

North Birmingham Academy - Pupil premium strategy statement 2023-24

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	963 (1085 including sixth form)
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Jo Paddock (Headteacher)
Pupil premium lead	Chris Newman
Governor / Trustee lead	Niall Gallagher & Pete Kirkbride

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£558, 897.50
Recovery premium funding allocation this academic year	£153,697.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£712,595

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 21st 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><u>Literacy skills</u></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. XXXX% of PP students (Year 7-11) below their expected reading age. According to our NGRT data, our current PP cohort in year 7 are on average 11 months behind their non-PP peers.</p>
2	<p><u>Prior attainment and lost learning</u></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. The KS2 data received for our current year 7 PP cohort indicates that they are on average 2 points below their non-PP peers in terms of their average KS2 scaled scores.</p>
3	<p><u>Progress throughout the Key Stages</u></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 and Modern Foreign Languages.</p>
4	<p><u>Pupil well-being</u></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><u>Lack of cultural capital opportunities</u></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><u>Attendance, behaviour and attitudes</u></p> <p>Whilst we need to celebrate the progress that the whole academy has made in terms of attendance (above national averages in all categories) we still have work to do in terms of closing the gap between our PP and non-PP students. 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"> • Reduce the gaps between reading and chronological ages in years 8-11, especially for the disadvantaged. • Our PP cohort in year 7 are on average above their chronological reading age, however they are on average 11 months behind their non-PP peers. A reduction in this gap is what we strive for. • 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. • 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.
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"> • Staff are able to diagnose the knowledge and skills gaps between disadvantaged and non-disadvantaged students within their classrooms and are skilled at closing them. • Attainment gaps between disadvantaged and non-disadvantaged are closed • The difference in outcomes within all key measures is narrowed • Progress in core subjects is at least in line with national average. • Prior attainment of every PP pupil is profiled by all subject areas to support progress. • The needs of disadvantaged pupils with SEND are met effectively through appropriate support and intervention
3	Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<ul style="list-style-type: none"> • Attainment gaps between disadvantaged and non-disadvantaged are closed • The difference in outcomes within all key measures is narrowed • Progress in core subjects is at least in line with national average. • All students are making progress that is at least in line with their prior attainment • HPA students are achieving grades 7-9 in all curriculum areas. • 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.

		<ul style="list-style-type: none"> Students in KS5 are being successful in securing university places, apprenticeships or alternative career starter pathway placements.
4	Improved holistic development of our disadvantaged pupils to improve social and emotional well-being.	<ul style="list-style-type: none"> North Birmingham Academy will become a “Trauma Informed Attachment Aware” provider. Staff are well-equipped to support the social, emotional and mental health development of disadvantaged pupils. Sustained high levels of wellbeing demonstrated by: qualitative data from student voice; student and parent surveys and teacher observations. All students – regardless of socio-economic background – are well engaged in school life and are flourishing in all areas.
5	Improved holistic development of our disadvantaged pupils to enhance their cultural capital.	<ul style="list-style-type: none"> Participation in extra-curricular activities reflects and represents key cohorts within the school population. Uptake of enrichment activities for disadvantaged students is in line with their peers. Participation of disadvantaged pupils is in line with peers who attend rewards trips and educational visits. An increased number of pupil’s access apprenticeships as well as FE places. A significant increase in participation in enrichment activities, particularly among disadvantaged students Accessibility and engagement in trips and experiences for PP pupils both in and outside of school is increased Numbers of PP pupils attending clubs and societies in school increases year on year Number of pupils described as NEET at the end of KS4 is in line with national trends. 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. All faculty areas are offering extra-curricular activities that are not only accessible but are also being accessed by students – particularly those from disadvantaged backgrounds.
6	To achieve and sustain improved attendance, behaviour and attitudes for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> 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. The percentage of all students who are persistently absent is in line with national average and that the figure for disadvantaged

	<p>students is in line with their non-disadvantaged peers.</p> <ul style="list-style-type: none"> • 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).
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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: £497,345

Activity and brief description/summary	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>EEF – Special Educational Needs in Mainstream Schools Guidance Report</p>	<p>1, 2, 3, 4, 6</p>
<p>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.</p>	<p>Ellis, S. and Todd, J. (2018) Behaviour for Learning, Routledge.</p>	<p>2, 4, 5, 6</p>
<p>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.</p>	<p>https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</p>	<p>All</p>

<p>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.</p> <p>TLR funded for PP/raising standards support team position.</p> <p>Primary trained teacher part funded to support focused intervention groups.</p>	<p>EEF – School improvement Planning Section</p>	<p>All</p>
<p>HLTA to support vulnerable pupils with smaller group sizes to improve progress and attainment for students.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 3</p>
<p>Partly funded attendance officers to raise attendance of our students and reduce the persistent absence.</p>	<p>https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</p>	<p>4, 5, 6</p>

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

Budgeted cost: £198,147

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"> - Maximises the impact of assessment, - Focuses on long term memory and recall. - Emphasis on inclusion. - Mastery of composites and components - Knowledge rich 	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</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 2023-24 GCSE and A Levels</p>	<p>https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/</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: £17,103

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.	https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/	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>	https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-inschools	All
Employment of specialist ASD worker to support pupils academic and personal development within the academy curriculum	https://gov.wales/sites/default/files/publications/2019-01/ways-of-supporting-learners-with-autistic-spectrum-disorder-asd.pdf	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>https://educationinspection.blog.gov.uk/2018/06/12/building-confidence-encouraging-aspiration/</p> <p>Disadvantaged schools leading the way for careers education -</p> <p>https://www.unifrog.org/blog/disadvantaged-schools-leading-the-way-for-careers-education</p>	2, 3, 4, 5, 6

<p>Breakfast club every morning from 7.30am to support attendance and punctuality to the academy every day</p> <p>Breakfast club with water / fruit before all external examinations</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_School_briefing.pdf</p>	<p>All</p>
<p>Part funding of Alternative Provision placements</p>	<p>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</p>	<p>All</p>

Total budgeted cost: £712,595

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 2022-23 had a positive impact in reducing the number of PP students having reading ages below their chronological age. Interventions particularly supported PP entering Year 11 in preparation for their GCSE year with 26% of PP students moving from being below their Reading Age, to meeting or exceeding their expected Reading Age. More than half (58%) of PP students are reading at or above their chronological age at the start of the academic year. There were some in year improvements in many aspects of reading, but 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 over the last 3 years. This has been highlighted by a significant narrowing of the attainment gap between PP and non-PP students between 2020-21 and 2021-22. However, with the return to pre-pandemic grade boundaries and the significant impact that school closures have had on gaps in learning, 2023 outcomes showed an increase in the attainment gap between PP students and their non-PP peers. The gap between PP vs non-PP students achieving 9-4 in English and Maths was 16.1% in 2021, 5.4% in 2022 and 17% in 2023. The gap between PP vs non-PP students achieving 9-4 in English was 10.4% in 2021, 3.6% in 2022 and 15%. The gap between PP vs non-PP students achieving 9-4 in Maths was 15.4% in 2021, 4% in 2022 and 21% in 2023. Closing the attainment gap between PP and non-PP students will continue to be a major focus of improvement at NBA and is a strategic priority across the whole academy. The strategies supporting the outcomes of disadvantaged students have been woven through our whole school and faculty improvement plans.

Measure	2021-2022 (GCSEs)			2022-23 (GCSEs)		
	Whole School	PP	Non-PP	Whole School	PP	Non-PP
Achieving 4 and above in English and Maths	59.8%	57.9%	63.3%	50%	46%	63%
Achieving a grade 4 and above in English	75.7%	74.6%	78.2%	70%	64%	79%
Achieving a grade 4 and above in Maths	60.9%	59.6%	63.6%	55%	47%	68%

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 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 regular whole staff briefings to provide updates on whole school strategies and pupil information, as well as providing reminders about expectations. Pupils who find unstructured times overwhelming have the option of spending them in a smaller space in the A2L area at form-time and PD time. Similarly, those with lower attendance are offered a breakfast club where they can have food and partake in mindfulness activities. Moreover, focal disadvantaged SEND pupils are offered bespoke support during break and lunchtimes to help them regulate their emotions before then re-engaging with their lessons. They are also given a modified curriculum that is in-line with their respective needs, whilst remaining broad and balanced. Lastly, SEND pupils in key stages 4 and 5, including those who are disadvantaged, are given exam access arrangements that support them in all examinations. Staff are given CPD on how to incorporate these arrangements into their lessons and the pupils are also coached on how to make full use of them.

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, the power of restorative justice 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 and intervention following any incidents of negative behaviour is now of a higher standard, meaning that the support on offer is more targeted and focused. Internal data is indicating that PP students have a higher number of negative behaviour incidents, resulting in a higher number of sanctions given. Whilst this indicates that we need to focus our approach on preventative methods, follow up interventions are effective because repeat incidents for PP students are being reduced.

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. Year 12 students take part in work experience in the summer term, where possible work experience is aligned with their career aspirations. Examples of placements students have received have been at hospitals, pharmacists, law firms and primary schools. All students take part in a CV writing workshop and take part in an interview day and are provided with feedback from professionals on the day. All students attend an annual careers fair and are given the opportunity to discuss career options with university representatives and apprenticeship providers. All students had careers interviews and guidance about their aspirations and post 16 plans.

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

As a result of our strategies, pupil premium participation in our personal development offer is being monitored and is growing. 53% 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. Pupil premium students have had access to internal and external personal development opportunities through United Against Bullying, Human Utopia and The Mercians. 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. Since 2023 pupil premium engagement in extracurricular activities has continued to increase with a high proportion of pupil premium students engaging in additional academic intervention, sports and arts enrichment and external trips. Moving forward into 2024, 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 have been highly effective during the academic years 2021-22 and 2022-23. Overall Academy attendance has now improved to be above the national average (NBA 94.4% vs 92.5% national average), overall attendance for PP students was 93.04% at NBA. Strategies employed to support persistently absent students were also effective, with our PA figure for PP students being improving from 37.6% in 2022 to 18.4% in 2023. Our internal comparisons of average attendance rates for non-PP students (96.3%) and a persistent absence figure 12.34% for non-PP students shows us that that there is still work to be done in this area to improve and maintain our improvements. Therefore, attendance will continue to be a key area to improve and develop.