

Pupil premium strategy statement – Balcarras School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|------------------------|
| Number of pupils in school | 1426 |
| Proportion (%) of pupil premium eligible pupils | 5.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 – 2023/2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | DL Burke (CEO) |
| Pupil premium lead | G Towers (Deputy Head) |
| Governor / Trustee lead | A Lilley Stuart. |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £ 58,608 |
| Recovery premium funding allocation this academic year | £0.00 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0.00 |
| Total budget for this academic year <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> | £ 58,608 |

Part A: Pupil premium strategy plan

Statement of intent

Balcarras believes that Pupil Premium Pupils **benefit from a whole school approach** to raising achievement. While the tactics employed by the school are for the benefit of all pupils, there is no doubt, looking at examination scores across many years, that **Pupil Premium Pupils gain significantly** from these strategies.

Ultimately the aim of a strategy is that all pupil premium students are able to make progress that is in line with their peers. Gaining outcomes that allow them to move on to the next stage of their education or employment with the knowledge and skills they need.

Our plan is based on:

Providing high quality teaching (in small groups where appropriate) allowing pupils to enabling interactions with their teachers. We do this by funding additional specialist teachers in English, maths and science.

Providing support for reading and literacy as foundations to pupil progress. This work is overseen by our school literacy coordinator.

Engaging pupils in school by supporting them with homework, curriculum enrichment activities and extracurricular activities. We do this by funding homework club and supporting families with trip and extracurricular costs.

Ensuring that all pupil premium students have appropriate post 16 opportunities by ensuring they work closely with our careers department.

We want every pupil regardless of background to the very best passport to their future.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Limited interactions with and feedback from subject specialist teachers. Particularly in English, maths and science. |
| 2 | Limited opportunities to interact with appropriate challenging texts. |

| | |
|---|---|
| 3 | Insufficient time to focus on key GCSE subjects. Lack of engagement due to difficulty keeping up to date with the curriculum. |
| 4 | Lack of effective space to complete homework. |
| 5 | Reduced access to curriculum opportunities due to cost of curriculum based trips and clubs. |
| 6 | Reduced engagement in school due to costs of enrichment activities. |

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 |
|--|---|
| <i>Progress 8 score for disadvantaged pupils to exceed that for all pupils nationally.</i> | A score higher than -0.03 for Balcarras disadvantaged pupils. |
| Attainment 8 score for disadvantaged pupils to exceed that for all pupils nationally. | Balcarras disadvantaged pupils to have an attainment 8 score each year higher than that of all pupils nationally. |
| Percentage of grades 5+ in English and maths for disadvantaged pupils to exceed that of all pupils nationally. | The percentage of Balcarras disadvantaged pupils with a grade 5+ in both English and maths to exceed the percentage nationally each year. |
| Disadvantaged pupils have full access to the Balcarras curriculum. | All pupil premium pupils have the same access to the Balcarras curriculum as non pupil premium students. No reported cases of a lack of access in each academic year. |
| Destinations of pupils premium students in line with peers. | All pupil premium students have a suitable post 16 destination. |

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: £72713

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Teaching of core subjects at Key Stage 4 to raise performance at GCSE level. Reduce class sizes in KS4 English, Mathematics and Science by funding additional specialist teaching staff in these areas. | EEF Teaching and Learning Toolkit indicates reduced class size leads to around 3 months additional progress. The research shows this is the case once class size is reduced to fewer than 20 or even 15 pupils. The strategy taken by the school looks to achieve a number of groups in each of the three core subject where this is the case. | 1 |
| Prioritise literacy across Key Stage 3 teaching for all pupils. Appointed literacy lead to resource and train staff to deliver weekly tutor time reading sessions. Literacy Lead to provide and train staff in the use of reading comprehension strategies. | Research has shown reading challenging texts with pupils has a positive effect on their literacy increasing reading age by a number of months details can be found at MaryMyatt.com . The EEF toolkit suggests focusing on reading comprehension can lead to 6 months additional progress. | 2 |

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

Budgeted cost: £ 17108

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provide a study option for key stage 4 as the 5 th option for those pupils that need extra support. Allowing time/support to focus on core subjects and their other options. Staffing for this is made possible via an extra teaching assistant. | The EEF Teaching and Learning Toolkit suggests that small group tuition of this type can lead to 3 months additional progress. This is in line with the research on small class sizes. These study classes would fall between these two types of group. | 3 |

| | | |
|--|--|---|
| Provide supervised homework support during lunchtimes for both key stage 3 and key stage 4 pupils. | EEF Teaching and Learning Toolkit indicates effective homework can lead to 5 months additional progress at secondary level. The school's policy is to set all pupils high quality homework. A barrier to pupil premium students may be access to a space to take best advantage of this. | 4 |
|--|--|---|

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

Budgeted cost: £4200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Ensure pupils have full curriculum access. Funding used to support pupils to access paid curriculum trips, visits and activities. | While no specific evidence site pupils engagement with the curriculum it is clear that pupils having the same level of access to all curriculum opportunities as their peers is beneficial to progress | 5 |
| Provide financial support for pupils to access noncurricular activities in order to build cultural capital. | EEF Teaching and Learning Toolkit suggests the Arts and Sports participation can lead to 2 months additional progress and can also lead to more positive attitudes to learning. | 6 |

Total budgeted cost: £ 94021

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the national data published for 2023 results 7 pupils were included as disadvantaged. This small number of pupils mean that each pupil has a large effect on the outcomes of the cohort. 12 pupils received pupil premium funding and the smaller number externally reported is due to the reason for each individuals funding.

Of the 7 disadvantaged pupils 2 were school refusers and did not attend school for much of Year 11. Extended efforts were made by the pastoral team to reintegrate them into school and the fact we were able to get them to attend examinations and gain English and maths qualifications was a real success. These 2 pupils had the biggest negative impact on the progress 8 score for disadvantaged pupils.

The schools disadvantaged pupils had a progress 8 score of -0.15 . This is below the figure for all pupils nationally (-0.03) and so the school has not met its target. However that figure for disadvantaged pupils nationally is -0.57 and so in comparison to disadvantaged pupils nationally the cohort made more progress. When the school refusers are removed the schools figure is 0.60 .

Attainment 8 was 38.6 . This is again lower than for all pupils nationally and so the target has not been met. Again it should be noted that the national figure is lower than that for the school (34.9).

Percentage of grade 5+ in English and maths was 38% . This is below the figure for all pupils nationally 45% . For disadvantaged pupils nationally this figure is 25% .

The EBACC average score for the school's disadvantaged pupils was 3.92 lower than that for all pupils nationally and so the schools target was not met. The national figure for this was 4.05 . The figure for disadvantaged pupils nationally is 2.97 .

There are no reported cases of pupils not having full access to the curriculum due to their pupil premium status.

79% of disadvantaged pupils from the 2021 cohort were in education or employment for 2 terms after completing KS4. This is the latest data available. This is lower than would be expected and continued guidance on post KS4 options will continue to be a focus of our careers education.

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

The strategies outlined above are easily costed and no doubt have a significant impact on Pupil Premium Pupils. However, there is a plethora of other strategies employed by the school that are more difficult to cost, but undoubtedly help Pupil Premium Pupils.

It is likely that many of these strategies will benefit Pupil Premium Pupils more than Non-Pupil Premium Pupils, although they are not exclusively aimed at one particular group of pupils. These include:

- Having **excellent pupil behaviour** across the school, through a robust system of pastoral care and clear and consistent sanctions.
- Having **outstanding pastoral support** right across the school, where pupils feel supported, understood, appreciated and cared for. Creating a healthy pastoral structure in the school that is central to all that we do.
- Appointing **outstanding teachers**, experts in their field, who teach stimulating and focused lessons to attentive and very well behaved pupils.
- Having an **outstanding learning environment** across the school that is clean, stimulating, well maintained and always improving.
- Have a **strong middle management** in the school, led by the Heads of Departments, that ensure that lessons are focused, have a clear Scheme of Work, address all aspects of the syllabus in a logical and progressive order and ensure that all teachers are supported and **teach outstanding lessons**.
- Have a **strong senior management** that is cohesive, progressive, always looking for ways to improve, never complacent, and in touch with all current strategies in education.
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- In 2022-2023 the school offered tutoring as part of the NTP to all pupil premium pupils. 50 pupils engaged with this.

Year 11 Data for targets

| | -2017 | -2018 | -2019 | -2020 | -2021 | -2022 | -2023 | -2024 | - 2025 |
|---------------------|--------------|---------------|-------------|--------------|---------------|--------------|--------------|--------------|-----------|
| Total Pupils | 194 | 196 | 211 | 194 | 192 | 205 | 194 | 217 | |
| PP Pupils | 15 (7.7%) | 20 (10.2%) | 9 (4.3%) | 17 (8.8%) | 24 (12.5%) | 11 (5.4%) | 12 (6.1%) | 17 (7.8%) | |
| | | | | | | | | | |
| Progress 8 | 0.6 | 0.33 | 0.82 | 0.70 | 0.74 | 0.68 | 0.70 | | |
| Higher | 0.39 | 0.31 | 0.79 | 0.86 | 0.66 | 0.40 | 0.64 | | |
| Middle | 1.01 | 0.36 | 0.92 | 0.53 | 0.80 | 0.87 | 0.59 | | |
| Lower | 0.79 | 0.40 | 0.41 | 0.57 | 0.81 | 0.67 | 1.37 | | |
| Pupil Premium | 0.26 | -0.28 | 0.31 | 0.32 | 0.62 | -0.14 | -0.15 | | |
| National Avg | -0.03 | -0.02 | -0.03 | 0.00 | 0.00 | -0.03 | -0.03 | | |
| | | | | | | | | | |
| Attainment 8 | 60.17 | 56.20 | 61.05 | 63.51 | 64.63 | 62.72 | 60.09 | | |
| Higher | 65.92 | 63.92 | 71.28 | 75.75 | 75.00 | 73.47 | 71.11 | | |
| Middle | 53.21 | 44.91 | 49.64 | 56.83 | 61.00 | 60.08 | 54.53 | | |

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|---------------------------------|---------|---------|---------|---------|---------|---------|---------|---------------|--|
| Lower | 33.78 | 28.69 | 28.93 | 42.07 | 47.00 | 41.61 | 43.59 | | |
| Pupil Premium | 55.67 | 45.55 | 47.67 | 55.32 | 59.11 | 46.67 | 38.60 | | |
| National Avg | 46.29 | 46.53 | 46.69 | N/A | N/A | 48.70 | 46.20 | | |
| | | | | | | | | | |
| EBACC avg score | | | 5.65 | 5.95 | 5.96 | 5.67 | 5.37 | | |
| Higher | | | 6.84 | 7.27 | N/A | 6.90 | 6.54 | | |
| Middle | | | 4.28 | 5.22 | N/A | 5.35 | 4.75 | | |
| Lower | | | 2.17 | 3.68 | N/A | 3.27 | 3.71 | | |
| Pupil Premium | | | 4.09 | 5.04 | 5.43 | 3.97 | 3.92 | | |
| National Avg | | | 4.07 | N/A | N/A | 4.27 | 4.05 | | |
| | | | | | | | | | |
| Grade5+ in Eng&Maths | 78% | 63% | 70% | 80% | 79% | 77% | 78% | | |
| Higher | 89% | 82% | 95% | 100% | N/A | 94% | 96% | | |
| Middle | 68% | 36% | 41% | 80% | N/A | 77% | 72% | | |
| Lower | 0% | 0% | 0% | 13% | N/A | 17% | 36% | | |
| Pupil Premium | 60% | 35% | 44% | 71% | 67% | 50% | 38% | | |
| National Avg | 43% | 43% | 43% | N/A | N/A | 50% | 45% | | |
| | | | | | | | | | |
| PP funding | £79,830 | £82,270 | £90,795 | £85,835 | £83,000 | £84,302 | £58,608 | £58,995 (est) | |