we offer each pupil the relevant skills and experience they require to be prepared for life beyond the Birley Academy.

Challenges

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

1. Attendance of pupil premium students is below that of non-pupil premium.
2. Our assessments show that, on average, disadvantaged students make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in the majority of subjects compared to non-disadvantaged students. This is also a national trend.
3. Our assessments, observations and discussions with students show disadvantaged students are generally more likely to have poor levels of literacy.
4. There is an increased demand for behaviour support and mental health services. Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety and low self-esteem. Disadvantaged students are more likely to receive fixed term suspensions or permanent exclusion in school and nationally.
5. Through conversations with students and their families, we have found that disadvantaged students' parents/carers are less likely to engage with Parents' Evenings.



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
Improve attendance levels to ensure that the attendance of disadvantaged students is in line with non-disadvantaged students.	Disadvantaged students will achieve, or exceed, attendance percentages in line with national averages. The gap between disadvantaged pupils and their non-disadvantaged peers will close.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	The gap between disadvantaged and non-disadvantaged students will close yearly. Progress and attainment will increase each year for disadvantaged students.
Improve literacy levels so that disadvantaged students are able to access the whole curriculum.	Reading assessments demonstrate that the percentage of students reading below their chronological age will continue to decrease. The gap between disadvantaged and non-disadvantaged students closes yearly.
Disadvantaged students are supported well by behavioural interventions to ensure they are less likely to receive suspensions or permanent exclusion.	Reduction in suspensions for disadvantaged students. No disadvantaged PEX by 2024.
Provide support to students with SEMH needs and achieve improved wellbeing for all students, including those who are disadvantaged.	High levels of qualitative data, such as student, parent/carer and teacher surveys. An increase in enrichment activities, particularly among disadvantaged students.



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: £ 200,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use professional development and planning time to develop a broad and balanced, knowledge-based curriculum which responds to the needs of all pupils.	Education Endowment Foundation: Mastery learning High impact for very low cost based on limited evidence	2, 3 & 5
Develop high quality teaching and assessment through further training in the science of learning and its application to pedagogy through evidence based approaches.	Education Endowment Foundation: Cognitive science approaches in the classroom Education Endowment Foundation: Characteristics of more effective professional development	1, 2, 3 & 5
Providing time for staff to undertake professional development such as National Professional Qualifications (NPQs), exam board training and subject specific training e.g. STEM, exam boards.	DfE: Emerging findings from the NPQ evaluation Education Endowment Foundation: Characteristics of more effective professional development	2 & 4
Use of specialised reading assessment software (NGRT) and analysis tools (PowerBI) to assess and analyse barriers to reading so that the appropriate intervention can be targeted.	Ofsted: Now the whole school is reading Education Endowment Foundation: Phonics High impact for very low cost based on very extensive evidence	2 & 3



Targeted academic support

Budgeted cost: £ 160, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appropriately diagnosed and targeted interventions to support language development, literacy and reading.</p>	<p>Education Endowment Foundation: Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Education Endowment Foundation: Oral language interventions Very high impact for very low cost based on extensive evidence</p>	<p>1, 2 & 3</p>
<p>Use of 'Thinking Reading' to train specialist reading mentors to offer small group and individual intervention.</p>	<p>Education Endowment Foundation: Teaching assistant interventions Moderate impact for moderate cost based on moderate evidence</p>	<p>2 & 3</p>
<p>Small group tuition to tackle year 11 underachievement through comprehensive intervention programme including 'Period 7' and half-term/Easter holiday study sessions with subject teachers.</p>	<p>Education Endowment Foundation: Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Education Endowment Foundation: Extending school time Moderate impact for moderate cost based on limited evidence</p>	<p>1 & 2</p>



Wider strategies

Budgeted cost: £ 139,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of strategies and interventions to support pupils' social, emotional and behavioural needs including 'Unravelling' and support through inclusion and pastoral teams.	Education Endowment Foundation: Social and emotional learning Moderate impact for very low cost based on very limited evidence	1 & 4
Supporting attendance, particularly persistent and severe absence, through a range of strategies working with pupils and their families to remove barriers to attendance.	DfE – Working together to improve school attendance DfE – Improving school attendance Education Endowment Foundation: Attendance interventions rapid evidence assessment	1 & 4
Increasing communication with, and support of parents and families.	Education Endowment Foundation: Parental engagement Moderate impact for very low cost based on extensive evidence	1, 4 & 5

Total budgeted cost: £ 499,550



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE Outcomes 2023

Measure	All pupils	Disadvantaged
Number of pupils	205	68
Progress 8 score	-0.55	-1.02
Number of adjusted progress scores	6	5
Attainment 8	40.79	31.22
Grade 5+ English & Maths	40%	20%
Entering EBACC	17%	10%
EBACC average point score	3.39	2.54

There remains a significant progress and attainment gap between disadvantaged pupils and their peers with the majority of adjusted progress scores applied to disadvantaged pupils. This will be, in part, due to low/non-attendance. In line with this, disadvantaged pupils are less likely to be entered for the English Baccalaureate suite. Disadvantaged EBACC entry has increased to 19% for the new year 10 cohort with an aim to increase this entry percentage year-on-year.

Attendance

The attendance of disadvantaged pupils remained lower than their non-disadvantaged peers and whole school figures in 2022-23 despite deployed interventions. The attendance of disadvantaged pupils was 7% lower than whole school figures and 11% behind non-disadvantaged peers. However overall attendance of disadvantaged pupils increased from the academic year 2021-22 by 2% which was twice the increase in whole school attendance. Persistent absence of disadvantaged pupils remained significantly high in 2022-23 and was similar to 2021-22 so is a clear area of focus moving forward.

Personal development and wellbeing

A whole academy intervention tracker has been used to map out pupil participation rates which still demonstrates a gap between access to enrichment between disadvantaged pupils and their non-disadvantaged peers.

The Brilliant Club was offered as an extra intervention for some pupils with 33% of the group comprised of disadvantaged pupils. The Scholars Programme has been used at The Birley Academy to target disadvantaged high prior attainers as evidence shows that these students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking, and written communication. Pupils demonstrated a significant increase in their knowledge of university with 89% agreeing 'I will be able to study at the university of my choice if I continue to work hard at school'.

The 'Unravelling' intervention was predominantly aimed at disadvantaged pupils and focussed around mental health support and addressing behavioural difficulties. The intervention boosted some of the most vulnerable pupils' confidence and sense of self-worth. 92% of participating pupils stated that they felt they had gained tools to help control their emotions, 100% felt the sessions



helped them make positive changes and 92% of pupils stated that they felt an improvement in their wellbeing.

Parental engagement

There remain significant gaps between the engagement of parents/carers of disadvantaged pupils and their non-disadvantaged peers despite drives to over communicate with the parents/carers of disadvantaged pupils to try and improve attendance rates. There is still work to do in this area that has started through an increase in regularity of parental update messages from the acting headteacher and streamlining of the events parents are expected to attend.

Externally provided programmes

Programme	Provider
The Scholars Programme	The Brilliant Club
Safe Task Force: Unravelling	Unravelling
Safe Task Force: Adventure Expedition	Sheffield LA
Healthy Minds	NHS
Sheffield Progress	Sheffield Futures
Dame Kelly Holmes Project	Dame Kelly Holmes Trust
Safe Task Force: Sheffield Wednesday Football Club Community Programme	Sheffield LA
Flower 125	Sheffield LA
Social Prescribing	NHS
Access to Sheffield (Y9&10)	University of Sheffield
Anti-bullying Pro	Diana Award

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable