PUPIL PREMIUM STRATEGY STATEMENT 2023-2026

This statement details our school's use of pupil 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	Belper School and 6th Form Centre
Number of pupils in school	1043 (Year 7 - 11)
Proportion (%) of pupil premium eligible pupils	237 (22.7%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	November 2023
Reviewed	November 2024
Date of the next review	November 2025
Statement authorised by	Matilde Warden
Pupil premium lead	Gavin Brookes
Governor / Trustee lead	Layla Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	231,655
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	231,655

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure students from all backgrounds, regardless of challenge or need, succeed, make good progress and enjoy school, so that they can enjoy happy, stable, successful, caring and fruitful lives, and become the model citizens of the future. "Create Your Future" is aimed at all students. Equality of opportunity; fairness; high expectation; challenge; support (academic /pastoral & physical); citizenship; collaboration and partnership are some of our guiding principles in helping us achieve this.

Our PP strategy will help us achieve our aims through addressing the shortcomings and barriers facing disadvantaged students, both internally and externally, and providing them with the opportunities, strategies and tools to succeed, also ensuring that those who are already high attainers, have all of the support and motivation to excel.

We will also consider the challenges faced by vulnerable pupils. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is a significant part 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.

Our approach will reflect the common challenges faced by students today and their individual needs. It will use robust analysis of assessment to identify and plan strategies, 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:
- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point any educational need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Prepared for school – Attendance** Absence is higher among disadvantaged students compared to non-disadvantaged and they make up a high proportion of persistent absentees. We can put a variety of strategies in place to support students but they need to be in school in order to access these. **Attendance figures for academic year 2023 - 2024 (taken to 1st June when year 11 absences significantly affect the figures)** Overall attendance 90.9% PA 23.1% Unauthorised 1.7% **DA** Average attendance 83.5% Persistent absence 98 students out of 230 students with less than 50% attendance 25

	Year 7 < 90% 16 students out of 62 Year 8 < 90% 24 students out of 52 Year 9 < 90% 22 students out of 51 Year 10 < 90% 11 students out of 32 Year 11 < 90% 24 students out of 33 **Non DA students** Average attendance 92.8% Persistent absence 140 students out of 845 Students with less than 50% attendance 19 Year 7 < 90% 17 students out of 156 Year 8 < 90% 27 students out of 169 Year 9 < 90% 30 students out of 168 Year 10 < 90% 29 students out of 179 Year 11 < 90% 37 students out of 173 ● *Significantly more students entering the school over the last two years that are DA* ● *Drop off in DA attendance in KS4*
2	**Prepared for school – Mental health and wellbeing** Disadvantaged students also make up a relatively high proportion of those students who have mental health issues and attachment disorders. Also, statistically more likely to have missed out on breakfast
3	**Prepared for school – resources** Disadvantaged families cannot always afford to provide their children with access to learning resources and activities such as trips and enrichment events. They may also lack access at home to learning resources especially online access
4	**Prepared for learning – Achievement** Disadvantaged students currently do not perform as well as non-disadvantaged students. Whilst progress rates across the school have significantly improved over a number of years, a gap persists. Consistent, high-quality teaching and learning lies at the heart of this with a curriculum that best meets all students' needs. Year 11 GCSE data 2023-24 | Overall	2023	2024		Disadvantaged	2023	2024
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Progress 8	-0.27	-0.31		Progress 8	-1.37	-1.22
P8 English	-0.07	-0.08		P8 English	-1.10	-0.81
P8 Maths	-0.28	-0.25		P8 Maths	-1.50	-0.91
P8 EBACC	-0.24	-0.42		P8 EBACC	-1.48	-1.47
P8 Open	-0.46	-0.43		P8 Open	-1.53	-1.43	

		9-4 ENGLISH & MATHS %		
			2023	**2024**
		Overall	**71**	**72.3**
		Disadvantaged	**25**	**48.5**

5	**Prepared for learning – Literacy**
	Disadvantaged students start the school with, on average, lower reading levels than non-disadvantaged students. For the current year 8 the reading age gap in September 22 was 1 year which is an increase on the previous year.

6	**Prepared for Learning – behaviour**
	Some students from disadvantaged families have challenging home lives which leaves them emotionally unstable at times leading to a lack of readiness for learning and inconsistent behaviour.
	Total number of R3 isolation time between September 2023-July 2024 is 60
	PP-30
	Non PP-30
	Total number of R5 isolation time between September 2023-July 2024 is 221
	PP-104
	Non PP-117
	Total number of suspensions between September 2023-July 2024 is 239
	PP- 144
	Non PP- 95
	PP- 37 students accumulated 144 suspensions, of this number 9 students received 1 suspension.
	8 of these 37 students no longer attend Belper School, these 8 students accumulated 41 suspensions whilst on our role
	Total number of permanent exclusions between September 2023-July 2024 is 7
	PP-3
	Non PP- 4

7	**Prepared for learning – SEND**
	Disadvantaged students are statistically overrepresented in the cohort of students with an identified special educational need at 34% (79/227) especially in the SEND categories ADHD (9/79) and SEMH (41/79)
	They are slightly underrepresented in some other SEND categories such as ASD (12/79) and dyslexia (1/79)

8	**Prepared for future – Aspiration**
	Students from disadvantaged families can lack academic ambition and a clear idea of future career pathways
	98% of year 11 students 2023-24 positive destinations (4 students unknown destination or health issues)
	49% moved on to Level 3 / A level courses
	7/27 PP students went on to Level 3 / A level courses
	2 PP students Unknown destination or health issues

9	**Prepared for the future – Parental engagement 2023-24** Lower PP communication with school and attending parents' evenings Year 11 parents evening 2023 – 21/33 DA non-attendance Year 10 parents evening 2024 - 19/33 DA non-attendance Year 9 pathways evening 2024 – 13/53 DA non-attendance Year 8 parents evening 2024 – 19/38 DA non-attendance Year 7 parents evening 2024 – 28/50 DA non-attendance

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 parental engagement with the school	Improved attendance at parents' evenings. More DA parents and carers accessing key messages on Bromcom
Improved attendance and exclusion figures for DA students	The gap between non-DA and DA students has closed for attendance, unauthorised absence, late marks and exclusions.
Improved attainment in Maths and English for DA students	Greater percentage of DA students securing a grade 4 and above in English and Maths. DA Students securing higher grades in Maths and English to lessen the gap between the predicted and target average points score in English and Maths.
SEND strategy embedded throughout the school with greater awareness of meeting student needs in the classroom	Staff use of pupil passports show a rise in support being carried out for the students and a reduction in the need for intervention from the classroom
Literacy strategy to be embedded across the school	Improved reading, writing and spelling age scores for PP students. Recognition of improved engagement during lessons and when completing work outside of the classroom.
Increased social and emotional regulation and support through mental health hub work and further attachment awareness inset	Students are more able to work hard, respect all, show resilience, make a contribution and strive for improvement.
Appropriately aspirational career plans. Disadvantaged students to have rich, fulfilling lives ready to enter society as well-rounded model citizens	Year 11 / 13 DA students to have had a 1-1 careers interview by at least October ½ term. Students have good qualifications, are/have had a wide range of enriching experiences. Though difficult to measure, we will look at qualification outcomes, destinations and use student surveys to gauge success.
Improved support for disadvantaged and engagement in extracurricular activities and trips	Greater number of DA students accessing extra curricular opportunities and trips

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: £ 14,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching Staff training on high quality teaching Embedding the T&L framework Improve KS3 assessments to enable better tracking of pupil progress and student intervention Whole school development on Embedding Formative Assessment (EFA) Appointment of two associate leaders with responsibility for quality of education Effective curriculum planning and QA Continued purchase of Seneca learning for online learning from home Google classroom online curriculum Embedding knowledge organisers in KS3 Inverting the intervention model (focus on KS3)	The EEF tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) although it can be difficult to realise this impact in practice as such methods require students to take greater responsibility for their understanding of what is required to succeed. (EEF toolkit) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. (EEF toolkit) These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. (EEF toolkit) The most effective ways of closing the attainment gap, with strong evidence are Metacognition and self-regulation, Feedback and peer tutoring (EEF toolkit) All of which are an important part of EFA	1, 4, 5, 6, 8
Appointment of literacy coordinator Introduction of disciplinary literacy in all lessons including tier 2 and tier 3 vocabulary Reinforced vocabulary through the knowledge organisers Specific reading and comprehension tasks in form time Restaurant reads	The EEF 'Improving Literacy in Secondary Schools' supports and recommends whole school literacy approaches to develop the reading, vocabulary and oracy of students, in particular students who are disadvantaged. EEF Toolkit gives an impact of +6 months for reading comprehension strategies	5
SEND Staff training for HQT strategies relevant to students with SEND	Teaching assistant interventions can provide an impact of +4 months according to the EEF toolkit.	5, 7, 8, 9

Training for TAs on deployment in the classroom Provide assistive technology to students to remove potential barriers to learning	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.	
Readiness for learning Review and develop the new whole school behaviour policy (new assistant headteacher with responsibility for behaviour and culture) Embed the attitude to learning assessments and use analysis to drive interventions with a particular focus on disadvantaged students	Behaviour interventions have an impact of +4 months in the EEF toolkit	4, 6, 7, 8, 9
Attendance **High visibility** GMB meetings with students (DA 70% - 90%, non DA 70% - 90%) Regular analysis updates to key students (weekly report to GMB from Bromcom) Posters around school promoting high attendance GMB on the door each day and doing lates each day Regular newsletter slot **Rewards** ½ termly attendance awards **DA focus** GMB meeting with DA low attenders Specific target setting **Wider** Parental meetings Bromcom use and analysis Embark DA group focus on attendance - new suggested strategies will come out of this DFE group from September - new strategies will come out of this **On going work** Attendance officer hours to increase by an hour a day Attendance team to meet on a fortnightly basis to discuss progress, key cases and strategy	The DFE has identified attendance as a significant issue post pandemic. Our own analysis shows poor attendance has a large impact on KS4 attainment Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. (EEF toolkit)	1, 2, 4, 6, 9

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

Budgeted cost: £144, 440

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tuition and nurture groups Through the analysis of data we will be identifying students who require additional support in Maths and English and using NTP funding to provide tutoring. Over staffing in Maths and English to allow for smaller groups at the lower ability end Re-evaluation of setting priorities Extra classes in years 7, 8, 10 and 11 to reduce class sizes increasing capacity of staff to provide support to individual students Period 6 after school extra lessons for year 11	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF) Small group tuition has an impact of +4 months in the EEF toolkit. One to one tuition has a potential impact of +5 months Reducing class size has a small positive impact of +2 month, on average. (EEF toolkit) Extending school time has a potential impact of +3 months in the EEF toolkit	1, 2, 4, 6, 7
Pastoral support and Access development Employment of two part time ACCESS supervisors to develop the curriculum offer and bring closer links between Pastoral support and the Access teams Heads of year given two extra periods a fortnight to support their work (extra 10 hours a fortnight across the school)	The British Educational Research Association (2019) says that 'pastoral care can: •improve students' attendance and retention rates •foster an orderly atmosphere in which all students can access opportunities, and enhance their academic achievements •promote tolerance, especially in students and teachers with due regard for protected characteristics •subdue racism and inequality •teach respect for self and others. https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners	1, 2, 3, 4, 6, 8, 9
Attendance Provide supported pathways to return to school after long absence Employment of a full time attendance manager High visibility of attendance through 1-1 meetings with attendance team High visibility of attendance priority across the school Parental engagement increased. New attendance manager employed increasing capacity	The DFE has identified attendance as a significant issue post pandemic. Our own analysis shows poor attendance has a large impact on KS4 attainment Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF toolkit)	1, 2, 4, 8, 9

Look After Child Lead All looked after children must have a PEP as part of their overall care plan. The designated teacher leads on how the PEP is used as a tool in school to make sure the child's progress towards education targets is monitored.	10	1, 4, 8
Internal suspension From September 2024 we will rebrand the 'Reflection room' and change location	This facility should be used to continue to reduce the number of suspensions issued. If students are in school more and lessons more, they have a greater chance of success	4, 6

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

Budgeted cost: £72,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Trial a breakfast club	Limited academic improvements but increased social and emotional regulation at the start of the day. Breakfast clubs can improve pupil behaviour and attendance. (EEF) A healthy breakfast can help children and young people with their concentration and behaviour. (Gov.uk)	2, 3, 9
Duke of Edinburgh award Ensuring all DA students in year 10 have a 1-1 discussion about the benefits of doing the award		2, 3
Mental Health development Development of mental health hub through the local authority Mental health and wellbeing working group	The Association for Children's Mental Health (ACMH) say "addressing mental health needs in school is critically important because 1 in 5 children and youth have a diagnosable emotional, behavioural or mental health disorder and 1 in 10 young people have a mental health challenge that is severe enough to impair how they function at home, school or in the community."	2, 4
Access to Resources Provide funds for revision materials in year 11 Provide after school homework facility giving access to school resources in the library and in learning support Provide funds for the technology department to allow PP students the same access to projects they have made (parents are asked to pay if they want projects to go home), food technology and textiles materials Manage and provide access to trips and extra curricular visits	Key findings from a study carried out by Citizens Advice found that three quarters of parents of secondary school pupils found it difficult to meet the cost of school trips. For secondary school the top 3 included school photographs and equipment for lessons.	1, 3, 9
Attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice. Engagement in DFE and Embark groups to support attendance strategy	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF toolkit)	1, 2, 4, 9

Careers Invest in specific careers advice to support students making positive options and career choices, not becoming NEET and having positive destinations Along with other schools within Embark we have purchased 30 work experience places for our students with Safety Measures WEX	12	1, 4, 6, 7, 8, 9
Alternative provision To support students who need an alternative curriculum either internal or external in order to continue in education and continue to be positive members of our school community Blue Pathway at year 10 This pathway consists of a bespoke selection of GCSEs and equivalent qualifications incorporating English Language, English Literature, Maths, Science and free options. We have four new courses on offer, each course is based in our ACCESS support area (Alternative Curriculum Centre for Extended Student Support): • Horticulture and Woodland Crafts • Employability and Personal Development • Health and Fitness • Health and Social Care		1, 4, 6, 7
Support for trips and curriculum resources Families may need additional support to provide ingredients and materials for some curriculum subjects. Students who are PP should not be excluded from trips or enrichment opportunities if they cannot afford to pay		2, 3, 9

Total budgeted cost: £ 231,655

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.

<u>**Academic achievement evaluation**</u>

Year 11 GCSE data 2023-24 progress 8

Overall	2023	2024		Disadvantaged	2023	2024
Progress 8	-0.36	-0.31		Progress 8	-1.46	-1.22
P8 English	-0.16	-0.08		P8 English	-1.23	-0.81
P8 Maths	-0.36	-0.25		P8 Maths	-1.60	-0.91
P8 EBACC	-0.33	-0.42		P8 EBACC	-1.57	-1.47
P8 Open	-0.54	-0.43		P8 Open	-1.62	-1.43

Year 11 GCSE data 2023-24 Attainment 8

Overall	2023	2024		Disadvantaged	2023	2024
Progress 8	45.54	45.09		Progress 8	24.95	32.66
P8 English	10.12	10.21		P8 English	6.24	8.14
P8 Maths	8.98	9.11		P8 Maths	4.41	7.03
P8 EBACC	13.29	12.82		P8 EBACC	6.45	8.38
P8 Open	13.15	12.95		P8 Open	7.38	9.10

9-5 ENGLISH & MATHS %

	2023	2024
Overall	**50**	**47.1**
Disadvantaged	**14**	**30.3**

9-4 ENGLISH & MATHS %

	2023	2024
Overall	**70**	**72.3**
Disadvantaged	**24**	**48.5**

<u>**Attendance**</u>

Attendance figures for academic year 2023 - 2024 (taken to 1st June when year 11 absences significantly affect the figures)

Overall attendance 90.9%

PA 23.1%

Unauthorised 1.7%

DA

Average attendance 83.5%

Persistent absence 98 students out of 230

students with less than 50% attendance 25

Year 7 < 90% 16 students out of 62

Year 8 < 90% 24 students out of 52

Year 9 < 90% 22 students out of 51

Year 10 < 90% 11 students out of 32

Year 11 < 90% 24 students out of 33

Non DA students
Average attendance 92.8%
Persistent absence 140 students out of 845
Students with less than 50% attendance 19

Year 7 < 90% 17 students out of 156
Year 8 < 90% 27 students out of 169
Year 9 < 90% 30 students out of 168
Year 10 < 90% 29 students out of 179
Year 11 < 90% 37 students out of 173

<u>Literacy levels</u>
Significant investment in literacy across the school through weekly literacy tasks, focus on word of the week etc

Oracy is a focus in staff training for teaching and learning and is an appraisal objective for all teaching staff.

<u>Access to resources</u>
Students were supported through food being kept in the pastoral support room for students who had not managed to have breakfast. Stationary kits were purchased and distributed to those students who needed them. Food technology were provided with funds for PP students who were unable to supply ingredients. Textiles and construction technology have been given money to ensure all PP students can take items home without cost. All of this allowed students to continue to participate fully in school life. School trips, including those during enrichment week were subsidised for PP students

<u>Educational aspiration</u>
98% of year 11 students 2023-24 positive destinations (4 students unknown destination or health issues)
49% moved on to Level 3 / A level courses

The enrichment programme expanded again with more educational trips during curriculum time and a return to our enrichment week in July.

<u>Readiness for learning</u>
The new whole school behaviour policy was embedded across the school. ATL grades were introduced to drive the focus on interventions with particular focus on disadvantaged students. Further development of our pastoral support teams and intervention strategies allowed students to feel more supported and not escalate behavioural issues.

A return to two full time deputy DSLs increased the capacity to work with students who were experiencing mental health and well being issues.