



Bluecoat Wollaton

believe in yourself, in others, in God



Pupil Premium Strategy

2021/2022 to 2023/2024



Last updated: Autumn 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our students experiencing disadvantage. 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 (2023-2024)

Detail	Data
School name	Bluecoat Wollaton Academy
Number of pupils in school	782
Proportion (%) of pupil premium eligible pupils	34.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Philip Rowson (Principal)
Pupil premium lead	Charlotte Lewis-Gordon (Assistant Principal)
Governor / Trustee lead	Jennifer Lewis-Smith

Funding overview (2021-2024)

Detail	Amount
Pupil premium funding allocation (2021-2022)	£281,725
Pupil premium funding allocation (2022-2023)	£269,397
Pupil premium funding allocation (2023-2024)	£276,863
Recovery premium funding allocation (2021-2022 only)	£43,645
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year (2022-2023)	£276,863

Part A: Pupil premium strategy plan

Statement of intent

We are a Church of England Academy; a distinctive educational community for all based upon Christian faith and values. Through believing in ourselves, in others, and in God, we trust that our hard work will result in the transformation of our lives and the lives of those around us. Our belief is that every student is unique and valued by God; they are all loved. This is critical to the relationships and personal approach to the curriculum that we take with every young person. We aim to develop confident students that have a strong sense of justice and doing what is right. We encourage students to develop belief in themselves in order to be the best they can be. Our students are taught to be resilient, they can work independently and have a good understanding of where they have come from and who they are.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our strategy to support students potentially affected by disadvantage has been developed to provide an inclusive environment in which all children can achieve to their full potential. We aim to reduce the attainment gap by improving the outcomes of students identified as disadvantaged whilst simultaneously improving their aspirations through the extensive provision of opportunities and interventions.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which students identified as disadvantaged 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 all students in our school, regardless of background. Implicit in the intended outcomes detailed below, is the intention that the attainment of students not identified as disadvantaged will be sustained and improved alongside progress for those students eligible for funding.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including all students, regardless of background. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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 students experiencing disadvantage are challenged in the work set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for outcomes of students identified as disadvantaged and raise expectations of what they can achieve

Key priorities:

1. The quality of education through Bluecoat Wollaton's knowledge-rich curriculum and effective teaching remains outstanding. This ensures students (including those who are experiencing disadvantage) are able to make excellent progress.

2. Accurate and robust assessment will ensure any underachieving students are identified quickly, enabling targeted intervention to be put in place to support their progress.

3. Non-academic barriers to attainment such as attendance, behaviour, well-being and 'cultural capital' are addressed. Pastoral care will continue to ensure that behaviour and attendance is excellent. Students experiencing disadvantage will be supported to fully participate in all curricular and extra-curricular activities available to them.

Challenges

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

	Detail of challenge
1	<p>Lower levels of aspiration and resilience amongst students experiencing disadvantage and hence overall lower achievement.</p> <p>The average Attainment 8 score for students identified as disadvantaged (48) in 2022-23 was 7 grades lower than non-disadvantaged students (55). This gap has closed from 2021-22 (8 grades) but is still wider than it was in 2020-21 (5 grades). The 2023 results remain significantly higher than the A8 score for disadvantaged students in Nottingham (34.2) and England (35.1).</p>
2	<p>Assessments, data, observations and discussion with specialist staff indicate that students experiencing disadvantage generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>In 2021, 23% of disadvantaged students joined Bluecoat Wollaton with low or significantly low reading competency, compared with 15% of other students.</p> <p>In 2022, 17% of disadvantaged students joined with KS2 reading scores below the expected standard, compared with 10% of non-disadvantaged students.</p> <p>In 2023, 39% of disadvantaged students joined with KS2 reading scores below the national average, versus 30% of those not considered disadvantaged.</p>
3	<p>Lower attendance of students eligible for pupil premium funding.</p> <p>In 2020-21, attendance of disadvantaged students was 92.13%, compared with 95.16% for non-disadvantaged students. Persistent absence was also higher for disadvantaged students (17.1%) compared to others (5.6%).</p> <p>This improved in 2021-22 (94.3%), although this remained lower than non-PP students (96.1%), although PA increased for disadvantaged students (18.1%), though less than it did for others (7.1%).</p> <p>In 2022-23, this pattern persisted, with attendance returning to previous figures for disadvantaged students (92.2%) versus others (95.1%). PA concerns continued to increase across all student types.</p>
4	<p>Our observations suggest many lower attaining students identified as disadvantaged lack metacognitive / self-regulation strategies when attempting to prepare for assessments. Similarly there are issues with access to online and physical revision resources.</p>
5	<p>Reduced parental engagement. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified that parents of students potentially affected by disadvantage are less likely to engage fully with the school, with attendance at parents' evening being consistently lower for the parents of students experiencing disadvantage than non-disadvantaged.</p>
6	<p>Access to necessary academic equipment and uniform. Over the last 3 years, an average of £4000 per annum has been spent supporting students experiencing disadvantage with the purchase of uniform, and using our hardship fund.</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
Improved attainment among students experiencing disadvantage across the curriculum at the end of Key Stage 4, with students identified as disadvantaged to continue to achieve above national average.	<ul style="list-style-type: none"> - Progress 8 for students eligible for pupil premium funding is above national average. - Attainment 8 for students eligible for pupil premium funding' is above national average. - Gap between students identified as disadvantaged and others is better than national average for P8 and A8. - Achieve above national average English and Maths 5+ scores.
Improved reading comprehension among students identified as disadvantaged across Key Stage 3.	<ul style="list-style-type: none"> - Reading comprehension tests demonstrate improved comprehension skills among students eligible for pupil premium funding and a smaller disparity between the scores of students identified as disadvantaged and their non-disadvantaged peers. - Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Attendance for students potentially affected by disadvantage is high.	<ul style="list-style-type: none"> - Attendance is above the national average for all pupils. - Attendance is in line with that of the whole school population. - Persistent absence drops further and sits at less than half the national figure for all students.
Improved uptake of EBacc entry.	<ul style="list-style-type: none"> - Proportion of students identified as disadvantaged entered for EBacc is in line with that for all pupils - Proportion of students entered for EBacc is closer to the national average.
More students experiencing disadvantage remaining in education post-16.	<ul style="list-style-type: none"> - Proportion of students identified as disadvantaged accessing education post-16 increases.

Activity in this academic year (2023-2024)

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: £150,000 pa

Activity	Evidence that supports this approach	Challenge addressed
<p>Improving literacy in all subject areas, in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will ensure professional development of staff to ensure students are supported in this fundamental area, delivering CPL and intervention.</p> <p>Embed literacy strategies across the curriculum, utilisation of Bedrock to develop key literacy skills.</p>	<p>EEF: Improving Literacy in Secondary Schools</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>The Early Catastrophe: The 30 Million Word Gap by Age 3 B. Hart & T.R. Risley</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>EEF: Reading comprehension strategies</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to students' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	1, 2
<p>Embedding a Knowledge Curriculum and high impact pedagogies including Rosenshine's Principles of Instruction and cognitive load theory to develop effective acquisition and application of knowledge.</p>	<p>The Schools We Need And Why We Don't Have Them, E.D. Hirsch</p>	1, 4

Activity	Evidence that supports this approach	Challenge addressed
Increased staffing to allow an additional class in core subjects in Key Stage 4.	EEF: Reducing class size Reducing class size has a small positive impacts of +2 month, on average. These reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.	1
Subscriptions for Sparx Maths, Educake, Kerboodle and Seneca Learning with individual access for pupils.	EEF – Using Digital Learning to Improve Learning Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	1, 4
Allocation of INSET days, Thursday CPD slots and weekly Teach Meets for time to share and embed Teaching & Learning strategies.	EEF: Putting Evidence to Work – A School's Guide to Implementation	1, 2

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

Budgeted cost: £100,000 pa

Activity	Evidence that supports this approach	Challenge addressed
Timetabled, targeted intervention at the start of the school day for KS4 students.	EEF: Extending School Time The evidence indicates that, on average, students make two additional months progress per year from extended school time and in particular through the targeted use of before and after school programmes	1, 4
Literacy Interventions: whole-class reading, use of the Bedrock online platform, phonics classes, paired reading, as well as targeted 1:1 and small group intervention.	EEF: Phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF: One to one tuition Evidence indicates that one to one tuition can be effective, delivering approximately five additional months progress on average. EEF: Small group tuition Evidence indicates that small group tuition can be effective. The impact on average is an additional four months progress.	1, 2
Adopting a targeted reciprocal teaching programme as a reading intervention for students potentially affected by disadvantage who need additional help to comprehend texts and address vocabulary gaps.	EEF: Reading comprehension strategies Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan.	1, 2

Activity	Evidence that supports this approach	Challenge addressed
<p>Numeracy interventions: Times Tables Rock Stars, KS3 Academic Coaching, Entry Level Certificate, Number Rolling, daily Maths Clinic.</p>	<p>EEF: Improving Mathematics in Key Stages 2 and 3</p> <p>EEF – Using Digital Learning to Improve Learning</p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p>	1
<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Academic Coaching supporting students in English and Maths to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be those eligible for pupil premium funding.</p>	<p>EEF: Small group tuition</p> <p>Evidence indicates that small group tuition can be effective. The impact on average is an additional four months progress.</p> <p>EEF: One to one tuition</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months progress on average.</p>	1, 4
<p>Holiday revision and catch-up classes during school holidays throughout the year.</p>	<p>EEF: Summer schools</p> <p>Summer schools have a positive impact on average (three months' additional progress).</p>	1, 4
<p>Develop student metacognitive skills through CPD delivered to staff, followed by dissemination to subject teams by Subject Leaders.</p> <p>Further development of the revision website and providing revision materials and guidance to pupils.</p>	<p>EEF: Metacognition and self-regulation</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with students making an average of seven months additional progress.</p> <p>Social Mobility & Child Poverty Commission: Cracking the code: how schools can improve social mobility</p>	1, 4

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

Budgeted cost: £120,000 pa

Activity	Evidence that supports this approach	Challenge addressed
All students receive high quality careers guidance and support in planning for their post 16 and career options. Students identified as disadvantaged are prioritised for careers appointments and access to Futures support. Widening participation through IntoUniversity, Ambition Nottingham and work with D2N2.	EEF: Poorer young people more likely to have career aspirations that don't match their educational goals Teenagers who underestimate the education needed to get their chosen job are more likely to end up not in education, employment or training and young people from disadvantaged backgrounds are disproportionately more likely to have career aspirations that don't match their educational goals.	1
Non-teaching Year Leaders, Student Support, Christian Distinctiveness Lead and Christian Youth workers to support the pastoral and SEMH needs of pupils, encouraging attendance and addressing pastoral issues to remove barriers to learning. Provision of Year Leaders enables a first point of contact for parents to help build relationships.	EEF: Working with Parents to Support Children's Learning Studies found different size effects depending on the definition of parental involvement. The largest effect was linked to parental expectations (0.22), followed by communication with children about school activities (0.20). Reading with children (0.17), overall parent participation (0.17) and parental style (0.13) all exhibit important influence. Social Mobility & Child Poverty Commission: Cracking the code: how schools can improve social mobility Having high expectations of parents and building their confidence and engagement with schools by, for example by supporting them to address wider family needs, meeting them on neutral ground (at home or outside of school), finding creative ways of getting those who did not have a good experience at school themselves to engage, and helping parents to be effective in supporting their children's learning.	1, 3, 5

Activity	Evidence that supports this approach	Challenge addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p>	<p>DfE's Improving School Attendance</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>NFER Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</p> <p>This study looks at how pupil and cohort background factors, like attendance, link to the KS4 outcomes of disadvantaged pupils.</p>	<p>1, 3, 5</p>
<p>Create individual intervention and action plans for pupils whose behaviour falls below expectation.</p>	<p>EEF – Behaviour interventions</p> <p>Disruptive behaviour has a negative impact on the learning and progress of the student in question but also on that of other students in the class. Targeted behaviour interventions can, on average, increase student progress by 4 months.</p> <p>EEF: Improving Behaviour in Schools</p> <p>To develop this report's six recommendations for improving behaviour, the EEF not only reviewed the best available international research, but also consulted with teachers and other experts.</p>	<p>1, 4, 5</p>
<p>Provision of academic and uniform resources for students experiencing disadvantage.</p>	<p>Social Mobility & Child Poverty Commission: Cracking the code: how schools can improve social mobility</p> <p>State-funded secondary schools setting the price of uniform and other equipment extremely high in a way which has the potential to discourage poor parents from applying 'whether or not it was the school's intention to profile its intake on the basis of income.</p>	<p>6</p>

Activity	Evidence that supports this approach	Challenge addressed
Contingency fund for acute issues.	Based on our experiences and those of similar schools, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £370,000

Part B: Review of outcomes in previous academic years

Bluecoat Wollaton Academy's validated 2022 performance can be seen in the table below (performance measures were not published for any school in 2020 and 2021). Data from 2023 is provided by the Department for Education, however until January 2024 it remains unvalidated, and does not include results of exam re-marks. Data outcomes are officially published and validated by the Department for Education in January each year.

2022-2023	Bluecoat Wollaton Academy		England	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Progress 8	+0.23	+0.57	-0.57	+0.17
Attainment 8	48	55	35.1	50.3
Grade 5+ in English and Maths	50.9%	55.4%	25.2%	52.4%
EBacc entry	40.4%	50.0%	27.8%	43.5%
Attendance	92.2%	95.1%	89.1%	94.0%
Persistent Absence	23.6%	14.7%	37.9%	16.7%

2021-2022	Bluecoat Wollaton Academy		England	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Progress 8	-0.1	+0.5	-0.55	+0.15
Attainment 8	48	56	37.6	52.8
Grade 5+ in English and Maths	43.5%	60.2%	29.6%	57%
EBacc entry	19.7%	14.6%	26.9%	42.8%
Attendance	94.3%	96.1%	89.2%	93.5%
Persistent Absence	18.1%	7.1%	37.2%	17.5%

Pupil premium strategy outcomes

Aim	Outcome
<p>Progress 8 measure <i>Cohort of students identified as disadvantaged to continue to achieve above national average P8. Gap between PP/non-PP to be better than national average.</i></p>	<p>Verified Progress 8 data demonstrates that Pupil Premium students at Bluecoat Wollaton in 2023 made progress higher than the national average for non disadvantaged students, and almost a grade more progress than other disadvantaged students across schools in England. This is significantly higher than the average P8 achieved by disadvantaged students in 2022.</p> <p>The gap between disadvantaged and non-disadvantaged students at Bluecoat Wollaton was smaller in 2023 than 2022, despite improved results overall – a significant improvement was seen for disadvantaged students. The gap also remains smaller than the national gap between disadvantaged and non-disadvantaged for average Progress 8 scores.</p>
<p>Attainment 8 measure <i>PP students achieve above national average A8.</i></p>	<p>The average Attainment 8 score for disadvantaged students at Bluecoat Wollaton Academy in 2023 once again far exceeded the national figure for disadvantaged students.</p> <p>With a decline in the average A8 figure nationally, the average A8 score for disadvantaged students at Bluecoat Wollaton was only slightly lower than the figure for non-disadvantaged students nationally. The gap between PP and non-PP at BWA remains much smaller than that seen nationally.</p>
<p>Percentage of Grade 5+ in English and Maths <i>PP students achieve above national average English and Maths 5+ scores.</i></p>	<p>The proportion of disadvantaged Bluecoat Wollaton students achieving a minimum of grade 5 in English and Maths continued to improve year-on-year, rising to 50.9% in 2023, up from 43.5% in 2022 and 35.8% in 2019.</p> <p>This is once again significantly higher than the national figure for disadvantaged students, whilst the gap between disadvantaged and non-disadvantaged at Bluecoat Wollaton is significantly lower than that seen nationally.</p>
<p>Attendance of Pupil Premium <i>Ensure attendance for PP learners is in line with that of the whole school population (target 98%).</i></p>	<p>In 2022-23, the attendance of disadvantaged students (92.2%) fell in line with 2020-21 figures, as opposed to non-disadvantaged students (95.1%). This remained higher than the attendance figures for disadvantaged students nationally, but was still below the school and national figures for non-disadvantaged students.</p> <p>PA concerns continued to increase across all student types, although persistent absence at Bluecoat Wollaton remains significantly lower than the national figures for both disadvantaged and non-disadvantaged students.</p>
<p>EBacc entry <i>EBacc entry in line with that for all pupils, to increase towards national average.</i></p>	<p>For Year 11 leavers in 2023, 40.4% of disadvantaged students were eligible for the English Baccalaureate, more than double the proportion entered for EBacc the previous year.</p> <p>Although the proportion of students entered for the EBacc was lower in 2023 for disadvantaged students than non-disadvantaged students, both figures were higher than their corresponding national figures for the first time.</p>

Externally provided programmes

Programme	Provider
Ambition Bluecoat	Bluecoat Sixth Form
Ambition Nottingham Sutton Scholars	University of Nottingham
Classroom Outreach	Nottingham Trent University CenSCE
Employable Me	Young Enterprise
Secondary FOCUS Workshops	IntoUniversity
The Scholars Programme	The Brilliant Club
Who Am I?	Humanutopia

Our Christian Vision is:

Through believing in ourselves, in others, in God, we trust that our hard work will result in the transformation of our lives and the lives of those around us.

Our Christian Values are:

FAITH

HOPE

LOVE

Our Bluecoat Family is:

*Inclusive; Committed to Staff; Highly Literate; Grounded in Faith;
Knowledgeable; Rooted in Respect; Dedicated to Character
Development*

