

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 pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blue Coat Church of England Academy
Number of pupils in school	881 (2021/22)
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	11 th November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	David Smith
Pupil premium lead	David Smith
Governor / Trustee lead	Lauren Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,845
Recovery premium funding allocation this academic year	£52,492
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	£395,337

Part A: Pupil premium strategy plan

Statement of intent

Our vision is centred on achieving the highest standards of achievement and aspiration for **all** students through the provision of a distinctive and inclusive Christian learning environment where the uniqueness of each individual is celebrated, nurtured and realised. Every member of the school community is encouraged to develop, flourish and achieve, and to become full contributors to society as confident, learning, adaptable and caring individuals.

Our strategy for pupil premium funding is to utilise the resource to reduce the impact of disadvantage by addressing the barriers which we have identified as potential limiting factors to maximising progress.

Challenges

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

Challenge number	Detail of challenge
1	Providing a consistent, proactive and systematic model from promoting high quality learning across the school and minimising in-school variations.
2	Self-esteem is low for pupils and they often lack confidence. Many are reluctant to engage with additional learning opportunities.
3	On entry reading age for pupils is lower for pupils eligible for pupil premium compared to non-pupil premium pupils. This prevents students from accessing the curriculum and understanding questions.
4	Key Stage 2 data indicates a low baseline for pupils eligible for pupil premium in the current Y7 when compared to non-pupil premium pupils
5	Home engagement with a minority of parents needs to be further promoted.
6	Pupils eligible for pupil premium live in more deprived areas 70% of pupils eligible for pupil premium live in areas within IDACI bands 1 and 2.
7	Pupils eligible for pupil premium travel, on average, greater distances to school than non-pupil premium pupils.

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
To improve the overall quality of teaching using targeted support and intervention of specific teachers. Ensure pupils are not disadvantaged by lack of access to learning resources.	Improvement in pupil outcome for pupils eligible for pupil premium based on Progress 8 scores. Increased levels of attendance/engagement for pupils eligible for pupil premium.
To embed the coaching culture into all aspects of the schools' work and actively promote self-improvement and development.	A rigorous and robust programme is in place to support the continuous development of a whole school approach to coaching. Three accredited master coaches and five accredited practitioner coaches by July 2022 (repeatedly delayed by Covid-19 lockdown).
To further develop increased accountability at all levels. Encourage teachers to engage in training to develop new approaches to teaching and develop skills of middle leaders to effectively evaluate the impact of these strategies.	Improvement in quality of teaching evidenced through quality assurance processes.
To continue to remove social barriers to learning where required by supporting provision of school uniform, provision of bus passes, ensuring equality of opportunity in terms of educational visits and access to additional learning resources.	Levels of attendance for pupils eligible for pupil premium to be at least in line with non-pupil premium pupils. Improved outcomes and cultural capital associated with participation in educational visits.
To implement a recovery programme to support pupils as they return to school following national school closures as a result of Covid-19. Implement a graduated programme to support pupils mental and emotionally well-being, to build resilience and followed by a strategic plan to address curriculum gaps and accelerate pupil progress.	Levels of attendance for pupils eligible for pupil premium to be at least in line with non-pupil premium pupils. Successful implementation of programmes to support mental and emotional wellbeing. Progress measures gap in line with previous years.

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: £236,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise non-judgemental approach to lesson observations to enhance coaching culture across the Academy.</p> <p>Implement a rolling programme of departmental reviews to evaluate the pupil outcomes in terms of teaching, learning assessment and behaviour.</p>	<p>Research evidence shows that quality first teaching is the most effective provision.</p> <p>A collegiate approach is already in place to develop the quality of teaching where practice is not effective.</p>	1
<p>Members of staff will refer pupils where financial hardship and/or family circumstances prevent them accessing particular resources in order that the barriers to access can be addressed.</p>	<p>Pupils should not be disadvantaged by the inability to purchase or access learning resources. Encouraging effective study habits and promoting independent study have been shown to be effective in raising levels of attainment.</p>	5, 6, 7
<p>Coaching accreditation and training with Leadership Edge.</p>	<p>Successful introduction of coaching over previous three years, working with a local Teaching School, has provided the foundations for a coaching ethos. The plans in place for this year will allow a sustainable model to continue coaching development moving forward, including the introduction of a formalised process for lesson observations based on a coaching model.</p>	1
<p>Middle leaders to effectively monitor the implementation of core principles of teaching and learning (Blue Coat Basics):</p> <p>Non- negotiables Brilliant Basics, Presentation of pupils' work, Marking for Literacy.</p>	<p>Consistent evidence from external reports nationally, locally and based on our own school context that the key to sustained improvement is consistency in approach.</p> <p>The aim is to reduce the level of in-school variation between and within subjects.</p>	1

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

Budgeted cost: £130,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop in-school expertise and capacity to effectively address low levels of literacy in Key Stage 3 in order to increase pupils' ability to successfully access the curriculum.</p> <p>Embed best practice developed as part of previous best practice projects to cover all pupils.</p> <p>Continued use of the Accelerated Reader Programme, implement use of Access-it system and continued use of NGRT.</p> <p>Dedicated curriculum time focussed on reading.</p> <p>Employment of dedicated member of staff to support interventions and encourage promotion of reading.</p>	<p>Evidence based research underpinning best practice.</p> <p>Improving the literacy skills of pupils will allow them to access other areas of the curriculum more readily.</p>	<p>2,3</p>
<p>Ensure all staff are aware of who disadvantaged pupils are.</p> <p>All teaching staff to identify key areas of improvement for individual pupils to accelerate the progress of disadvantaged pupils following each data collection.</p> <p>Develop use of PiXL strategies to ensure that support and intervention is effectively targeted.</p>	<p>The strategies required to specifically address the progress of disadvantaged pupils need to be clearly focussed based on precise analysis of data and support targeted to rapidly accelerate the progress of this cohort.</p> <p>Selected staff to attend National conferences to benefit from key messages regarding new specifications and appropriate school based responses to these.</p>	<p>1,3,4</p>

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

Budgeted cost: £231,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional adult support to pupils with low esteem and confidence, to promote greater independence.	Previous success within the school of encouraging pupils to become more independent and to access the curriculum more effectively.	2
Continue to provide breakfast club, open to all.	To ensure that pupils have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on pupil preparedness for learning, behaviour and achievement.	6
Staff aware of the procedure for claiming additional financial support for pupils. Heads of Year to liaise with Business Manager to organise, when required, funding of uniform, transport costs, learning resources and educational visits.	Providing an inclusive learning environment helps to remove the barriers created by the inability of families to support pupils with costs related to uniform, travel and access to learning resources and visits.	7
Ensure that the homework club is staffed five days per week and staff allocated are available to provide support and guidance as required.	Education Endowment Foundation toolkit highlights the potential impact of homework when used effectively. The provision of the homework club removes the potential barrier where pupils have limited access to ICT outside of school.	2, 4, 5
Sustain existing systems and engagement of EWO.	Consistent track record of improving attendance year on year.	2, 5
Continue designated support through focussed support and interventions, then add additional layer of support through Learning Support Practitioner.	Consistent track record of supporting pupils limited only by staffing capacity.	2

Total budgeted cost: £598,911

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To improve the overall quality of teaching using targeted support and intervention of specific teachers.	Implement a rolling programme of departmental reviews to evaluate the pupil outcomes in terms of teaching, learning assessment and behaviour.	<p>Research evidence shows that quality first teaching is the most effective provision.</p> <p>A collegiate approach is already in place to develop the quality of teaching where practice is not effective.</p>	A range of training and development was implemented but the sustained impact has been reduced by the extended period of school closure for the majority of pupils due to COVID-19. Programmes need to be picked up and extended to non judgemental lesson observations and relaunched in a measured way from September 2021. The importance of a sustained and consistent period for embedding new strategies cannot be overstated but was lacking due to the disruption in 2020/21. The primary focus was to ensure as near normal operation in all aspects of school life within the COVID restrictions.
To ensure pupils are not disadvantaged by lack of access to learning resources.	Members of staff will refer pupils where financial hardship and/or family circumstances prevent them accessing particular resources in order that the barriers to access can be addressed.	Pupils should not be disadvantaged by the inability to purchase or access learning resources. Encouraging effective study habits and promoting independent study have been shown to be effective in raising levels of attainment.	<p>Form tutor discussions and mentor meetings provided an effective way to identify barriers to learning and identify where additional support is required. The strategy is very dependent of the effectiveness of form tutors and additional work to promote the importance of developing effective relationships with members of a form group is a priority moving forward. Additional needs were identified as a consequence of our COVID response particularly in relation to distribution of devices and food parcel deliveries.</p> <p>SLT members monitored the provision of resources and ensure adequate resourcing is available and efficient use of funding.</p>

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To embed the coaching culture into all aspects of the schools work and actively promote self-improvement and development.	Coaching accreditation and training with Leadership Edge.	Successful introduction of coaching over previous two years, working with a local Teaching School, has provided the foundations for a coaching ethos. The plans in place for this year will allow a sustainable model to continue coaching development moving forward.	The training was postponed due to the national lockdown and subsequent closure of schools to most pupils. The challenges of the pandemic provide a wealth of opportunities for effective coaching conversations including strategies to deal with teaching in bubbles and engagement in remote learning. As a consequence staff will have a wider experience to draw upon when the formal coaching training is rearranged.
To further develop increased accountability at all levels. Encourage teachers to engage in training to develop new approaches to teaching and develop skills of middle leaders to effectively evaluate the impact of these strategies.	Middle leaders to effectively monitor the implementation of core principles of teaching and learning (Blue Coat Basics): Non- negotiables Brilliant Basics, Presentation of pupils' work, Marking for Literacy.	Consistent evidence from external reports nationally, locally and based on our own school context that the key to sustained improvement is consistency in approach. The aim is to reduce the level of in-school variation between and within subjects.	The mode of operation throughout the pandemic made it exceptionally difficult to monitor the quality of provision in the traditional way. Middle leaders utilised the processes around assessment and the subsequent generation of Teacher Assessed Grades to work with their teams and analyse the progress being made by pupils and adapting strategies to meet their needs. A return to more normal ways of working should provide the opportunity to re-establish a consistent approach to monitoring the quality of provision based on lesson drop-ins, work scrutiny and student voice, being lead by middle leaders and evaluated by senior staff.

ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<p>Improve reading ages, particularly in Years 7 and 8 (following disrupted year 2019/).</p>	<p>Develop in-school expertise and capacity to effectively address low levels of literacy in Key Stage 3 in order to increase pupils' ability to successfully access the curriculum.</p> <p>Embed best practice developed as part of previous best practice projects to cover all pupils.</p> <p>Continued use of the Accelerated Reader Programme.</p> <p>Dedicated curriculum time focussed on reading.</p> <p>Employment of dedicated member of staff to support interventions and encourage promotion of reading.</p>	<p>Evidence based research underpinning best practice.</p> <p>Improving the literacy skills of pupils will allow them to access other areas of the curriculum more readily.</p>	<p>The strategies used in 2019/20 proved to be very effective and will be embedded into practice, the impact was limited by the extended period away from school during lockdown. The key lessons included:</p> <ul style="list-style-type: none"> • The development of literacy skills must be a key priority from Year 7 and 8. • Engagement of other subject areas to accommodate release of pupils for focussed literacy support is key. Addressing literacy skills at an early stage allows pupils to more effectively access other curriculum areas. • Regular (daily) intervention is the key to success. • Consistent and dedicated staff delivering both literacy intervention and cohort-wide accelerated reader lessons is most effective. • Rewarding positive achievement in reading promotes a more progressive approach among pupils to further developing their skills.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Continue to increase staff awareness of pupil premium pupils.</p> <p>Enhance the role of Pupil Progress Leaders to ensure the effective tracking of underachieving pupils.</p> <p>Develop the use of targeted strategies to accelerate the progress of disadvantaged pupils.</p>	<p>Ensure all staff are aware of who disadvantaged pupils are.</p> <p>All teaching staff to identify key areas of improvement for individual pupils to accelerate the progress of disadvantaged pupils following each data collection.</p> <p>Develop use of PiXL strategies to ensure that support and intervention is effectively targeted.</p>	<p>The strategies required to specifically address the progress of disadvantaged pupils need to be clearly focussed based on precise analysis of data and support targeted to rapidly accelerate the progress of this cohort.</p> <p>Selected staff to attend National conferences to benefit from key messages regarding new specifications and appropriate school based responses to these.</p>	<p>Further training is required to maximise the functionality within SISRA EAP, but staff engagement has been positive. Staff engaged more positively with the data, asked more relevant questions and identified immediate actions when focussed on their own classes.</p> <p>Some challenges with the effective operation of the progress team have been overcome during 2020/21 and a more co-ordinated approach has been established. There is much improved co-ordination between the pastoral, progress and SEND teams and it is hoped that more normal school operation will allow support and intervention to be implemented more effectively in 2021/22.</p> <p>The strategies had a very positive impact and will be continued. The implementation and leadership of these strategies needs to be extended across all key stages. The structure for staff monitoring pupil progress has been further revised for 2021/22, in order to provide a clear distinction between the roles of Pupil Progress Leaders and those responsible for the development of Teaching and Learning in the school. Progress was limited in 2019/20 and 2020/21 due to pandemic restrictions and lockdowns.</p>

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Develop roles of additional support in lessons provided by teaching assistants.	Provide additional adult support to pupils with low esteem and confidence, to promote greater independence.	Previous success within the school of encouraging pupils to become more independent and to access the curriculum more effectively.	The school will continue to develop this model and endeavour to provide a model which builds further capacity to support the more vulnerable pupils. Level 3 learning support workers take on additional responsibility while the provision of a level one pathway has also required additional management capacity. Recruitment of learning support assistants is challenging but we remain committed to seeking to employ the best staff available.
All pupils have access to breakfast each day to ensure they are well prepared for learning.	Continue to provide breakfast club, open to all.	To ensure that pupils have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on pupil preparedness for learning, behaviour and achievement.	Our catering provider included the breakfast provision as part of the original tender process which has ensured continuity of provision. Maintaining close links with staff who know the pupils involved is a key feature to its success and has been maintained.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Establish clear procedure and protocol to pupils eligible for pupil premium to allow access to financial support with uniform, transport costs, learning resources and educational visits.	<p>Staff aware of the procedure for claiming additional financial support for pupils.</p> <p>Heads of Year to liaise with Business Manager to organise, when required, funding of uniform, transport costs, learning resources and educational visits.</p>	Providing an inclusive learning environment helps to remove the barriers created by the inability of families to support pupils with costs related to uniform, travel and access to learning resources and visits.	<p>Clear systems ensure that deserving cases are adequately provided for and that the correct support and provision is put in place.</p> <p>The approach the school adopts is essential and must continue in the future to ensure that pupils remain engaged and active participation in learning whilst in school and outside school hours.</p>
Increase engagement in after school homework club.	Ensure that the homework club is staffed five days per week and staff allocated are available to provide support and guidance as required.	Education Endowment Foundation toolkit highlights the potential impact of homework when used effectively. The provision of the homework club removes the potential barrier where pupils have limited access to ICT outside of school.	<p>While there remains a demand for the provision of a homework club, particularly with access to ICT facilities, the provision has the potential to be expanded and enhanced using the skills and expertise of more experienced members of staff.</p> <p>Consistency of provision is key and new structures (with newly appointed staff) need to be embedded during 2021/22.</p>

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Maximise attendance of disadvantaged pupils.	Sustain existing systems and engagement of EWO.	Consistent track record of improving attendance year on year.	Investment in staffing to implement effective systems to improve levels of attendance have proved to be very successful in what were exceptionally challenging circumstances. The nature of the issue means that this is a perpetual issue and it is not an issue which can be solved, but something which the school will need to continue to work at in order to sustain and further improve levels of attendance.
Implement pilot programme to provide support and intervention to support pupils affected by mental health and emotional wellbeing issues.	Continue designated support through focussed support and interventions, then add additional layer of support through Learning Support Practitioner.	Consistent track record of supporting pupils limited only by staffing capacity,	The pilot programme proved to be successful and the role extended into the new academic year. The postholder who led the project moved on to a different role and an appointment was made with this role specifically in mind. While the new postholder has experience in this area of work, training and support will be required to effectively implement the programme moving forward.

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
Coaching Development & Accreditation	Leadership Edge
PiXL	The PiXL Club

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

2019/20 and 2020/21 were exceptionally challenging years for the school. The challenges presented by COVID-19, the restrictions on the way the school could operate and the national lockdown were considerable. The school worked hard to ensure that disadvantaged families were as well catered for as possible, including the distribution of food parcels in association with a local charity. Regular contact was maintained with the most vulnerable and provision for vulnerable children and the children of key workers was maintained throughout the periods of school closure. Staff worked exceptionally hard to operate a bubble approach throughout the academic year 2020/21. Further investment has been required in the school infrastructure to repurpose rooms, ensure hot meals were available to all and make ICT facilities more readily accessible. The school's commitment to reducing the gap between disadvantaged and non-disadvantaged pupils is evident in the additional resources allocated beyond the Pupil Premium allocation.

The basis of this plan is to identify strategies which can be implemented and embedded over a number of years to maximise the impact on pupil outcomes.