

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025 to 2026) 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 students in school	976
Proportion (%) of pupil premium eligible students	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 – 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£475,400
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	£475,400

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. Governors engage in termly Spotlight meetings with members of SLT to provide support and challenge to assess the impact of the strategies which are outlined in this plan. 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 students.

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 students and they often lack confidence. Many are reluctant to engage with additional learning opportunities.
3	On entry reading age for students is lower for students eligible for pupil premium compared to non-pupil premium pupils (on average 53 months). This prevents students from accessing the curriculum and understanding questions.
4	Key Stage 2 data indicates a low baseline for students eligible for pupil premium in the current Y7.
5	Home engagement with a minority of parents needs to be further promoted.
6	Pupils eligible for pupil premium live in more deprived areas 66% of students 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 students.
8	Addressing the learning deficits, social, emotional and mental health challenges and shortfalls in wider learning experiences in recent years.

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
<p>To improve the overall quality of teaching using targeted support and intervention of specific teachers.</p> <p>To improve the co-ordination and evaluation of additional support and intervention provided to students.</p> <p>To ensure students are not disadvantaged by lack of access to learning resources.</p>	<p>Improvement in student outcome for students eligible for pupil premium based on Progress 8 scores.</p> <p>Increased levels of attendance/engagement for students eligible for pupil premium.</p>
<p>To embed the coaching culture into all aspects of the schools' work and actively promote self-improvement and development, including modernising the school's approach to appraisal.</p> <p>To further enhance the use of coaching through the use of Teacher Learning Communities established as part of the EEF Embedding Formative Assessment Project and continuing through the Metacognition and Self Regulation strategies.</p>	<p>A rigorous and robust programme is in place to support the continuous development of a whole school approach to coaching. Staff actively engaged in coaching including through the EEF Embedding Formative Assessment Project (for 2022/23 and 2023/2024).</p> <p>Staff development pathways established to support the professional growth of all staff members.</p>
<p>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.</p>	<p>Improvement in quality of teaching evidenced through quality assurance processes.</p> <p>Increased use of peer to peer feedback and focussed coaching to further develop teaching practice.</p>
<p>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.</p>	<p>Levels of attendance for students eligible for pupil premium to be at least in line with non-pupil premium students. Improved outcomes and cultural capital associated with participation in educational visits.</p>
<p>To improve levels of attendance among students with attendance in the range 80 – 95%</p>	<p>Levels of attendance for students eligible for pupil premium improve through the use of targeted, personalised intervention to tackle instance of 'occasional absence'.</p>
<p>To implement a graduated programme to support students mental and emotionally well-being, to build resilience and followed by a strategic plan to address curriculum gaps and accelerate student progress.</p>	<p>Levels of attendance for students eligible for pupil premium to be at least in line with non-pupil premium students. Successful implementation of programmes to support mental and emotional wellbeing. Progress measures gap in line with previous years. Identified groups of students engage positively with in-house student coaching provision.</p>
<p>To provide additional learning opportunities and experiences outside of the classroom to develop wider cultural awareness and appreciation.</p>	<p>Increased level of engagement in relaunched and new opportunities to engage in extra curricular activities, educational visits and curriculum enrichment opportunities.</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: £231,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise non-judgemental approach to lesson observations using peer to peer feedback to provide consistent, focussed feedback across the Academy. Embed a rolling programme of departmental led quality assurance (including external validation) to evaluate the student outcomes in terms of teaching, learning assessment and behaviour.	Research evidence shows that quality first teaching is the most effective provision. A collegiate approach is already in place to develop the quality of teaching where practice is not effective.	1
Members of staff will refer students where financial hardship and/or family circumstances prevent them accessing particular resources in order that the barriers to access can be addressed.	Students 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.	5, 6, 7
Coaching accreditation and training with Leadership Edge.	Successful introduction of coaching over recent 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 enhancement of a formalised process for lesson observations based on a coaching model. This includes provision of external coaching for key staff.	1
Middle leaders to effectively monitor the implementation of core principles of teaching and learning (Blue Coat Fundamentals): Brilliant Basics, Presentation of students' 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. In-house middle leader development programme devised to support new and emerging middle leaders to fulfil this role effectively. The aim is to reduce the level of in-school variation between and within subjects.	1

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

Budgeted cost: £152,322

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 students' ability to successfully access the curriculum.</p> <p>Embed best practice developed as part of previous best practice projects to cover all students.</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 students will allow them to access other areas of the curriculum more readily.</p>	2,3
<p>Ensure all staff are aware of who disadvantaged students are.</p> <p>All teaching staff to identify key areas of improvement for individual students to accelerate the progress of disadvantaged students 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 students 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>	1,3,4

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

Budgeted cost: £161,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional adult support to students with low esteem and confidence, to promote greater independence.	Previous success within the school of encouraging students to become more independent and to access the curriculum more effectively.	2
Continue to provide breakfast club, open to all.	To ensure that students have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on student preparedness for learning, behaviour and achievement.	6
Staff aware of the procedure for claiming additional financial support for students. (it is anticipated that applications will increase during 2024/25 and 2025/26 due to current economic challenges) 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 students 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 students 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
Development of a SEMH/SEND provision to support students who require additional support, providing additional capacity within the school. Continuing chaplaincy provision (KICK).	Consistent track record of supporting students limited only by staffing capacity. EEF research on positive impact of behaviour interventions	2
Continue to run a wide range of extra-curricular activities and clubs. Re-introduce wider range of schools visit and curriculum enrichment opportunities. Continue operation of transition Summer School.	Research projects conducted by EEF show the positive impact on progress of arts participation and physical activity.	8

Total budgeted cost: £ 545,408

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2024 to 2025 academic year.

Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Providing a consistent, proactive and systematic model from promoting high quality learning across the school and minimising in-school variations.	Utilise non-judgemental approach to lesson observations and video recording of lessons to enhance coaching culture across the Academy. Implement a rolling programme of departmental reviews (including external validation) to evaluate the student outcomes in terms of teaching, learning assessment and behaviour.		A streamlined process based on the good practice modelled by the HMI proved to be a more efficient approach than the departmental reviews which proved to be inefficient in terms of the time spent to complete compared to the timeliness of impact. Clusters of subjects worked collaboratively together which enhanced the impact of lessons learnt across different subject areas. There is greater of clusters led by SLT which should be further enhanced by the full staffing of SLT.
Remove barriers to learning by providing additional resources to students as required to foster a positive approach to independent study.	Members of staff will refer students 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.	The more co-ordinated approach implemented previously continues to improve the targeting of additional support and resources. The pressures on the cost of living continues to result in an additional demand and this is expected to continue to rise for the foreseeable future.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Providing a consistent, proactive and systematic model from promoting high quality learning across the school and minimising in-school variations.	Coaching accreditation and training with Leadership Edge.	Successful introduction of coaching over previous four 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. This includes provision of external coaching for key staff..	One of the benefits of engaging in the Embedding Formative Assessment Project in 2022/23 and 2023/24 was the establishment of Teacher Learning Communities (TLCs) providing a focus and structure for coaching sessions. Staff have embraced the ethos driven approach to coaching and a key success has been the peer supported provided through the TLCs. Now that these groups are established as an effective working practice in school, it provides a sound basis for the development of peer to peer feedback and coaching to further enhance staff development. The intention is to extend the model to groups of support staff.
Providing a consistent, proactive and systematic model from promoting high quality learning across the school and minimising in-school variations.	Middle leaders to effectively monitor the implementation of core principles of teaching and learning (Blue Coat Fundamentals): Non- negotiables, Brilliant Basics, Presentation of students' 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.	A co-ordinated approach to supporting Middle Leaders to re-establish effective processes to monitor the effectiveness of provision was a priority in previous years. Moving forward into 2025/26 work on further improving the consistency of the cluster approach, following new appointments to the SLT team, to line managing departments is required to improve engagement between middle leaders and to provide a structured forum for sharing good practice across all subject areas.

ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve reading ages, particularly in Years 7 and 8	<p>Develop in-school expertise and capacity to effectively address low levels of literacy in Key Stage 3 in order to increase students' ability to successfully access the curriculum.</p> <p>Embed best practice developed as part of previous best practice projects to cover all students.</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 students will allow them to access other areas of the curriculum more readily.</p>	<p>The strategies used in previous years proved to be very effective and will be embedded into practice, the key lessons from previous years remain:</p> <ul style="list-style-type: none"> • The development of literacy skills must be a key priority from Year 7 and 8 and needs to be led by teaching staff within the English department. • Engagement of other subject areas to accommodate release of students for focussed literacy support is key. Addressing literacy skills at an early stage allows students to more effectively access other curriculum areas. • Consistent and dedicated staff delivering both literacy intervention and cohort-wide accelerated reader lessons is most effective. • Further development is required to foster a love of reading. • Establish an SLT secondment post to focus on reading to ensure that momentum is sustained.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Continue to increase staff awareness of pupil premium students.	Ensure all staff are aware of who disadvantaged students are.	The strategies required to specifically address the progress of disadvantaged students need to be clearly focussed based on precise analysis of data and support targeted to rapidly accelerate the progress of this cohort.	Further upskilling is required to maximise the functionality within SISRA EAP, the focus moving forward is for staff to identify immediate actions when focussed on their own classes. A weekly Heads of Department briefing continues to operate to allow the sharing of key data headlines in a more consistent way.
Enhance the role of Pupil Progress Leaders to ensure the effective tracking of underachieving students.	All teaching staff to identify key areas of improvement for individual students to accelerate the progress of disadvantaged students following each data collection.	Increased focus on the students who are most in need of support to accelerate progress, reducing any gaps in attainment and progress between disadvantaged students and their peers.	There is improved co-ordination between the pastoral, progress and SEND teams. Establish an SLT seconded post to establish an improved system to enhance the support for students and the communication between the pastoral, progress and SEND teams. The focus of the Student Progress Team moving forward will need to be more sharply focussed on impacting on a wider range of students while continuing to focus interventions for the students who are most in need of support. Targeted support programmes will be developed by the evolution of previous staff roles following the appointment of a new strategic leader.
Develop the use of targeted strategies to accelerate the progress of disadvantaged students.	Develop use of PiXL strategies to ensure that support and intervention is effectively targeted.	Selected staff to attend National conferences to benefit from key messages regarding new specifications and appropriate school-based responses to these.	The strategies continue to have a positive impact but there is scope to implement some strategies consistently over time in a range of subject areas. Focussing specific strategies on identified cohorts of students needs to be a priority moving forward across all subjects. The new school support model will allow the school to access support which is more closely focussed on the individual needs of the school.

iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students 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 students with low esteem and confidence, to promote greater independence.	Previous success within the school of encouraging students to become more independent and to access the curriculum more effectively.	<p>The school will continue to develop this model and endeavour to provide a model which builds further capacity to support the more vulnerable students. The appointment of a member of staff with some responsibility for co-ordinating interventions will help to ensure that the programmes are closely monitored and impact reviewed.</p> <p>Recruitment of learning support assistants is challenging but we remain committed to seeking to employ the best staff available. A continuing partnership with Shape a Life, a local organisation, has facilitated the recruitment of graduates to work as teaching assistants as they prepare to embark on formal teacher training.</p>
All students 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 students have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on student preparedness for learning, behaviour and achievement.	Our catering provider has continued the breakfast provision as part of the tender process which has ensured continuity of provision. Maintaining close links with staff who know the students involved is a key feature to its success and has been maintained. The Principal continues to benefit from engagement with a best practice network with the National Schools Breakfast Programme.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Establish clear procedure and protocol to students eligible for pupil premium to allow access to financial support for uniform, transport costs, learning resources and educational visits.	<p>Staff aware of the procedure for claiming additional financial support for students.</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 students with costs related to uniform, travel and access to learning recourses and visits.	<p>Clear systems ensure that deserving cases are adequately provided for and that the correct support and provision is put in place. There has been a sharp increase in applications for support as a result of increasing pressures on family finances.</p> <p>The approach the school adopts is essential and must continue in the future to ensure that students 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 students have limited access to ICT outside of school.	<p>Demand remains for the provision of a homework club, particularly with access to ICT facilities, the provision has the potential to be promoted further to increase engagement.</p> <p>Greater consistency of provision became more embedded during 2024/25 as a result of establishing a consistent team of staff to operate the provision. There is now scope to further develop and enhance the provision in 2025/26.</p>

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Maximise attendance of disadvantaged students.	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 continues to prove to be very successful in 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. Engagement with a DfE attendance mentor was applied for to support in 2024/25 but we did not receive support. The school is now engaging in a project to improve attendance within Walsall Local Authority.
Enhance programme to provide support and intervention to support students 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 students limited only by staffing capacity,	The pilot programme proved to be successful and has highlighted the need for more specialist provision in school. Moving forward, specific provision-based interventions will be developed to provide a programme of additional support and focussed interventions. Support will be enhanced by improved co-ordination by members of SLT and the more efficient use of our new Information Management System.

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
Embedding Formative Assessment (2 year project)	Education Endowment Foundation / SSAT
PEIA Metacognition & Self Regulation Project	Teach Like a Champion & Windsor Academy Trust
PEIA KS4 English Project	Matrix Multi Academy Trust
PEIA Mathematics Project	The National Centre for Excellence in the Teaching of Mathematics (NCETM)
National Secondary Leaders Network (NSLN)	National Society for Education (Church of England and Church in Wales)
Leading Edge Network	SSAT
National College Online CPD	National College

Further information

Further investment has been required in the school infrastructure to move to improve student access to devices would help to build digital resilience amongst the student population. The intention is to upskill students to be more independent learners who embrace technology as a learning tool. The school's commitment to reducing the gap between disadvantaged and non-disadvantaged students 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 student outcomes.