

Buckler's Mead Academy

Pupil Premium strategy statement



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 impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	751
Proportion (%) of pupil premium eligible pupils	264
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years (2021- 2024)
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr A Williams (MNSP CEO)
Pupil premium lead	Mr P Balkwill
Governor / Trustee lead	Mr A Williams

Funding overview

Detail	Amount
Total budget for this academic year	£249,084

Part A: Pupil premium strategy plan

Statement of intent

"Education is a powerful engine for personal development. It is through education that the daughter of a peasant can become a doctor, the son of a mine-worker can become manager of the mine and that the child of farm workers can become president of a proud nation" Nelson Mandela

Buckler's Mead academy seeks to offer an inspiring and inclusive provision to ensure that all students regardless of their gender, background and postcode receive a broad, knowledge and culturally rich education that removes barriers and prepares them for the challenges of the 21st Century.

Our Context

Buckler's Mead Academy serves an area of deprivation. Most pupils live in neighbourhoods classified as "highly deprived" i.e. within the 20% most deprived in England according to the IDACI (Income Deprivation Affecting Children Index), namely Yeovil, Birchfield, Yeovil, Penn Mill North and Yeovil, Sherborne Road. The majority of Pupil Premium students within the cohort fall into the deprivation characteristic.

This Pupil Premium strategy was written in the Autumn 2021 and has been revised to address key areas of focus following a review in September 2022. It has subsequently been evaluated and updated in 2023 in response to areas requiring further development.

The strategy aims to-

1. **Raise attainment and achievement so that all students, regardless of their starting points, achieve well and are well prepared for their next steps.**
2. **Develop a culture of inclusivity to ensure that all students are fully supported to overcome any barriers to learning and access a full, broad and balanced curriculum based on powerful knowledge and cultural richness.**
3. **Raise aspirations and engagement through sky high expectations and instilling the mantra in students that 'anything is possible'.**
4. **Address the significant impact (academic, social, cultural and mental health) of recent national and global events (Covid-19 & Cost of Living) in order to ensure that all students are able to progress, succeed and thrive in the Academy and beyond.**

In order to achieve this, the plan implements the recommended three tier approach stipulated by the Education Endowment Fund- *High quality first teaching, Targeted academic intervention and Wider whole school strategies*. Our approach seeks to identify and understand the impact of socioeconomic disadvantage on learning and remove the barriers of inequality through short term and long term solutions. This plan is a whole school strategy designed to improve outcomes for all students. It seeks to avoid short term interventionist approaches that leads to limited long term impact. The plan also acknowledges and addresses the complex challenges, our context and broad influences that impact disadvantaged young people seeking long term solutions that are based in research.

All actions outlined are underpinned by the following principles based on evidence informed research-

- Sky High' Expectations- all staff should have the highest expectations of all students irrespective of background and barriers to learning.
- Quality First Teaching that ensures daily practice is inclusive and high quality for all.
- Individualised Approach- disadvantaged students should not be treated as a homogenous group. All staff should work towards implementing strategy and activity that is informed by assessment (academic and pastoral), focused on student need and free from the unconscious biases that set limitations on what a young person can achieve.
- Evidence based- a robust process of impact evaluation is in place to ensure that leaders accurately assess effectiveness and make adaptations where appropriate to address the needs of our context.
- Effective Implementation- implementation is seen as a process focused on shared ownership and doing a small number of things well in line with wider school improvement aims.
- Independent Learning- teaching strategies to support independent, self-regulated learning through explicitly teaching students to plan, monitor and emphasise their work.
- Diagnostic use of Assessment- summative and formative assessment is used to adjust teaching responsively to address misconceptions and gaps in learning in order to foster a self-belief as successful learners within and beyond the classroom

Pupil Premium Cohort Breakdown

Group	Y7	Y8	Y9	Y10	Y11
Total Students	165	149	147	149	142
PP Students #	59	68	46	42	49
PP Students %	36	46%	29%	28%	35%
PP Boys #	32	34	26	18	27
PP Boys %	54%	50%	56%	43%	55%
PP Girls #	27	34	20	24	22
PP Girls %	46%	50%	44%	57%	45%
PP SEND #	10	15	6	9	13
PP SEND %	16%	22%	13%	21%	26%

Tiered Approach

Tier 4- High needs offer to support families and students who may be most vulnerable

Targeted 1-1 Academic Intervention

Pastoral Support Hub- Including Thrive, Counselling, ELSA, Forest school and other provisions

SEND- K

Alternative Provision

EWO

Significant external agency involvement

Tier 3 - Enhanced offer for students and families to address barriers to learning and future success- Specific Targeted Intervention (Pastoral & Academic)

Funding and additional support to remove barriers

Targeted Pastoral/ Academic Intervention/Attendance

End of Key Stage 4 Targeted Intervention

Transition KS2-3

Additional careers advice and guidance

External agency involvement

Breakfast club

Mentoring programmes

Tier 2 - Additional offer for students eligible for the pupil

Premium First & In class support

Focus Five and ADPR

Support with the cost of trips

<p>premium funding-wider funding</p>	<p>Opportunities for Cultural capital</p> <p>Rewards and Incentives</p> <p>Peripatetic Music Lessons</p>	
<p>Tier 1</p> <p>Universal offer for all students-wider funding</p>	<p>High quality first teaching</p> <p>Year Group initiatives as outlined on the route map</p> <p>Period 6 and in school KS4 interventions</p> <p>Reading and Literacy strategies</p> <p>Drop down days & visiting speakers</p> <p>Behaviour for Learning</p> <p>Building Relationships</p> <p>High expectations</p>	

Challenges

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

Challenge number		Detail of challenge
Curriculum and Teaching & Learning	1	Cultural knowledge deficit- disadvantaged students often do not have the same amount of knowledge about the world as their peers, impacting on schema and ability to acquire new knowledge.
	2	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Many disadvantaged students do not participate in the Arts outside of school and the costs of these can be prohibitive.
	3	Curriculum cohesion- students often are unable to see the links between subjects and identify powerful knowledge to help to build and develop schema which underpins learning.
	4	'The Matthew effect'- Disadvantaged students have significant gaps in their knowledge compared to NPP students, and this makes learning harder. 'Knowledge is sticky' and background knowledge supports schema building, helping students to make connections and learn more.
	5	Vocabulary deficit- student vocabulary is a significant predictor of academic attainment. Disadvantaged students often are 'word poor' lacking knowledge of the complex and abstract vocabulary needed to facilitate rigorous academic study.
	6	Ensuring a culture of inclusivity. Staff knowledge and understanding of PP and effective strategies to support that is not based on assumptions, labels and unconscious biases. Effective teaching and learning including awareness of effective pedagogy, subject knowledge and training on raising outcomes for disadvantaged students.
	7	Effective transition between key stages. Research indicates that almost 40% of students fail to make expected progress during the year immediately following a change in school setting. This is particularly acute in the transition between KS2 to KS3. Transition has also been impacted by CV19, students arrive to BMA socially, emotionally and academically behind compared to previous cohorts.
	8	Low Literacy, Oracy, Numeracy and prior attainment for some students on entry making it difficult to acquire new knowledge.
	9	Sutton Trust report has suggested that Pupil Premium students may be further disadvantaged from their peers whose parents pay for private tuition to address underperformance in examination years.
	10	Students often lack resources, materials or an appropriate place to study outside Academy.

	11	Attitude to Learning & Developing Independent Learners- Students sometimes are not aware that hard work and perseverance will make a difference to their achievement in school and often don't stay after school for revision sessions, struggle to revise at home and do home learning.
	12	Gaps in knowledge across the curriculum. For students who were behind prior to lockdown or for some disadvantaged students the gaps may have widened.
	13	Double disadvantage- 20% (55/269) Pupil Premium students are SEND.
Wider Barriers to Learning	14	Cost of Living- inflation and the rising costs of energy bills has impacted on the affordability of essential items for school. Limited household budgets have impacted on mealtimes, family outings and leisure activities. Work and shift patterns has also changed as families seek to tackle the impact of inflation on the family budgets.
	15	Behaviour for learning- social, emotional and mental health impacting on a students' progress, mindset for learning and participation in the curriculum. This has been exacerbated by CV19. Students are often socially, emotionally and academically behind their peers
	16	Trauma. A number of students have experienced trauma in their earlier lives or are currently experiencing trauma. This impacts on their capacity to learn and form relationships. CV19 has also contributed to this.
	17	Deficit of praise- research indicates that some students from disadvantaged families may receive disproportionately high amounts of discouragement and a deficit of praise impacting on the self-esteem, confidence and personal wellbeing of the individuals.
	18	Parental factors- a) engagement with the academy b) capacity and ability to support home learning c) often (but not exclusively) a single parent struggling with money, illness (medical or mental), juggling the needs of siblings and poor accommodation d) Parent has medical/mental health issues – struggle to cope with the demands of teenagers and so some teenagers can exploit this. e) Poor family relationships between parents and siblings; poor role modelling and student struggles to sustain their own friendships so avoids school f) wider safeguarding issues g) attitudes and worldviews that do not always reflect fundamental British values.
	19	Equipped for learning- many students are disorganised or lack the funds to equip themselves properly for learning.
	20	Social issues in the wider community- County Lines, risk taking behaviour and substance misuse, unstructured time and instances of anti-social behaviour. Increased incidents of domestic violence in the community since CV19.
	21	Attendance- Pupil Premium students (especially in KS4) attendance is lower than their peers perpetuating the 'Matthew effect' and the attainment gap. Absence also significantly impacts social and emotional development on the individuals.
	22	Historic factors around low attendance for disadvantaged pupils linked to the following: Mental health- family and student issues linked to anxiety, depression and eating disorders. Physical health- frequent coughs, colds and sometimes chronic conditions that require treatment. Attitudinal and systematic factors- value system of the peer group and family that does not support 100% attendance. This has been exacerbated by CV19, where being at home rather than school has been 'normalised' School behaviour related- students absence is linked to the avoidance of sanctions such as IEC or detention.

	23	Metacognition and self-regulation about their learning. Students can often be compliant and passive, lacking motivation and skills to work independently.
	24	Lower aspiration than previous years, especially in the upper school and the uncertainty about the examinations. Students often opt for Level 1 or 2 courses with less rigorous entry requirements.
	25	Information sharing- Ensuring that information sharing and awareness is effective to provide high quality provision and intervention for disadvantaged students.
	26	CPD and Inset- Staff knowledge and expertise around individual students, SEND, trauma related practice and disadvantage
	27	Work of outside agencies to support vulnerable families does not always meet the needs of individuals.

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. Progress towards these measures will take place termly (September, February and June) following key data points.

Intended outcome	Success criteria
Improved Progress 8	Outcomes across the curriculum to at least national average or higher.
Improved Attainment 8 outcomes across the curriculum	A8 outcomes for each subject are at least matching BMA targets or higher.
Improved % Grade 4+ and 5+ in English and mathematics	% Grade +4, 5+ and 7+ Mathematics in line with BMA targets or higher. % Grade +4, 5+ and 7+ English in line with BMA targets or higher %. % Grade +4, 5+ and 7+ English and Mathematics combined in line with BMA targets or higher.
All students follow a progressive, aspirational, broad and balanced curriculum that is fully inclusive	All students receive high quality first teaching across the curriculum from specialist teachers and are able to know more, understand and do more in relation to their peers as a consequence. All MPA and HPA students follow the Ebacc KS4 Pathway. Positive P8 for Ebacc and Open Buckets (at least 0). Stakeholder feedback provides strong evidence that the curriculum on offer is broad, builds aspirations and is inclusive.
Improved attitude to Learning	Student work consistently completed to a high standard across the curriculum and year groups. Reported attitudes to learning (effort indicator) are at least the same or better than their NPP counterparts. Class charts positive points in line or exceeding NPP counterparts. Significant reduction in internal exclusions and FTEs. High attendance figures for PP across all year groups and significant reduction of persistent absentees.
Raise literacy levels (spoken and written) of students and engagement in reading	Increase reading ages across both key stages where the majority are meeting age related expectations. Evidence of student engagement in Read to Succeed demonstrated through student voice, learning walks and observations. Increase in students reading for pleasure. Students use the study centre and are able to discuss the books they have read. Students are able to confidently articulate themselves verbally in lessons and wider.

Improve attendance and reduction in persistent absence for PP students	PP attendance is at least 95% or higher and above national average for PP. Reduction in PAs for PP students to below the national average (13%).
Reduction in Behaviour, fixed term exclusions and other sanctions	Reduction in FTE is to be in line or below the National average. Reduction in the number of IECs days issued to PP. Increased % of positive points and decrease % of negative points recorded on class charts measured on a termly basis. Student Voice responses linked to perception and experiences of the frequency of low level disruption in lessons and behaviour around the site.
Successful Transition from KS2-3	All students receive an attitude to learning at least good and better. PP grades match NPP counterparts. High attendance for all PP students and minimal PA. Stakeholder feedback indicating students feel well supported, understand expectations, feel safe and are well supported. Evidence generated from learning walks, observations and work scrutinies that students work is completed to a high standard, learning is secured and students actively participate in lessons and their own learning.
Pupil Premium students are fully integrated into school life; flourishing personally and socially.	Opportunities in both key stages for students to engage in the wider curriculum. High % of participation in extracurricular activities. High PP participation in cultural enrichment opportunities. High proportion (60%+) of students representing the school in sports and school productions. High quality personal development provision including RSE, SMSC & FBV. Stakeholder feedback that- students feel safe and know how to report an issue, they are well supported, have opportunities to build cultural capital and enrichment, teachers have good knowledge of the students, high expectations are in place, and all students have full access to the curriculum.
All staff have high expectations for students and use a range of assessment information well to support students' learning	All students receive ambitious target grades which are comparable to NPP counterparts. Summative and formative assessment enables students to demonstrate what they know, understand and can do as a consequence of the curriculum. Students are provided with accurate and timely feedback to address gaps and misconceptions. Teachers adapt their teaching and planning to meet the needs of the learners and enable progress.

Parents engaging with the school, understanding their role and acting in partnership with academy	<p>High proportion of parents attend parents' evenings or parent-tutor consultation.</p> <p>High number of positive phone calls and contact made to PP families.</p> <p>All Parents have accessed class charts to track and monitor child's behaviour.</p>
All students have made clear and informed decisions about their KS4 and Post 16 Pathways	<p>100% of PP students secure an appropriate and aspirational Post 16 Pathway.</p> <p>All students in KS3 receive high quality CEIAG in advance to making option choices.</p> <p>All KS3 students opt to study an appropriate pathway and subjects choices linked to their academic abilities and opportunities for further progression.</p> <p>Student voice indicating that they have been well supported to make informed choices.</p>

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

Budgeted cost: £107,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.1 Improve the universal provision of quality first teaching for disadvantaged pupils through- (T1)</p> <p>Pupil Premium Targeted strategies . Teachers identify and ensure that pupil premium students are targeted for questioning to have work checked by the teacher. Students' books are marked and given praise (where appropriate) more frequently to check for understanding and uphold standards.</p> <p>Effective Feedback, that its warm, specific and feeds forward</p> <p>A consistent approach to all lessons across the curriculum through embedding the use of the 'Learning Cycle'.</p> <p>Effective use of questioning- cold calling, turn & talk and mini white boards.</p> <p>High expectations of exercise books and student work.</p>	<p>Education endowment fund: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Feedback + 8 months Reduced class size + 3 months Within class attainment grouping + 3 months Metacognition and self- regulation + 7 months On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes.</p>	<p>1,3,4,5,6,8,12</p>

<p>1.2 Building a culture of inclusivity that places inclusion at the heart of the curriculum. (T1)</p> <p>Teachers use assessment and shared information to ensure that they have a detailed knowledge and understanding of the needs of each student and take sensible actions within lessons to address these.</p> <p>CPD in place to support teachers to make effective adaptations to the curriculum.</p> <p>SEND information shared widely and strategies implemented to adapt the curriculum.</p> <p>Restructure and revision of the deployment of Teaching Assistants to work with students particularly double disadvantaged (SEND PP) and overseen by the SENDco.</p> <p>Provide students with the equipment and resources they need to access the curriculum in every classroom.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. + 4 months</p> <p>Essex Project Rowlands et al - inclusion was key to ensure progression and wider development of students with an range of barriers</p>	<p>4,6,7,8,13</p>
<p>1.3 Creation of an equitable and ambitious knowledge based and culturally enriching curriculum for all. (T1)</p> <p>Review and update curriculum plans to ensure it is appropriate and challenging for each year group focusing on students' knowledge retention, retrieval and interleaving of learning.</p> <p>Update KS4 curriculum offer to ensure that the offer is ambitious for learners and offers a broad range of choices.</p> <p>All staff supported and trained to use a range of assessment information and class charts to inform their planning.</p> <p>Curriculum Planning to take more account of context and develop further cultural capital.</p> <p>Develop opportunities to raise awareness of KS2 teaching, content and assessment criteria to ensure lessons are appropriately pitched, challenging and well sequenced.</p>	<p>International evidence indicates that a focus on only a few measurable outcomes has had some negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects. A report for the Sutton Trust, for example, finds that pupil premium (PP) pupils are less likely to take English Baccalaureate (EBacc) subjects compared with non-PP pupils with similar prior attainment.⁵</p> <p>Ofsted Curriculum Research review 2018- leaders should ensure that the curriculum is appropriate to the context of the school and have a clear understanding of how it meets the particular aims and values of their school.</p>	<p>1,3,4,5,6,12</p>

<p>1.4 Ensure that every moment in school is a language development and comprehension moment. (T1)</p> <p>Turn & talk used frequently to verbalise responses before written tasks.</p> <p>Explicitly teach Tier 2 and 3 Vocabulary using everyday language and exploring etymology of words across curriculum subjects.</p> <p>"Say it again, say it better"-teachers encourage students to rephrase verbal responses to use more sophisticated and academic language.</p> <p>Continue the Read to Succeed programme investing in new texts and ensuring the provision is effective.</p> <p>CPD and the creation of a common strategy to promote effective listening, phonics and supporting reading aloud.</p>	<p>Education endowment fund:</p> <p>Reading comprehension strategies + 6 months</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Waldfofel and Washbook identified clear links to socioeconomic disadvantage and language gaps-</p> <p>The 27% gap between the lowest quintile and highest quintile in vocabulary develops at the age of five. Lowest quintile are 16% more likely to have conduct problems 15% more likely to have hyperactivity problems.</p>	<p>4,5,6,8,12,13</p>
<p>1.5 CPD to continually develop all teachers' subject knowledge and expertise to support the effective delivery of a high quality, knowledge rich curriculum. (T1)</p> <p>Whole school Inset on Pupil Premium, Trauma related practice and barriers to learning.</p> <p>Heads of Department to audit teams to ensure they have the knowledge and understanding that is relevant and in depth to deliver the current curriculum demands. Steps are taken within teams to support where there is a deficit.</p> <p>Sharing of key articles and educational thinking through weekly Think pieces that are discussed in -Leadership, line management department meetings and staff briefing.</p> <p>School calendar- meetings and Inset to develop effective practice informed by work scrutiny and learning walks.</p>	<p>Education endowment fund: Research and literature says that in order to effectively support PP and disadvantaged students; All staff should receive effective training in order to enable them to identify and support the needs. This should be regularly updated and reinforced by coaching.</p> <p>Metacognition and self-regulation + 7 months</p> <p>Mastery learning + 7 months</p> <p>Rowlands et al- Staff training and retention has a significant impact on student outcomes.</p>	<p>1,3,4,5,6,12</p>

Train and develop the role of Governors to secure accountability for PP Provision.		
<p>1.6 Activating students learning through the promotion of metacognition and self-regulated learning. (T1)</p> <p>Consistent use of modelling, scaffolding, shared examples and exemplars in lessons.</p> <p>Developing 'I do, we do, you do' methodology to develop fluency and autonomy.</p> <p>Staff Inset and training on home to promote and develop metacognitive talk in classrooms.</p> <p>Develop resources and activities to promote independence including homework, Online resources, self-quizzing and use of the knowledge organiser.</p> <p>Launchpad events in September to outline the 'Buckler's way' teaching study and revision skills.</p>	<p>EEF- Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>Metacognition and self-regulation + 7 months</p>	1,3,4,5,6,12

Targeted academic support

Budgeted cost: £83,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Interventions		
<p>2.1 Individual / Small Group Tuition to address underachievement in English and Mathematics for key year groups (T3)</p> <p>Recruit additional staff to the core departments.</p> <p>Students targeted for additional 1-1 sessions or small class teacher to plug gaps in knowledge and skills for all year groups.</p> <p>Active 1-1 and small group teaching programme planned, delivered, monitored and reviewed ½ termly.</p>	<p>EEF- Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. +5 Months progress Sutton Trust research indicates that high numbers of parents with greater means are paying for 1-2-1 tuition of their child, compounding the disadvantage factors.</p> <p>Individualised instruction + 3 months One to one tuition + 5 months Small group tuition + 4 months Oral language interventions + 5 months Peer tutoring + 5 months</p>	7,8,9,12
<p>2.2 Recruitment of KS2 specialist teacher(s) (T3 & 4)</p> <p>Recruit a KS2 specialist.</p> <p>Carry out small group/ 1-2-1 of support with targeted students.</p> <p>Review class groupings/setting to deliver transition SOL of work to support access to KS3.</p> <p>CPD to be delivered to curriculum teams linked to KS2 curriculum and progression in KS3.</p>	<p>EEF On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. +5 Months</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are</p>	4,7,8,12,13

Support to department teams to review and adapt curriculum subjects to support KS2 transition and progression into KS3.	<p>identified as having low prior attainment or are struggling in particular areas.</p> <p>Rowlands et al- Staff training and retention has a significant impact on student outcomes.</p>	
<p>2.3 To support students who fall below age related expectation in Reading Testing and Spelling (T3)</p> <p>NGRT testing in place for all KS3 students twice a year.</p> <p>Extraction for students below expectation to work with English TA or SEND Support staff for intensive intervention work.</p> <p>Read, write, ink training and intervention to be implemented.</p> <p>Sharing of reading ages with all teachers to support reading in the classroom and plan appropriate strategies.</p>	<p>GL Assessments In the 2019–2020 academic year, primary school children experienced a small decline in attainment in reading</p> <p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text</p> <p>Shorter interventions of up to 10 weeks tend to be more successful</p>	4,5, 7,8,12,13
<p>2.4 ADPR Focus Five (Academic) to support KS4 students who fall below target grades (T2)</p> <p>Teachers identify the lowest performing PP students in class. PP boys to be prioritised.</p> <p>Standing meeting held twice a term using the ADPR model.</p> <p>Teacher implement evidence based strategies focused on learning or removing barriers to learning.</p> <p>Quality assurance of books, lessons and meetings to identify best practice and provide support.</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment</p> <p>Studies of Individualised instruction with older pupils of secondary age tend to show higher effects</p> <p>Within class attainment grouping has a positive impact, on average, of 2 months additional</p>	6,9,12

<p>2.5 End of KS4 Interventions to support students reach expected outcomes at the end of Year 11 (T2&3)</p> <p>Targeted Parental meeting by Heads of Department and Achievement Leaders for PP students making significantly negative progress.</p> <p>Introduction of compulsory Period Six and Exit timetable as part of Year 11 Plan.</p> <p>In school intervention using teachers of core to work with students below expectation.</p> <p>Targeted weekend and Holiday sessions for Open Bucket subjects to work with targeted students to ensure they meet target grades.</p> <p>Additional opportunities created for students to receive support during the day in subjects that they are below target in.</p> <p>Year 11 Plan and 'Keys To Success' Target groups.</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. +4 Months</p>	<p>6,9,12</p>
<p>2.6 Opportunities to support out of hour independent learning 'NightClub and Homework Activities' (T2)</p> <p>Staff identify students who may require additional support to complete homework.</p> <p>Sessions run after school to support completion of homework.</p> <p>Phone calls made to secure parental support.</p> <p>Refreshments purchased.</p> <p>Period 6</p> <p>February 2022 onwards. All students involved are targeted for compulsory after school revision activities or independent study 3 times per week.</p>	<p>Programmes that extend school time have a positive impact on average +3 months</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p>	<p>6,9,12,18,21,22</p>

<p>Platform Homework</p> <p>Seneca Premium and other specialist software used to support frequent low stakes quizzing and retrieval practice.</p> <p>Out of hours KS4 intervention</p> <p>Funding to support targeted interventions in school holidays and weekends for Year 11 students in preparation for final examinations</p>		
<p>Pastoral Interventions</p>		
<p>2.8 Improve the attendance and significantly reduce persistence absence among disadvantaged students (T3-4)</p> <p>Use MNSP sourced Education Welfare Officer to target key individuals and secure higher attendance.</p> <p>Rewards and recognition to promote good attendance such as weekly awards and the attendance challenge.</p> <p>Expectations over communicated with all stakeholders through termly letters, tutor conversations, reporting, information to students in assemblies and weekly updates shared with form groups.</p> <p>Displays used to promote the importance of good attendance and celebrate improvement.</p> <p>Home visits made by Pastoral and Achievement leaders to tackle frequent absentees.</p>	<p>DFE The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>Engaging parents + 3 months</p>	<p>21,22</p>
<p>2.9 Behaviour- reduce the number of 'frequent fliers' for Fixed term exclusions, Internal exclusions and Detentions</p> <p>Use of data to identify frequent fliers.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p>	<p>6,11,13,15,16, 20,</p>

<p>Pastoral lead interventions to target frequent fliers.</p> <p>Funding used to provide targeted and bespoke interventions to address year group/ key stage specific issues leading to poor behaviour.</p> <p>Creation of Pastoral Hub and change to Pastoral system to support the wider needs of the students who present with challenging behaviour.</p> <p>Appointment of Associate Assistant Head to oversee and coordinate the IEC provision.</p> <p>Review and revise IEC provision.</p>		
<p>2.10 Social and Emotional needs</p> <p>Targeted Pastoral, Counselling and Thrive work with targeted PP students to address barriers.</p> <p>A full range of SEMH interventions under the umbrella through a triage system including – ELSA, Forest school, counselling and thrive.</p> <p>ADPR model is used to ensure that there is an escalated process in place to support the needs of the child from class teacher to SEND level/ DSL level.</p> <p>Whole school CPD on Trauma based practice.</p>	<p>Research suggests that the most effective PP strategies are those that are personalised to the individuals and directly address the needs</p> <p>Social emotional learning + 4months Outdoor adventure learning + 4 months Teaching Assistants + 1 month</p>	<p>14,16, 17,18,20,25</p>
<p>2.11 Breakfast club (T2-3)</p> <p>Identify families experiencing significant hardship to provide free breakfast from the canteen.</p> <p>Subsidised breakfast for all Pupil Premium students.</p> <p>Provision of healthy and nutritious snacks in student support.</p>	<p>Evidence and research clearly establishes a link between hunger, malnutrition and dehydration and concentration levels. Students who are unable to pay attention are more likely to develop greater gaps in their learning</p>	<p>14,15,18,21,27</p>

<p>2.12 Careers, Information, Advice and Guidance (T1-4)</p> <p>Four year road map to be written to ensure that there is timely related careers opportunities to raise aspirations and awareness of Level 3 qualifications and further education.</p> <p>Targeted careers meetings for all Pupil Premium students in Year 10 and Year 11 to support them to apply for ambitious courses and qualifications matched to their abilities.</p> <p>Develop opportunities for students to visit and listen to learn about opportunities linked to further study and university courses.</p> <p>Build closer links with Post 16 training providers and institutions to maximise exposure to the opportunities available.</p> <p>Provide parents with information, guidance and advice opportunities to support their child.</p>		24

Wider strategies

Budgeted cost: £109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3.1 Five Year Roadmap and universal provision for Pupil Premium students</p> <p>All year groups are provided with 4 core opportunities each year that are age specific. These will be designed to support progression, personal development, the wider curriculum and raise aspirations. This will include-</p> <p><u>Careers</u>- Trips and visits such as University visits, Industry and Post 16 providers. Guest speakers and presentations.</p> <p><u>Cultural Enrichment</u>- including theatre visits, national museums and places of historical significance (national and local).</p> <p><u>Personal Development</u>- swimming, team building, visiting speakers, residentials, staying safe and life skills.</p> <p><u>Celebration</u>-whole year group events to build cohesion within year groups and develop a sense of belonging.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +1month</p> <p>Wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p>	<p>1,2,4,6,14,17,18,24</p>
<p>3.2 Improve engagement of Parents and families of disadvantaged students (T1-3)</p> <p>3 positive phone calls and contact with home a week.</p> <p>Home visits used to support and engage 'hard to reach' families.</p> <p>Year teams to track, monitor and secure attendance of parents to consultation evenings.</p> <p>Community Centres used for Outreach evening events sharing key messages.</p>	<p>EEF Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings</p> <p>Engaging parents + 3 months</p> <p>Mentoring +2 months</p>	<p>18,20,22</p>

Information evenings planned for all Year groups.		
<p>3.3 Develop celebration activities to reward and recognise students in all year groups as well as acknowledge achievement and improvement</p> <p>A common approach used by Achievement Leaders to celebrate and reward students for achievements-</p> <ul style="list-style-type: none"> a) High attendance b) Exemplary behaviour c) Kindness d) Effort e) Extra curricular accomplishments f) Academic Achievement <p>Improvement</p> <ul style="list-style-type: none"> a) Attendance b) Effort c) Academic Achievement 	<p>Universal approaches to improving behaviour have positive overall effects (+ 4 months)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	15,17,21,23
<p>3.4 Ensure all students are consistently ready to learn (T1-2)</p> <p>Warm strict ethos and positive language used as part of STARS routines and SHOW ME YOUR BEST expectations</p> <p>More rigorous daily equipment and uniform checks in place at the start of the day through the introduction of standing starts .</p> <p>Purchase of additional uniform and equipment to supply students in student support to assist families in genuine need.</p> <p>Launchpad events at the beginning of the academic year.</p> <p>Pastoral team takes action to remove barriers to learning and ensure students are in lessons.</p>	<p>Both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months).</p>	15,17,21,23

<p>3.5 Increase the number of disadvantaged pupils taking part in enrichment activities (T2)</p> <p>Funded peripatetic lessons.</p> <p>Funding to support enrichment or cultural development opportunities for students.</p> <p>Displays and exhibitions of creative work.</p> <p>Funding for the school production and showcase evenings.</p> <p>Purchase of additional equipment for creative/arts subjects and technology subjects.</p> <p>Track Pupil Premium participation and identify students who require further support and encouragement.</p> <p>Swimming Lessons for weak swimmers.</p>	<p>Arts Participation +2 months</p> <p>Sports participation + 2 months</p>	<p>1,2,4,24</p>
<p>3.6 Ensure that all students receive support, advice and guidance to choose ambitious and suitable career choices and pathways. (T1-2)</p> <p>CEIAG provision in both key stages to provide timely and age appropriate guidance and information to build aspiration.</p> <p>Targeted early school work University and Further education for students to raise aspiration.</p> <p>Careers lead to hold individual careers meetings and support with researching and applications to post 16 pathways for Year 11. PP boys to prioritised.</p> <p>Motivational and Guest Speakers to be booked for all year groups for assemblies and form time.</p> <p>Year Specific CEIAG based activities.</p>	<p>Studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.</p>	<p>24</p>

<p>3.7 To support a smooth and successful transition between KS2 and KS3 Transition (T1-3)</p> <p>SEND support for targeted students known to the academy prior to September.</p> <p>Maths and English additional targeted tutoring based on baseline data.</p> <p>Induction support provided by the pastoral team in term one for vulnerable students at risk of not accessing the curriculum.</p> <p>SEND/LSB to target extremely vulnerable students to support transition.</p> <p>Primary School visits in spring and summer to identify disadvantage students, barriers to learning and vulnerable learners to help support and plan for transition.</p>	<p>Research indicates that almost 40% of students fail to make expected progress during the year immediately following a change in school setting. This is particularly acute in the transition between KS2 to KS3.</p>	<p>7</p>
<p>3.8 Summer School (T1-3)</p> <p>Identification of key students to participate in Summer School</p> <p>Planning and delivery of a bespoke package based around the needs of the learner</p>	<p>Summer School +3 months "Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are known to the pupils (typically +4 months overall).</p>	<p>14,18,20,22,24,27</p>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,084
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£61,272
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 51,000*
Total budget for this academic year	£ 300,084

*Budget set aside for recruitment of key posts linked to the plan, unable to successfully appoint to the position

Teaching		
Actions	Cost	Link
Curriculum resources and materials	£8000	1.1,1.2, 1.6
Platform and Online resources	£2000	9,11,12
CPD- SEND, Trauma & Disadvantage	£6000	1.2, 1.5
Staffing & recruitment	£79,700	1.1,1.2,1.4,1.6
Access to the curriculum	£10,000	1.2,3.4
Curriculum Praise and rewards	£2000	3.3
Total	£107,700	
Targetted Support		
Maths & English 1-2-1 KS4	£30,000	2.1
Reading testing and interventions	£9000	2.3
Out of hours learning- including Period 6	£30,000	2.5,2.6
Forest School	£500	2.10
EWO	£14,000	2.8
Total	£83,500	
Wider Strategies		
Trips/Enrichment	£15,000	3.1,3.5
Swimming	£3000	3.5
Peripatetic Music Lessons	£9,000	3.5
Pastoral Budget Removing Barriers to learning	£6000	2.8,2.9,2.10
Heads of Year Rewards	£5000	3.3
Pastoral Support Hub	£53,000	2.8,2.9,2.10,3.4,3.7
CEIAG	£5000	3.6
Breakfast Club	£4000	2.11
Summer School	£8,000	3.8
Total	£109,000	

Total Spend	£300,200
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Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

Intended outcome	Review						
Improved Progress 8		2018	2019	2022	2023	Diff Vs 2022	Diff Vs 3Yr Av
	PP P8	-1.33	-0.98	-0.50	-0.32	0.18	0.30
	PP Boys P8	-1.1	-1.02	-0.55	-0.33	0.22	0.48
	FSM P8	-1.52	-1.43	-0.44	-0.30	0.14	0.40
	NPP P8	-0.74	-0.74	-0.13	0.36	0.49	0.42

- **Improved Progress 8 score in 2023 vs 2022 and results prior to this (-0.31)**
- **2023 results were above the national average and historical national averages for PP outcomes**
- **A five year trend of improving progress scores for disadvantaged students**
- **Pupil Premium students at BMA were the highest performing school within the constituency and significantly above the local average (Local average -0.95)**
- **Improved P8 scores in 3/4 key curriculum areas-** English -0.36 (-0.62 2022) , Ebacc -0.12 (-0.39 2022) and Open Bucket -0.28 (-0.49 2022)
- **Boys outperformed the girls for the first time (-0.26, 40.17 vs girls -0.34, 40.81) and continued a five year trend of improving outcomes (2022 -0.55, 2019 -0.98 and 2018 -1.02)**
- **MAP achieved significantly above the national average for progress for Pupil Premium students (-0.16)**
- **Improving progress scores for males and females vs 2022**
- **Highest performing departments BTEC Sport (0.72) and Computer Science (0.52)**

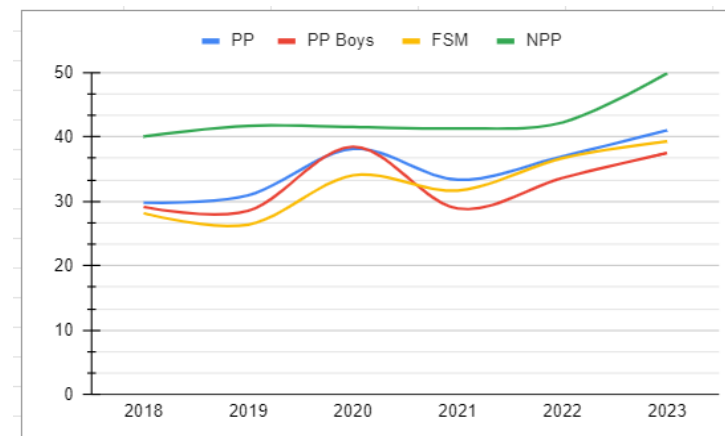
- All students identified to be at risk of making negative progress were targeted for additional interventions in Year 11. On average students received 15 hours additional intervention in the final 6 months of their GCSEs, making 0.51+ improvement in final P8 scores in each subject. 5/16 subjects made nearly 1.0+ improvement as a consequence of the additional interventions in place
- Buckler's Mead introduced compulsory Period 6 as part of the 'between the bells' strategy to ensure that all students received appropriate time and support from subject specialists. This initiative was well received by parents and students.

Next steps

- To ensure Pupil Premium achieve 0 or greater Progress 8 score in all measures
- To continue to close the gap between disadvantaged and non disadvantaged students
- To improve the progress and attainment of low and high prior attainers to match the performance of middle attainers
- To improve the Progress of students in Mathematics inline with performance in other core subjects
- Improve the progress of students across the curriculum to ensure positive outcomes (14/19 0 or below Progress 8 score)

Improved Attainment 8 outcomes across the curriculum

	2018	2019	2022	2023	Diff Vs 2022	Diff Vs 3Yr Av	Diff vs 5 Yr Av
PP	29.8	30.94	36.99	41.05	4.06	4.88	6.00
PP Boys	29.15	28.54	33.64	37.52	3.88	3.84	4.81
FSM	28.15	26.39	36.71	39.30	2.59	5.15	6.59
NPP	40.06	41.73	42.25	49.88	7.63	8.17	7.08



- Continued upward trend of improvement in attainment (A8 40.54)
- Above the national average for disadvantage attainment (34.9).
- BMA has bucked the national trend of falling attainment (-2.7) between 2022 and 2023 increasing by nearly half a grade per subject (+4.06)
- A five year trend of improving attainment for Pupil Premium students

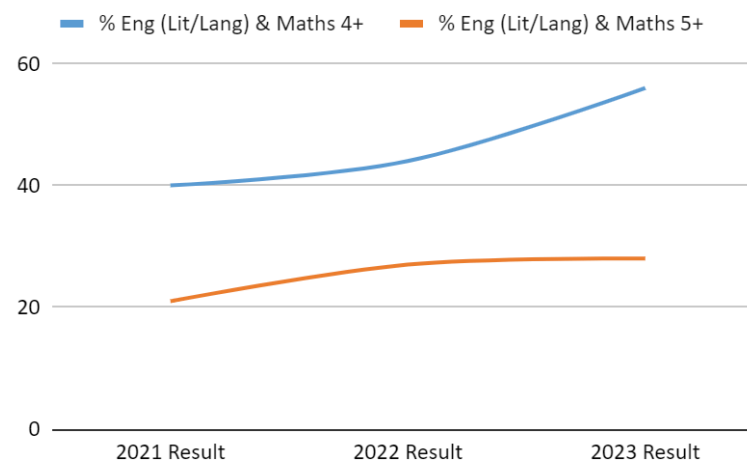
- **Second highest in the county for Pupil Premium attainment**
- **Improved Attainment in key areas of the curriculum English 4.36 (3.94 2022), Ebacc 4.01 (3.46 2022) and the Open 4.15 (3.72 2022)**
- **Highest performing subjects were BTEC First Sport (6.29) and Computer Science (6.00)**
- **A three year trend of improving outcomes in science at a strong and standard pass (2023 4+67 5+ 39 vs 2022 4+50 5+25)**

Next steps

- **Improve attainment and progress across all subjects so that it is above national average and historic trends.**
- **Ensure that students achieve improved attainment in all buckets to be in line or exceeding ambitious targets.**

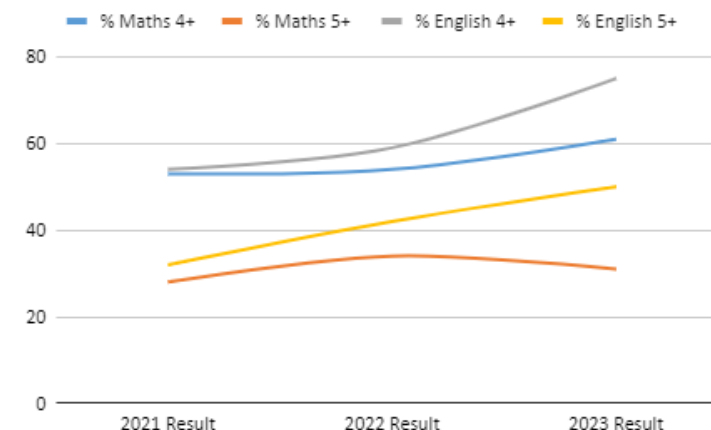
Improved % Grade 4+ and 5+ in English and mathematics

	2021 Result	2022 Result	2023 Result
% Eng (Lit/Lang) & Maths 4+	40	44.00	56.00
% Eng (Lit/Lang) & Maths 5+	21	27.00	28.00



- **There have been significant improvements in the number and % of students achieving English and Maths 4+ against historical outcomes at the school. There has been a 3 year trend of improved outcomes**
- **The % of students achieving a strong pass in English and Maths is now above the national average for disadvantaged students. (28% vs NA 25%)**

	2021 Result	2022 Result	2023 Result
% Maths 4+	53	54.00	61.00
% Maths 5+	28	34.00	31.00
% English 4+	54	59.00	75.00
% English 5+	32	42.00	50.00



- Pupil Premium outcomes for mathematics continue to improve. There is a 3 year trend of improved % of students achieving 4+ grades
- Pupil premium outcomes for English continue to improve. There is a 3 year trend of improved % of students achieving 4+ and 5+ grades.
- Students targeted for intervention improved by on average half a grade between November 2022 and June 2023. Two students improved by over a grade as a consequence of the targeted support.

Next steps

- Improve the number of students achieving 7+ and 5+ in English & Mathematics separately and combined
- Improve Progress 8 outcomes for Pupil Premium students in English & Mathematics
- Continue to develop the use of intervention to improve outcomes for PP students in English and Mathematics

All students follow a progressive, aspirational,

- Buckler's Mead has improved its curriculum provision for students to ensure Pupil Premium students have an opportunity to receive a broad and balanced curriculum that is academically rigorous.
- Updates and changes to the KS4 curriculum has helped to increase the number of PP students opting for the Ebacc .

<p>broad and balanced curriculum that is fully inclusive</p>	<p>-37.7% of disadvantaged students completed the EBACC route in 2023, this is significantly higher than local (constituency) schools and close to the national average for all students</p> <p>-89% of disadvantaged students studied at least one humanities subject in 2023 series</p> <p>-36% of disadvantaged students following EBACC route in 2024 series</p> <p>-89% of disadvantaged students study at least on humanities subject in 2024 series</p> <p>-37% of disadvantage students following EBACC route in 2025 series</p> <p>-100% of disadvantaged students study at least on humanities subject in 2024 series</p> <ul style="list-style-type: none"> • BMA is now above the national for % of students entered for the Ebacc in 2023. (BMA 37.7% vs National Average for Disadvantaged students 27.7%) • Above the national average for disadvantage attainment in the Ebacc (BMA 3.57 vs National Average 2.97) • Buckler’s Mead has also improved the Open Bucket offer to ensure that all students receive a broad and balanced curriculum. Our curriculum has been expanded to include subjects such as Sociology, Child development and Business. In 2022 100% have opted for at least one creative, technical or design based qualification for GCSE alongside academic subject choices. • Outcomes in 2023 show improved outcomes for Pupil Premium beyond core subjects Open Bucket 2023 -0.28 vs 2022 -0.49 Ebacc Bucket 2023 -0.12 vs 2022 -0.39 • Outcomes in the EBacc and Open Buckets are above historical national averages Open Bucket 2023 -0.28 vs -0.59 National average Ebacc Bucket 2023 -0.12 vs -0.37 National average • Resourcing the curriculum. Funds have been allocated to improve resourcing and support with the delivery of the curriculum- <ul style="list-style-type: none"> - Teaching & Learning initiatives- purchase of Mini whiteboards and visualisers to improve formative assessment. Book scrutinies consistently show that Disadvantaged students are attempting and completing higher mark questions which require extensive written responses. Mini white boards are recognised as a key pedagogical tool and PP strategy to systematically check for learning and address misconceptions. - Funding field work trips- Students were able to attend the compulsory element of the course, which was their fieldwork to Swanage Beach. This enabled them to access Section C of Paper 3 in their GCSE Geography exam. The final P8 Score for the PP students was 0.17 - Funding was provided for revision materials and study aids to support the delivery of BTEC Sport, Design technology, Food & Nutrition, History and IMedia. This supported improved outcomes across the open and ebacc bucket <p>Next steps</p>
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	<ul style="list-style-type: none"> • Continue to grow the number of students opting to follow the Ebacc route in KS4 • Continue to develop the curriculum offer in both key stages to ensure a broad, balanced and culturally enriching curriculum • Continue to ensure that the curriculum is appropriately resourced to meet the needs of PP students • Resourcing creative arts to develop Music, Art, Photography and Drama curriculum and extra curricular offer.
Improved attitude to Learning	<ul style="list-style-type: none"> • Improvements have been made to the quality and standard of students' work across the academy. Assessment audits and work scrutinies targeted at PP students identified the standard and quality of books had improved, books are well presented and in line with high expectations. • Following a relaunch of the rewards scheme in 2023, students have been awarded frequently in lessons and around the school site. Rewards have included: Positive Points on class charts- since September PP students have received 5670 Positive points vs negative points 1244. This is a ratio of 6:1 above the school's aim of 5:1 praise. Purple Cards- a new initiative launched to celebrate the quality and standard of work in september. 70 Pupil premium students have received this reward. Badges- students now receive rewards (Bronze, Silver, Gold and Platinum) for meeting points thresholds. All PP students who have met these thresholds have received either one or several of these since september. Rewards assemblies- all PP students now participate in a half termly rewards assembly where they are recognised for their achievements. • KS3 average effort indicators report Pupil Premium attitude and effort in lessons is good or better. Students work in books was graded as good or better 2022-23 (1=excellent 2= good 3= satisfactory 4=insufficient) Y7 Average 1.75, Y8 Average 1.79, Y9 Average 1.94 • Lessons are calm and compliant. Students are on task and participate in the lessons. <p>Next steps</p> <ul style="list-style-type: none"> • Ensure that PP students continue to receive appropriate praise and recognition to raise self esteem, belonging and a sense of worth. • More focus to ensure that Pupil Premium males and SEND books are consistently the same standard as their peers.

<p>Raise literacy levels (spoken and written) of students and engagement in reading</p>	<ul style="list-style-type: none"> • Buckler's Mead has led several Literacy initiatives in 2022-23 that have been strongly represented by Pupil Premium students. These have included- Visiting authors, Reading competitions, Spoken Word festival and Public speaking events • Buckler's Mead continues to implement the Read to Succeed programme to ensure all students read frequently and often. Texts are challenging and intended to develop powerful knowledge and cultural capital. All students read aloud, read independently and listen to others reading on a daily basis. • Read to Succeed along with other interventions have led to significant improvements in reading ages. The majority of Pupil Premium students in Years 8-9 reading age is now in line or higher than their chronological age. 64% PP students read in line with Chronological age or older; In year testing indicates that the number of students below chronological reading age diminishes over time; testing indicates spread of reading age scores is inline with national averages and distribution; testing indicates that there is not a significant gap between males and females. • Student voice indicates that students read frequently and often. Students can give examples of several books they have read over the past 12 months. • NGRT Testing is shared widely with staff via class charts and used to inform in class reading and Read to Succeed activities. • Turn and talk as well as explaining key vocabulary is a developing element of the Learning Cycle. • Read, write, ink. The Academy has invested in Read, write Ink to support students below age related expectation for reading. • The Academy has built a new Study Centre to support reading for pleasure and interventions <p>Next steps</p> <ul style="list-style-type: none"> • To ensure that the majority of students in Year 7 make significant improvements to their chronological reading ages. 67% of Pupil Premium students are below chronological reading age October 2022 • Ensure that interventions are timely and targeted to support the development of reading for students below chronological age in all other year groups. • Recruitment of Literacy Teaching Assistant to support with reading interventions • Training for key staff on Read, write, ink to support reading interventions • To continue to develop in class strategies and consistencies within curriculum areas. • Re establish the Study Centre as a hub and centre for reading for pleasure.
<p>Improve attendance and reduction</p>	<ul style="list-style-type: none"> • BMA has reduced the number of Persistent absences in 2022-23 from 109 to 88. This is in line with the national average for disadvantaged persistent absence 2022-23 (40%)

<p>in persistent absence for PP students</p>	<ul style="list-style-type: none"> • Pupil premium attendance for 2021- 22 and 2022-23 is in line with the national average for Pupil Premium students (BMA PP 86% vs National average 85%) • Buckler’s Mead uses an Education welfare officer to work with families where attendance is a significant concern.. Depending on the time of year, the proportion of PP families was between 55 and 76%; 7 PP students were identified by EWO for persistent absence. Resulting in improved attendance for 5/7 students <p>Next steps</p> <ul style="list-style-type: none"> • Significantly decrease in the percentage and number of persistent absences across all year groups. 88/222 PP students in 2022-23 were classed as PA • To improve PP attendance to be above the national average and inline with peers. PP attendance is 5% lower than the rest of the school. In line with the post COVID national average 84.65% but below school targets. • Increase the time EWO is working with the school and families to support attendance • Deploy Student Support team to implement interventions to improve the attendance of key individuals • To improve attendance so that it is above the national average in all year groups. Y7 88% in line with national average Y8 85% slightly below national average (86%) Y9 81% below national average (84%) Y10 78% below national average (83%) Y11 85% above national average (83%)
<p>Reduction in Behaviour, fixed term exclusions and other sanctions</p> <p>All staff have high expectations for students</p>	<ul style="list-style-type: none"> • Buckler’s Mead has recently updated its behaviour policy to ensure that all students are praised frequently and often. Student voice has acknowledged the positive impact this is having, knowing that their efforts are being recognised. • High expectations, clear routines and changes to the Behaviour policy has ensured calm and quiet classrooms. This enables effective teaching and learning to take place. “Student behaviour was consistently good in all areas observed, and staff intervention was not required. BMA has high expectations for pupils’ behaviour and conduct. These appear to be commonly understood and applied consistently and fairly. For example, school uniform was very close to 100% consistently in place, and the few minor transgressions were quickly addressed without complaint. Routines and expectations are understood and accepted as non-negotiable. No students were seen to be wearing trainers in place of school shoes. No student mobile phones were observed at any stage during the day.” SiP visit Nov 2022

<p>and use a range of assessment information well to support students' learning</p>	<p>"The behaviour and attitudes of students seen throughout the visit was positive. Students were calm and orderly, and where given the opportunity they engaged willingly in the tasks." SiP January 2023</p> <ul style="list-style-type: none"> • The Academy has invested in CPD and training to support teachers. This has included Tom Bennett 'Running the Room' training alongside other prominent behaviour experts focused on routines, consistency, use of language, and nonverbal cues. Behaviour Inset is delivered five times across the year, planned in response to teacher need and behaviour trends. • Investment in uniform and equipment has helped to improve standards and expectations further. Changes to the uniform policy and introduction of blazers has helped to diminish the visual differences between students and their socio-economic status. "18 months ago it was clear that students were disadvantaged and you could tell the difference between students. The development and changes to your policy have helped to address. All students look smart and well presented." SiP feedback September 2022 • Student voice recognises that positive changes in behaviour and culture "Feel like the whole year has a feeling that they need to 'knuckle-down' and get on with it, feel like they are becoming more mature and this is helping them get better. In agreement that lessons have become much more focussed and settled All are having a post-16 meeting at the end of November." <p>Next steps</p> <ul style="list-style-type: none"> • Reduce the number of IEC referrals and frequent fliers The number of pupils gaining IEC referrals, suspensions and are repeat offenders 2022-23 is too high • Reduce the number of fixed term suspensions. Currently 40/46 in 2023-24 suspensions issued are pupil premium students
<p>Successful Transition from KS2-3</p>	<ul style="list-style-type: none"> • Students are well supported with KS3 transition into the academy in Year 7 and show a good attitude to their learning. (Y7 Pupil Premium attitude to learning average was 1.8 demonstrating the student work was judged to be good or better. Students have met the high expectations.) • The school ran its own bespoke summer school in August 2023. 40/59 PP students attended the Summer School provision in August 2023. During the week, students worked with academy staff in the following subjects; Music, Computing, English, Mathematics, Science and Physical Education. The week helped students to familiarise themselves with school routines, expectations and secondary lessons. Students were also able to get to know staff. All students attending said that this supported their transition into the academy and more confidence to start secondary school. <p>Case studies-</p>

	<p>Student A: Student A has an EHCP (SEMH) and is a Pupil Premium student. Student A was heavily supported within Primary school and was identified as a student that would benefit from extra transition opportunities. Student A accessed all 3 days of Summer School and engaged with all subjects on offer. Student A made new friends and engaged well with staff and peers throughout the programme</p> <p>Student B: identified by Primary school as having attendance issues and issues making secure friendship groups. Student attended all 3 days and made strong friendships with a number of other students. As of 05.12. Student A has a school attendance percentage of 98%</p> <ul style="list-style-type: none"> • The academy ran several taster days for Year 5 and Year 6 students. Both year groups received 2 consecutive days where they were able to familiarise themselves with the school, expectations, curriculum and staff. • Learning walks consistently demonstrate calm and quiet classrooms. Students were engaged in the lessons and participation was good. • Staff frequently visit feeder schools and groups of students (PP & SEND) are invited into the academy to facilitate a phased transition. The Pastoral Coordinate is a very familiar face to all students when they arrive in the academy and there is a good knowledge of students to support with this process • Student voice indicates that students are aware of our key consistencies and expectations and they say this supports their learning. <p>Next steps</p> <ul style="list-style-type: none"> • To embed the new pastoral structure to support the transition of students • To develop information sharing with feeder schools to ensure a detailed knowledge of PP starters is obtained and used to plan transition and inform Pupil Premium planning and investment • Use Year 5 taster sessions as a medium for PP students to begin and support transition into BMA
<p>Pupil Premium students are fully integrated into school life; flourishing</p>	<p>Buckler's Mead has invested significantly to provide enrichment, opportunities to develop cultural capital and acquire powerful knowledge addressing the deficits built up by the CV19 pandemic. This includes the following-</p> <ul style="list-style-type: none"> • School production <ul style="list-style-type: none"> - 40% of students comprising the cast of the whole-school production of 'Oliver' are PP. 7/16 (44%) of the main parts were played by PP students. • Whole Year Group- Cultural Capital

personally and socially.

- 50 Y9 PP students attended Noughts and Crosses theatre production
- 55 Y7 PP students attended production of Lion, Witch and wardrobe. 97.8% of our year 7s have now attended the theatre at least once following the trip; the majority of students can now articulate employment opportunities within this industry and identify benefits of the theatre.

- **Extra Curricular activities**
- 13 students attended a theatre residential to the west end. All PP students involved had never been to London and all had never seen a live west end production production.
- 10/19 (51%) of Year 10 students participating in Duke of Edinburgh award are PP
- 20% of students attended the year 10 France-Belgium WW1 Battlefields were PP
- 98% of Year 7 students attended a Residential. 80% of these had not participated in adventurous activities since the pandemic or not at all.
- Exeter Chiefs- all students in Years 7-9 have received specialist coaching and opportunity to play and experience the sport
- Dance Workshop- students in Years 8 were given the opportunity to copy and create their own choreography

- **Peripatetic music lessons-**
- Academic year 2021-2022, 22 PP students had received group tuition for their chosen instrument / voice.
- 22 students participated in the Summer Celebration Concert. There were an additional 8 students who formed bands from year 9 and year 10 who also participated. These groups were led by CP. Audience attendance of the summer concert was 200+ people.
- There was 95% attendance for instrumental lessons for PP students.
- Increase in number of students taking GCSE music: BTEC 2020-22 = 9/20 PP students; GCSE 2022-24 = 11/26 PP students
- By the end of the academic year 2022-2023, 25 PP students had received group tuition for their chosen instrument / voice. The total number of students receiving peripatetic lessons was 55.
- 60 students participated in the Summer Celebration Concert - 50% of which were PP. There were an additional 8 students who formed bands from year 9 and year 10 who also participated. These groups were led by CP.
- Audience attendance of the summer concert was 150 people.
- 2023-24 peripatetic numbers have increased:
- 30 PP students
- Increase in number of students taking GCSE music:
- GCSE 2022-24 = 26 (11 PP students)
- GCSE 2023-2025 = 28 (10 PP students)
- Introduction of a school choir in 2022-23 (25 singers) led by the singing teacher.
- Development of the year 8 band with Somerset Music band leader.
- 15 Students sung in the community - Milford Primary School and St Mark's Church.

- **Duke of Edinburgh**

- 5 Pupil Students involved 2023-24
- Students have been able to develop resilience and cultural capital, for example through participation in the expedition but also through undertaking the Skills and Physical Activity. This has included camping for the first time, understanding the wider local area, volunteering inside and outside of the school, taking up photography and languages.

- **Tier 3 & 4 Interventions**

- 65/264 17% were in receipt of Tier 3 or 4 support. This included Thrive, Counsellor, Forest School, ELSA and alternative provision.
- 175/264 66% were in receipt of Tier 2 Support including supply of uniform and equipment, Pastoral team intervention, Y11 additional subject support and support with costs linked to the curriculum and extended curriculum.
- 10/264 4% were receipt of Tier 1 universal support

Next steps

- **Finalise the Five Year Roadmap to ensure that students receive key experiences and opportunities as they progress through the academy**
- **Ensure that Pupil Premium participation is tracked and monitored so that all students are accessing the opportunities on offer.**
- **Use student voice to evaluate and establish further opportunities.**
- **Develop an ethos that the Pastoral system is the 'the foundation' to academic success and 'an inspiring education for all'.**
- **Embed the use of Provision Mapper to track and evaluate the impact of intervention and inform next steps.**
- **Continuing to develop the range of SEMH interventions under one umbrella and securing impact of action.**
- **Staff training and CPD on Trauma, SEMH and SEND to inform day to day practice and interactions with students.**

<p>All staff have high expectations for students and use a range of assessment information well to support students' learning</p>	<ul style="list-style-type: none"> • All students in both key stages receive ambitious grades which are comparable to NPP counterparts. These are reviewed and updated twice a year. If a student is found to meet a target grade, this is adjusted further. • Assessment audits demonstrate a significant improvement in the quality and rigour of Summative assessment enabling students to demonstrate what they know, understand and can do as a consequence of the curriculum. • Top sheets with success criteria and whole class feedback ensure that students are provided with accurate and timely feedback to address gaps and misconceptions. This is further supported by the use of Reteach Lessons following an assessment. <p>Next steps</p> <ul style="list-style-type: none"> • To develop the effective use of formative assessment through our three strands- Turn and talk, cold calling and mini white boards. • To continue to develop the use of Demonstrate tasks and MCQs to formatively assess students. • Continue to use CPD to support teachers adapt their teaching and planning to meet the needs of the learners and enable progress.
<p>Parents engaging with the school, understanding their role and acting in partnership with academy</p>	<ul style="list-style-type: none"> • All groups and year teams make proactive efforts to secure high attendance for disadvantaged families. (100% contact with PP parents in advance of parents evening and 60% average attendance). • Parents report back that their children are happy (94%), well looked after (94%) and receive a range of subjects and opportunities(89%). • Whole school events such as the Production, Sports Day and Christmas extravaganza have been well supported by parents who have welcomed the return of these opportunities since CV19. • Pastoral teams meet with parents often and maintain contact to support vulnerable students, removing barriers to learning and developing trust. • Parents are kept well informed about initiatives linked to the PP strategy and the rationale for these. • The SENDco meets with PP/SEND students from all groups to review provision and facilitate access to the curriculum. This has been extended through the creation of a termly newsletter alongside improve social media updates. (SEND reviews Y10 23 meetings; Y9 16 meeting; Y8. 6 reviews appropriate to send; EHCP 100% parental engagement) • Review and changes to the Pastoral structure has created greater capacity for home visits, parental meetings and building relationships with families. <p>Next steps</p>

	<ul style="list-style-type: none"> • To ensure Positive phone calls happen frequently and are tracked • To improve tracking of attendance at parents evening to identify 'hard to reach' family. • Explore community based parent consultation and information sessions. • To continue the development of the Annual Review process for SEND/PP students to secure ongoing dialogue and effective support for students and parents. • Develop the use of class charts and ensure parents are accessing this frequently. • Establish the boundaries and barriers that create disengaged families and put in place steps to address this.
<p>All students have made clear and informed decisions about their KS4 and Post 16 Pathways</p>	<ul style="list-style-type: none"> • Students are well supported to move onto Post 16 progression routes and significant work is put into ensuring that students do not become NEETs. 2021- All PP students had a placement post 16 starting September 2021.51 PP total 45 are at Yeovil College ; 4 doing A Levels 47 Vocational). 2022- 39/40 PP students moved on to further education, training and employment after leaving BMA; 14/40 PP students moved on to Level 3 courses or Apprenticeships 2023- All PP students secured a post 16 starting place in September 2023. 22/49 45% went on to Level 3 courses, 15/49 30% went on to Level 2 courses, 6/49 1% went on to Level 1 courses and 6 went on to alternative training schemes or joined the military • The academy worked hard to support all Pupil Premium to secure appropriate Post 16 progression routes. All Pupil Premium received 1-1 Careers guidance and supported by the Pastoral team through the applications process. • Students who were identified as potential NEET were guided and provided with additional support through the 14-19 Partnership to secure appropriate post 16 places. 11 PP students all had specialist transition meetings and all have a pathway planned for September 2023. • Pupil Premium students received independent advice and guidance in preparation for the Key Stage Four Pathway choices. • The Personal development programme, guest speakers and 'curriculum enrichment days' have provided age appropriate CEIAG to help raise aspiration and inform future career choices. <p>Next steps</p> <ul style="list-style-type: none"> • Provide greater opportunities for students to experience further and higher education outside the vicinity of Yeovil. • Provide early targeted support for students in Year 9 and 10 who are at risk of becoming NEET in the future. • Ensure more PP students progress on to Level 3 courses.

- **Develop student voice to evaluate the impact of the provision.**

Externally provided programmes

Programme	Provider
Revision & Study Skills	Made Training
Motivational Speaker and Mentor	Youth Minded
Forest School and Mentoring	TLE Sports coaching
Sports Coaching	Exeter Chiefs
Attendance and PA	Education Welfare Services SW LTD