

# North Birmingham Academy - Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	North Birmingham Academy
Number of pupils in school	1034 (including sixth form*)
Proportion (%) of pupil premium eligible pupils	54% (561)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2025
Date this statement was published	6 <sup>th</sup> March 2023 (following review)
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs Michelle Scott
Pupil premium lead	Chris Newman
Governor / Trustee lead	Niall Gallagher & Pete Kirkbride

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£555,263
Recovery premium funding allocation this academic year	£154,698.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£710,321

# Part A: Pupil premium strategy plan

## Statement of intent

At North Birmingham Academy, it is our intention to ensure that all pupils, including those eligible for the Pupil Premium and regardless of socio-economic background, are provided with the tools to be able to “Keep Up, Not Catch Up”. The aim of our Pupil Premium strategy is to provide equity for those who face disadvantage so that gaps in attainment can be closed and that our pupils are prepared for life in the 21<sup>st</sup> Century. We want to ensure that pupils who face disadvantage achieve exceptional and meaningful qualifications so that they can secure their futures and have opportunities to change their world, by developing their character, cultural capital and demonstrating the NBA ethos of team spirit, thinking big and doing the right thing. We also recognise that not all students who are socially disadvantaged qualify for the Pupil Premium. Therefore, we ensure that the funding is also available to support any student or groups of students that we have identified as facing challenges.

Research shows that high quality teaching for disadvantaged pupils is the most effective strategy to improve their outcomes and close the attainment gap. Clearly, providing high-quality practice benefits all pupils. Therefore, a primary focus of our strategy is to ensure that provision within the classroom is of the highest quality and that any gaps in learning are identified and addressed at the earliest opportunity so that pupils are given access to the support that they need in order to ‘keep up, not catch up’. We use a variety of tools - from both internal and external sources - to support this, by assessing the learning and needs of our pupils. For example, we use the NGRT to identify areas within reading and literacy and CAT4 for cognition and learning. Our internally developed assessment tools, such as our curriculum assessment data and tracking and monitoring of attendance, engagement, wellbeing and behaviour also support the timely identification of need – both academically and pastorally – in order for us to act swiftly. These assessment tools help us to identify the key areas of development for our pupils, which in turn allows us to focus our strategies and tactics upon appropriate and relevant provision. To ensure they are effective we:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged students’
- adopt a whole school approach in which all staff take responsibility to raise expectations of and for disadvantaged students
- ensure all students, regardless of disadvantage, have access to all wider school activities and opportunities to develop their cultural capital.

Our strategy statement is based on a three-year-plan that is reviewed at regular intervals, at least annually.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Literacy skills</u></b></p> <p>Assessments show that our pupil premium students have lower literacy levels than non-pupil premium students. This will impact their progress in all subjects. 45.4% of PP students (Year 7-11) below their expected reading age</p>
2	<p><b><u>Prior attainment and lost learning</u></b></p> <p>For year groups who completed KS2 SATs, prior attainment is below national average. Observations and internal data suggest there are many lower attaining disadvantaged pupils who have significant gaps across the curriculum, having been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p>
3	<p><b><u>Progress throughout the Key Stages</u></b></p> <p>Current data for year groups show that there are gaps between the expected outcomes for the disadvantaged and non-disadvantaged pupils. This has been an issue for a number of years but assessments, observations and discussions with pupils and families suggest that these gaps have become more prominent during lockdown. Difficulty in the recruitment and retention of suitably experienced subject specialist has been a challenge, especially within Mathematics.</p>
4	<p><b><u>Pupil well-being</u></b></p> <p>Concerns related to pupil wellbeing have increased significantly during the pandemic as have teacher referrals to our support teams. It is also evident from internal data that many pupils and their families are experiencing increasing challenges with SEMH, with the number of students identified with SEMH needs at NBA continuing in an upward trend.</p>
5	<p><b><u>Lack of cultural capital opportunities</u></b></p> <p>Our observations indicate that many of our students lack the access to cultural capital opportunities, such as visits and experiences outside of their communities and opportunities to join clubs – for example. Therefore, missing out on opportunities to expand networks which enhance their knowledge, skills and positive behaviours. For example, they are not exposed to aspirational careers, broader curriculum opportunities and lack awareness of prospects for post 16 and 18 education. On top of this, community policing and community outreach projects working with our disadvantaged pupils and their families has reduced over the past 3 years.</p>
6	<p><b><u>Attendance, behaviour and attitudes</u></b></p> <p>Our data indicates that attendance among disadvantaged students is lower than for non-disadvantaged students and that the percentage of persistent absence for disadvantaged students is higher than their non disadvantaged peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress. Internal data also indicates that incidents of negative behaviour are also more prevalent amongst disadvantaged students.</p>

## 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
1	Improved literacy skills will result in closing the literacy and attainment gap with all other students in the Academy.	<ul style="list-style-type: none"> <li>• Reduce the gaps between reading and chronological ages, especially for the disadvantaged.</li> <li>• Reading comprehension tests demonstrate improved literacy skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</li> <li>• Teachers recognise improvement through engagement in lessons and book scrutiny e.g. maths faculty will see an improvement in student's ability to understand 'worded' problems.</li> </ul>
2	Staff are aware of, understand and use the prior attainment information of all PP students to inform their planning and intervention.	<ul style="list-style-type: none"> <li>• Attainment gaps between disadvantaged and non-disadvantaged are closed</li> <li>• The difference in outcomes within all key measures is narrowed</li> <li>• Progress in core subjects is at least in line with national average.</li> <li>• Prior attainment of every PP pupil is profiled by all subject areas to support progress.</li> <li>• The needs of disadvantaged pupils with SEND are met effectively through appropriate support and intervention</li> </ul>
3	Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<ul style="list-style-type: none"> <li>• Attainment gaps between disadvantaged and non-disadvantaged are closed</li> <li>• The difference in outcomes within all key measures is narrowed</li> <li>• Progress in core subjects is at least in line with national average.</li> <li>• All students are making progress that is at least in line with their prior attainment</li> <li>• HPA students are achieving grades 7-9 in all curriculum areas.</li> <li>• The proportion of students in KS3 receiving a curriculum score of 3 or 4 to increase to be in line with their non-PP peers.</li> <li>• Students in KS5 are being successful in securing university places, apprenticeships or alternative career starter pathway placements.</li> </ul>
4	Improved holistic development of our disadvantaged pupils to improve social and emotional well-being.	<ul style="list-style-type: none"> <li>• North Birmingham Academy will become a "Trauma Informed Attachment Aware" provider.</li> <li>• Staff are well-equipped to support the social, emotional and mental health development of disadvantaged pupils.</li> <li>• Sustained high levels of wellbeing demonstrated by: qualitative data from</li> </ul>

		student voice; student and parent surveys and teacher observations.
5	Improved holistic development of our disadvantaged pupils to enhance their cultural capital.	<ul style="list-style-type: none"> <li>• Participation in extra-curricular activities reflects the school population.</li> <li>• Uptake of enrichment activities for disadvantaged students is in line with their peers.</li> <li>• Participation of disadvantaged pupils is in line with peers who attend rewards trips and educational visits.</li> <li>• An increased number of pupil's access apprenticeships as well as FE places.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged students</li> <li>• Accessibility and engagement in trips and experiences for PP pupils both in and outside of school is increased</li> <li>• Numbers of PP pupils attending clubs and societies in school increases year on year</li> <li>• Number of pupils described as NEET at the end of KS4 is in line with national trends.</li> <li>• Implementation of high-quality Careers information, education, advice and guidance strategy ensures that disadvantaged pupils have access to a wide range of information and experiences to support their successful progression to appropriate destinations.</li> </ul>
6	To achieve and sustain improved attendance, behaviour and attitudes for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> <li>• The overall absence rate for all students is in line with the national average and that the attendance of disadvantaged students is in line with their non-disadvantaged peers.</li> <li>• The percentage of all students who are persistently absent is in line with national average and that the figure for disadvantaged students is in line with their non-disadvantaged peers.</li> <li>• There is no or negligible difference for; negative behaviour incidents; detention and internal reflection data; and FTE between PP and non-PP, both internally and externally (i.e. national/regional averages).</li> </ul>

## 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: £271,748

Activity and brief description/summary	Evidence that supports this approach	Challenge number(s) addressed
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Part funding of a SENCO and Deputy SENCO to support the identification and wider strategies to support our learners with SEND/ECHP plans. Providing whole school CPD and training on SEMH and strategies to support SEND are embedded across the academy within the curriculum.	EEF – Special Educational Needs in Mainstream Schools Guidance Report	1, 2, 3, 4, 6
Part funding of Deputy Safeguarding Lead and SLT whole academy safeguarding lead to localise our support for pupils based on a reduction in community policing and family support.	Ellis, S. and Todd, J. (2018) Behaviour for Learning, Routledge.	2, 4, 5, 6
Weekly calendared CPD sessions for all teaching staff that allows teachers to plan effective sequences of lessons so pupils build their schema and knowledge of the curriculum. Curriculum resources purchased to support student readiness to learn, progress and achievement.	<a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a>	All
SLT PP Lead part funded, to develop curriculum tracking and intervention needed with our disadvantaged pupils to support the learning gaps in all curriculum areas.	EEF – School improvement Planning Section	All
HLTA to support vulnerable pupils with smaller group sizes to improve progress and attainment for students.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2, 3
Partly funded attendance officer to raise attendance of our students and reduce the persistent absence.	<a href="https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/">https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</a>	4, 5, 6

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

Budgeted cost: £104,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of the curriculum across the academy to ensure that it:</p> <ul style="list-style-type: none"> <li>- Maximises the impact of assessment,</li> <li>- Focuses on long term memory and recall.</li> <li>- Emphasis on inclusion.</li> <li>- Mastery of composites and components</li> <li>- Knowledge rich</li> </ul>	<p>EEF Section Metacognition and self-regulation</p>	<p>1, 2, 3, 4, 5</p>
<p>Subscription to digital services to support literacy and numeracy progress and narrow the gap.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>1, 2, 3</p>
<p>Purchasing revision guides (hard copy and online copies for year 11 and 13 pupils to support outcomes for 2022 GCSE and A Levels</p>	<p><a href="https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/">https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/</a></p>	<p>2, 3</p>
<p>Dyslexia screening</p>		<p>1, 2, 3</p>
<p>Free peripatetic music lessons</p>	<p>EEF Section Performing Arts</p>	<p>4, 5, 6</p>
<p>Learning Support Assistants used to support students identified as underperforming in order to close gaps in attainment and progress compared to their peers. Intervention support assistants lead small group work with disadvantaged SEND pupils to reduce the gap in reading ages.</p>		<p>All</p>



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

Budgeted cost: £170, 493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partly funded attendance administrator to raise attendance of our students and reduce the persistent absence.	<a href="https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/">https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</a>	6
Purchase of year group class texts to be read every morning for 20 mins.	EEF Section Reading Comprehension Strategies	All
<p>The academy will ensure that attendance interventions are timely and consider the individual students' circumstances.</p> <p>The academy will make use of more 'real-time' data and use this to produce information that is simpler to analyse and make speedily interventions to support attendance of PP students.</p>	<a href="https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-inschools">https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-inschools</a>	All
Employment of specialist ASD worker to support pupils academic and personal development within the academy curriculum	<a href="https://gov.wales/sites/default/files/publications/2019-01/ways-of-supporting-learners-with-autistic-spectrum-disorder-asd.pdf">https://gov.wales/sites/default/files/publications/2019-01/ways-of-supporting-learners-with-autistic-spectrum-disorder-asd.pdf</a>	All
Urban Devotion Birmingham.	Additional external support to link with the community meaning pupils will benefit from increased well-being and support	4, 5, 6
Provide high quality CIAEG programme and support for pupils. Including external buy in to support guidance and future pathways.	<p>Building confidence, encouraging aspiration -</p> <p><a href="https://educationinspection.blog.gov.uk/2018/06/12/building-confidence-encouraging-aspiration/">https://educationinspection.blog.gov.uk/2018/06/12/building-confidence-encouraging-aspiration/</a></p> <p>Disadvantaged schools leading the way for careers education -</p> <p><a href="https://www.unifrog.org/blog/disadvantaged-schools-leading-the-way-for-careers-education">https://www.unifrog.org/blog/disadvantaged-schools-leading-the-way-for-careers-education</a></p>	2 ,3, 4, 5, 6



<p>Breakfast club every morning from 7.30am to support attendance and punctuality to the academy every day Breakfast club with water / fruit before all external examinations</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_School_briefing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_School_briefing.pdf</a></p>	<p>All</p>
<p>Alternative Provision</p>	<p><a href="https://www.bl.uk/britishlibrary/~media/bl/global/social-welfare/pdfs/non-secure/m/a/n/managed-moves-a-complete-guide-to-managed-moves-as-an-alternative-to-permanent-exclusion.pdf">https://www.bl.uk/britishlibrary/~media/bl/global/social-welfare/pdfs/non-secure/m/a/n/managed-moves-a-complete-guide-to-managed-moves-as-an-alternative-to-permanent-exclusion.pdf</a></p>	<p>All</p>
<p>Partial funding of a Learning Mentor and internal reflection room to support creating a positive behavioural culture within the academy</p>		<p>All</p>

**Total budgeted cost: £546,846 (£163,385 difference?)**

## 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 2020 to 2021 academic year.

#### **Reduce the proportion of disadvantaged pupils with a reading age substantially below their chronological age**

Whole school reading interventions in 2021-22 had a positive impact in reducing the number of PP students having reading ages below their chronological age. At the start of the academic year 33.2% of PP students had a reading age that was 3 years or more below their chronological age. Following the interventions, this figure reduced to 25.3%. There was also an increase in PP students reading at or above their chronological ages from 52.9% to 54.5%. There is still clearly a long way to go and therefore reading and literacy will continue to form a key component of our PP strategy.

#### **Improve the progress of disadvantaged pupils**

Providing quality first teaching (QFT) for PP students is vital to support their progress and PP funding that has been used to support this has been an effective contributor to pupil outcomes. This is highlighted by the significant narrowing of the attainment gap between PP and non-PP students between 2020-21 and 2021-22. The gap between PP vs non-PP students achieving 9-4 in English and Maths was 16.1% in 2021 and 5.4% in 2022, an improvement of more than 10%. The gap between PP vs non-PP students achieving 9-4 in English was 10.4% in 2021 and 3.6% in 2022. The gap between PP vs non-PP students achieving 9-4 in Maths was 15.4% in 2021 and 4% in 2022. Whilst there is still a gap, it has been significantly reduced.

Measure	2020-2021 (TAGs)			2021-22 (GCSEs)		
	Whole School	PP	Non-PP	Whole School	PP	Non-PP
Achieving 4 and above in English and Maths	65.9%	59.2%	75.3%	59.8%	57.9%	63.3%
Achieving a grade 4 and above in English	76.1%	71.8%	82.2%	75.7%	74.6%	78.2%
Achieving a grade 4 and above in Maths	70.5%	64.1%	79.5%	60.9%	59.6%	63.6%

#### **Ensure that the needs of disadvantaged pupils with SEND are met effectively through appropriate support and intervention.**

The delivery of whole school staff CPD from external providers around supporting pupils who have English as an additional language, ADHD and ASD within the classroom, alongside a Trust led review of SEND has supported both individual staff and faculties to ensure that the needs of disadvantaged pupils with SEND are effectively met. Reviews demonstrate that pupil profiles are being used more consistently and SEND pupils are feeling better supported. A thorough review of SEND and the curriculum within each faculty area has ensured that pupils with SEND are well catered for across the school and that effective strategies are input into faculty plans, so that pupil needs are effectively met. Whilst there is still an attainment gap between SEND and non-SEND pupils, our internal monitoring suggests that a continuation of these strategies will help to improve the outcomes and narrow the gap between these groups.

NBA's inclusion team (A2L) also deliver a whole staff briefing once per week to provide updates on whole school strategies and pupil information, as well as providing reminders about expectations.

#### **Staff are well-equipped to support the social, emotional and mental health development of disadvantaged pupils through being attachment aware and trauma informed**

Staff have been provided with CPD about mental health and supporting pupil wellbeing. This is also followed up by regular SEMH staff briefings. As a result of this CPD, the quality and appropriateness of referrals for internal and external provision for pupils is now of a higher standard, meaning that the support on offer is more targeted and focused.

### **Implementation of high-quality Careers information, education, advice and guidance strategy ensures that disadvantaged pupils have access to a wide range of information and experiences to support their successful progression to appropriate destinations**

Strategies to support career and post 16 pathways were effective. 110 out of 113 pupil premium students had careers interviews and guidance about their aspirations and post 16 plans, with only 5 out of 113 identified as being potentially NEET either due to lack of engagement with school or had not yet applied to a college or post 16 course.

### **Ensure that all disadvantaged pupils have the opportunity to participate in personal development offer**

As a result of our strategies, pupils premium participation in our personal development offer is being monitored and is growing. 46% of our leadership roles within the academy are now occupied by pupil premium pupils and 38% of pupils involved in the school productions (both internally and in the community) qualify for the pupil premium. Our aim is to continue this growth and ensure that we are working towards having proportional representation in our school clubs, activities and personal development offer.

This is an area that we are taking forward in the strategy by focusing on enhancing both social and emotional wellbeing as well as cultural capital opportunities. Moving forward into 2023, our tracking and monitoring of pupil premium participation in clubs, events and school roles is going to be a focus, with a member of staff being given this targeted role so that pupil premium pupils are not only given the opportunities to participate, but that they are also taking these opportunities.

### **Improve the overall attendance of disadvantaged pupils and reduce the number of disadvantaged pupils who are persistently absent**

The strategies set out in this document to help improve the overall attendance of PP students were effective for during the academic year 2021-22. Whilst overall Academy attendance was below national average (86.7% vs 92.4%), overall attendance for PP students was more in line at 86.5% compared to 89.2%. Strategies employed to support persistently absent students were also effective, with our PA figure for PP students being 37.6% compared to 37.2% nationally.

We recognise that there is still much work to be done in this area. Therefore, attendance will continue to be a key area to improve and develop.