Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our 3-year 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	Barnsley Academy
Number of pupils in school	915
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2021/22, 2022/23, 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Naveed Khan (Principal)
Pupil premium lead	Stephen Pitcher (Vice Principal)
Governor / Trustee lead	Sue Palfreyman (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£379,135
Recovery premium funding allocation this academic year	£57,565
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	£436,700

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium strategy at Barnsley Academy has been developed to improve the academic progress and life chances of our disadvantaged students. It is underpinned by our belief that every child, regardless of background, can achieve at the highest levels and should be supported to have self-belief in their own potential and future success. Social or financial disadvantage should never be an obstacle to a young person's life chances, including the opportunity to attend a top university or alternative. Ensuring that all disadvantaged students have access to a challenging, academic curriculum and the highest quality of teaching is central to this.

Our strategy's key aim is to identify and address significant barriers to success. It forms part of Barnsley Academy's school-wide education recovery response to the Covid-19 pandemic. It is a tiered approach that focuses on effective teaching, targeted academic support and wider strategies. The long-term focus on identified strategic areas is refined regularly as specific actions in each area are reviewed and updated annually. Our approach will be rooted in evidence-based strategies and will use effective assessment systems to monitor and evaluate the impact of our actions to support disadvantaged students. This will ensure that the progress and attainment of disadvantaged students will be carefully tracked against high expectations and early intervention will take place where need is identified. By taking a whole school approach to the delivery of this Pupil Premium strategy, all staff will be aware of the role they are required to play to help address the progress and attainment gap between disadvantaged and non-disadvantaged students.

Through the provision of high-quality teaching, effective support and accessible enrichment opportunities, we hope to ensure that all disadvantaged students at Barnsley Academy can thrive and develop into successful and happy adults who live by the Academy's core values of Ambition, Determination and Respect.

Challenges

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

Challenge number	Detail of challenge
1	The **attendance** of disadvantaged students is below the level of their non-disadvantaged peers resulting in gaps in learning that need to be addressed.
2	Disadvantaged students, especially those with SEND, account for a disproportionately high number of **behaviour** incidents and suspensions.

3	Disadvantaged students account for a disproportionately high number of both **safeguarding and wellbeing** concerns.
4	Disadvantaged students have lower **literacy** starting points than their non-disadvantaged peers and make lower progress in reading from year to year.
5	Disadvantaged students currently make less **progress in English and Maths** than their non-disadvantaged peers and fewer disadvantaged students achieve at **grades 4, 5 and 7** or above.
6	A disproportionately high number of disadvantaged students have lower **aspirations** and lower expectations for **post-16 pathways** than their non-disadvantaged peers.

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
Disadvantaged student attendance is in line with national averages for all students ensuring that they have full access to the curriculum on offer.	- Disadvantaged student attendance, especially for those with SEND, improves year-on-year and is in line with non-disadvantaged students and national averages. - Disadvantaged student persistent absence, especially for those with SEND, drops year-on-year and is in line with non-disadvantaged students and national averages.
Recorded behaviour incidents and fixed-term suspensions for disadvantaged students are significantly reduced and in line with non-disadvantaged peers ensuring that they have full access to the curriculum on offer.	- Monitored behaviour KPIs are in line with non-disadvantaged students and show year-on-year reductions in behaviour incidents. - Fixed-term suspensions are in line with non-disadvantaged students (proportionally) and show year-on-year reductions. - Students at risk of permanent exclusion receive bespoke intervention to address underlying behavioural triggers. - Attitude to learning grades for disadvantaged students are in line with those of non-disadvantaged students.
All disadvantaged student safeguarding and wellbeing concerns are addressed with actions supporting individuals to be happier and access education successfully.	- Pupil voice for disadvantaged students references improved wellbeing and actions taken to support needs. - Disadvantaged students requiring additional wellbeing support access a full curriculum and achieve improved academic and wellbeing outcomes. - Wellbeing support and advice is signposted and students can articulate how to access it. - School collaborates effectively with external agencies where needed to ensure students receive the holistic support they need.
Disadvantaged students have a reading age in line with their chronological age, helping them to foster a love of reading and giving them better access to the curriculum.	- Year-on-year, a higher proportion of disadvantaged students have a reading age within 6 months of their chronological reading age.

	- There is a year-on-year narrowing of the reading age gap between disadvantaged and non-disadvantaged students. - The proportion of disadvantaged students reading independently increases.
English and Maths progress and attainment for disadvantaged students is in line with national averages for all students.	- Disadvantaged student Progress 8 is 0 or above overall and for English and Maths elements. - Disadvantaged student Progress 8 is in line with that of non-disadvantaged students overall and within the English and Maths elements. - The proportion of disadvantaged students attaining at 4+, 5+ and 7+ in English and Maths improves year-on-year and is in line with non-disadvantaged students and national averages. - Quality assurance shows that disadvantaged student participation in lessons and the quality of work in their books is in line with non-disadvantaged students.
A higher proportion of disadvantaged students go on to post-16 Education, Employment or Training and have access to opportunities to develop subject-specific skills and wider cultural capital.	- 100% of disadvantaged students access careers advice before and during Y11 and complete post-16 applications. - 100% of disadvantaged students go into post-16 education, employment or training. - A higher proportion of disadvantaged students access A-level courses at KS5 year-on-year - A higher proportion of disadvantaged students go on to study at university (including Russell Group) year-on-year.

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: £ *97,154*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing in Maths and Science to allow for additional Y11 teaching groups.	It has been shown in research (EFF & Hattie) that if the class size is reduced to below 20, or even better 15 then a positive impact is seen. It allows for better feedback which is shown as one of the most positive ways to improve achievement (Hattie, Sutton Trust and EFF). Reducing class size | EEF (educationendowmentfoundation.org.uk)	5
Rank Order Assessment to be trialled as a driver for positive attitude to learning and improved academic outcomes.	Rank order systems create greater clarity for staff, parents and students. One of the significant barriers to assessment information having sufficient impact, is a lack of understanding about how to interpret it. John Dunford emphasises the important role of effective data use and reporting in identifying and addressing learning gaps and underperformance for disadvantaged students.	2, 5
Reading tests (NGRT) carried out twice per year at KS3 to identify and monitor gaps.	*1 in 8 disadvantaged children don't own a book at home.* (National Literacy Trust) *Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exacerbated by the COVID-19 Pandemic.* (Institute of education 2021) The impact of the word gap and less-developed vocabulary: word-gap.pdf (oup.com.cn)	4, 5
Year 7 and Year 8 guided and independent reading lessons in English to encourage positive reading habits.		4, 5
Embedding a whole-school form-time reading programme for Year 7-10 to model effective reading practice.		4, 5
Staff CPD focused on high impact T&L strategies (TLAC) and routines.	Staff CPD has been built around strategies that are known to directly improve and develop classroom practice. Improvements in classroom practice are known to have a disproportionately positive impact on	2, 4, 5

A staff CPD focus on retrieval practice within lessons to support long-term knowledge retention.	disadvantaged students. The techniques used through TLAC and the classroom routines focus are supported by Rob Coe's research into what makes great teaching: [What-makes-great-teaching-FINAL-4.11.14-1.pdf (suttontrust.com)](What-makes-great-teaching-FINAL-4.11.14-1.pdf)	5
Online access to Maths retrieval practice through Sparx Maths, both within lessons at KS3 and for homework.	*"Sparx is hugely important to United Learning. Sparx is not just about children logging on and completing work. It's about developing mastery, and children's understanding of maths becomes much more profound from using the platform."* Ben Antell, Regional Director, United Learning [Our Impact | Sparx Maths](#) [Mastery learning | EEF (educationendowmentfoundation.org.uk)](#)	5
Adapt and relaunch the behaviour system with staff CPD to ensure consistency of application. Increased focus on reflection, maximising time in learning and addressing the PP/non-PP behaviour gap.	Consistent whole-school approaches to behaviour (where contextualised effectively to suit the individual school) have been found to have a positive impact on student outcomes: [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](#) [Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)](#) Changes to the behaviour system are for the benefit of all students but will have a disproportionately positive impact on maximising learning time for some disadvantaged students.	2, 3
Recruitment of Assistant Headteacher (Progress and Standards)	A key focus of the role is on using triangulating behaviour, attendance and assessment information effectively to identify and highlight intervention needs in order to raise standards in both KS3 and KS4. Disadvantaged students will be discussed individually with personalised plans put in place. Knowing the students is a key element of implementing effective pupil premium strategies, as outlined by the EEF guidance document: [EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)](#)	5, 6
Retention of an Early Career Teacher to add additional staffing to EBacc subjects (Geography and Science) and to support increased EBacc uptake at KS4.	Additional staffing in these subjects has allowed for a reduction in class sizes in some areas. It has been shown in research (EFF & Hattie) that if the class size is reduced to below 20, or even better 15 then a positive impact is seen. It allows for better feedback which is shown as one of the most positive ways to improve achievement (Hattie, Sutton Trust and EFF). [Reducing class size | EEF (educationendowmentfoundation.org.uk)](#)	6

Retention of an Early Career Teacher to add additional staffing to Creative Arts (Drama) to support increased access for all students at KS3 and greater variety of option subjects at KS4.	Arts participation has been shown to have a positive impact on student outcomes (see below). This recruitment has also supported the Academy to improve the breadth and balance of its curriculum at KS3 and KS4 and to improve the range of opportunities available to students. Arts participation | EEF (educationendowmentfoundation.org.uk) Arts education | EEF (educationendowmentfoundation.org.uk)	6

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

Budgeted cost: £ *38,590*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy intervention for students with lower reading ages (Lexia, Read Write Inc phonics)	*1 in 8 disadvantaged children don't own a book at home.* (National Literacy Trust) *Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exacerbated by the COVID-19 Pandemic.* (Institute of education 2021)	4, 5
Additional library staffing to give targeted one to one reading and literacy support and promote reading for pleasure within the Academy.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Studies on the impact of interventions: Lexia Reading Core5® | EEF (educationendowmentfoundation.org.uk) Phonics | EEF (educationendowmentfoundation.org.uk)	4, 5
Teaching staff and external tutors to deliver school-led tutoring to address	The government-backed national tutoring programme has been supplemented by the school-led tutoring programme. These are designed to support disadvantaged students to close gaps in learning that have been caused by the Covid-19 pandemic. The aim	4, 5

gaps in learning (KS3 & KS4).	of the programme is to make use of the known impact that one to one or small group tuition can have on student outcomes: One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | EEF (educationendowmentfoundation.org.uk) *Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.* (DfE School-Led Tutoring Guidance 2021)	
After school and holiday academic enrichment sessions provided to increase progress and attainment of disadvantaged students (Y11), especially in English and Maths.	These additional sessions allow staff to focus on specific gaps in learning and re-teach elements of the curriculum that have already been covered. They are personalised to address the needs of individual students or small groups of students: Small group tuition | EEF (educationendowmentfoundation.org.uk)	5, 6
Additional Maths and English staff to deliver timetabled intervention sessions (Y11).		5, 6
All Y11 disadvantaged students to be assigned a SLT mentor.	Whilst mentoring can have marginal impact, when done well, it can support students to address barriers to learning more swiftly and improve behaviour, attendance and outcomes. By having SLT mentors, disadvantaged students are both supported and held accountable to high standards of behaviour, attendance and effort in lessons: Mentoring | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6
Individual music lessons provided by peripatetic teacher to increase disadvantaged student arts participation.	Arts participation has been shown to have a positive impact on student outcomes (see below). This recruitment has also supported the Academy to improve the breadth and balance of its curriculum at KS3 and KS4 and to improve the range of opportunities available to students. Arts participation | EEF (educationendowmentfoundation.org.uk) Arts education | EEF (educationendowmentfoundation.org.uk)	3, 6

Events and external speakers to support motivation to succeed and develop effective study skills habits.	All external events and speakers will be researched carefully with evidence of impact requested in order to maximise value for money and increase the likelihood of positive outcomes for our students.	1, 2, 3, 5, 6

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

Budgeted cost: £ *331,101*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in attendance team. (1 x attendance manager, 2 x attendance officer). Embedding principles of good practice to raise attendance and reduce persistent absence.	The DfE guidance has been used to support and guide the practice that has been implemented within the Academy. The guidance has been created in collaboration with schools that have significantly reduced persistent absence levels. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Additional staffing allows good practice to be implemented more effectively and gives capacity to enable resources to target specific areas of concern.	1
Additional staffing in behaviour team to support proactive and positive management of student behaviour. (1 x Associate Senior Leader, 3 x full-time behaviour officer, 1 x full-time behaviour manager)	Additional staffing in behaviour gives capacity to enable resources to target specific areas of concern and to support students more swiftly and to engage more effectively with parents. Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	2
Additional staffing in safeguarding and wellbeing teams to identify and address safeguarding and wellbeing concerns. (1 x Associate Senior Leader: Safeguarding, 1 x First Aid Support, 2 x Mental Health Support, 3 x Vulnerable Student Support)	Evidence clearly shows that to support students to be successful, it is important to identify and address barriers to learning. The extended safeguarding and wellbeing team ensures that both of these things happen. Whilst not all students supported by this team require Social and Emotional Learning support, many do and the link below supports the evidence behind such approaches: Social and emotional learning	EEF (educationendowmentfoundation.org.uk)	3
Recruitment of 2 x Pastoral Directors of Key Stage:	As highlighted in other sections on the impact of pastoral teams and of approaches to attendance and reading.	1, 2, 3, 4

KS3 Director Academy focus – Reading; KS4 Director Academy focus – Attendance.		
Restructuring of year group pastoral teams with all Heads of Year line managed by SLT year group link. Focus on persistent absence and behaviour.	Heads of Year have previously worked somewhat in isolation and, as teaching staff, have been line managed within subjects. The change in structure creates parity with other middle leaders in terms of SLT line management, increased accountability and potential for impact and heightens the focus on key areas of the Head of Year leadership role (i.e. pastoral support, persistent absence and behaviour).	1, 2
Appointment of a full-time Academy careers leader to ensure an effective careers curriculum is in place, as well as high quality careers advice and guidance and access to post-16 opportunities.	Research shows that careers education can be highly variable and can significantly impact on the life chances of young people. The appointment of a careers lead within the Academy ensures there is a member of staff whose focus is on ensuring this aspect of education is fully prioritised, especially for disadvantaged students: Careers education	EEF (educationendowmentfoundation.org.uk)	6
Breakfast Club: breakfast provided in the canteen every day from 8am.	Some students, especially disadvantaged students, do not eat breakfast in the morning. This can have a clear impact on their ability to concentrate in lessons and to regulate their mood and behaviour. It is offered to ensure cost does not prohibit them from accessing food in the morning and therefore accessing learning effectively.	1, 2, 3
Transport provision: school bus contracts and funded travel costs for PP students to remove barriers to attendance and to ensure safety and wellbeing of students.	Cost of transport and ease of access to school via public transport services can be a significant barrier for some students. By providing school buses and by supporting those students who need financial assistance with transport, we remove that barrier to attendance whilst also ensuring their safety and wellbeing. This has been clearly evidenced through individual cases where attendance has improved once the support has been put in place.	1, 3
Funding for necessary equipment and resources to support full participation and engagement in learning and wider aspects of school life (e.g. history books, revision guides, ingredients/materials for Art and Technology subjects, uniform etc.).	By supporting students with resources, where necessary, we are able to ensure that social and financial disadvantage are not a barrier to accessing our curriculum provision. All students should have the opportunity to take part and to engage in all aspects of learning. This includes the means to revise effectively and engage in independent study at home. Similarly, we have high expectations around equipment and uniform and it is important that students are supported where they would be unable to meet those expectations owing to cost and through no fault of their own.	1, 2, 5
Alternative provision funding to support	Where a small number of students have struggled to access mainstream secondary education owing to	1, 2, 5

students with challenging behaviour to access a meaningful alternative to or respite from full-time school attendance (e.g. college placement, Action 2 Change).	behavioural barriers to learning, alternative provision has been allocated to support them to access different opportunities to learn, whilst still focusing on core subjects such as English and Maths. Evidence has shown that for some of these students, the change of environment has had a positive impact on their behaviour and engagement. 6853	
Rewards funding to help promote and highlight positive behaviours and habits.	Whilst there is mixed evidence on the long-term impact of extrinsic motivators, the use of small, occasional rewards to raise the profile of positive behaviours and habits helps to create a culture where high standards are not only expected but are noticed, modelled and highlighted for all stakeholders as the benchmark to aim for. These will be primarily focused on areas where effort is the primary driver and students are able to influence the outcome through positive choices (e.g. attendance, attitude to learning and behaviour).	1, 2

Total budgeted cost: £466,845

(The additional planned expenditure has been agreed and taken from reserves to further support the catch-up effort for disadvantaged students)

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 students in the 2020 to 2021 academic year.

Our internal assessments during 2020-21 (teacher assessed grades) suggested that the performance of disadvantaged students was somewhat variable over the three-year period. When comparing 2019 and 2021, there were increases in English attainment at 7+ and Maths attainment at both 4+ and 5+. However, it is important to note that 2019 results were based on completed public exams, whereas 2021 were teacher assessed grades. Other key attainment measures for disadvantaged students remained broadly similar.

Despite being on track during the first two years (2018-19, 2019-20), where progress outcomes appeared to rise (albeit based on Centre Assessed Grades), the estimated progress measures for disadvantaged student outcomes in year 3 (2020-21) were significantly lower and highlighted the disproportionate impact of the pandemic on disadvantaged students as a whole across the 3-year timescale. The gap between non-disadvantaged and disadvantaged students had widened, both in terms of progress and attainment. The outcomes we aimed to achieve in our previous strategy by the end of 2020-21 were therefore not fully realised, primarily owing to the disruption to schooling over that period. Furthermore, all identified challenges and areas for focus (attendance, behaviour, progress, attainment, literacy/reading) were all negatively impacted. The partial school closures and increased student absence were most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. This was aided by the use of online resources such as those provided by Oak National Academy and Seneca and a strong programme of timetabled live lessons delivered by staff online during lockdown. This became blended lessons when some students were back in school but others were required to self-isolate or enforced bubble closures occurred. The online attendance of all students was checked systematically with any non-attendance followed up, especially for disadvantaged students.

Overall in-school attendance in 2020-21 (90%) was lower than in 2018-2019 (93%). Whilst this clearly demonstrates the impact of COVID-19-related absence, attendance across the full three-year period remained lower than the national average so remains a key issue to address. Attendance among disadvantaged students in 2020-21 was 9.1% lower than their peers (85.3% vs 94.4%) and disadvantaged student persistent absence

was 35.1% higher (50% vs 14.9%). These gaps are larger than in previous years and the significant persistent absence rate for disadvantaged students further supports the urgent need for attendance to remain a key focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily as a result of COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. Disadvantaged and vulnerable students were proactively supported by the Academy's pastoral team with regular check-ins to ensure that their wellbeing was monitored as carefully as possible. This continued when students were back in school and we are building on that approach in our new plan. This will also take into account the challenges that all students, but especially those disadvantaged students that have had higher rates of absence from school, will face in transitioning back into fully functioning school life and the potential impact that this might have on behaviour and student wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sparx Maths	Sparx Maths
Hegarty Maths	Hegarty Maths
New Group Reading Test	GL Assessment
CAT4 (Cognitive Ability Testing)	GL Assessment
Midyis Tests	Cambridge CEM
4Matrix	4Matrix
GCSE Pod	GCSE Learning and Revision	GCSEPod
Language Nut	Languagenut	Digital Language Resources	Primary & Secondary Schools
Bedrock Learning	Bedrock Vocabulary - The online vocabulary curriculum for schools (bedrocklearning.org)