

Pupil premium strategy statement 2023-2025 BCA

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2025 academic years) 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	Beamont Collegiate Academy
Number of pupils in school	901
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	October 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	G Harris
Pupil premium lead	S Mullen
Governor / Trustee lead	G Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 376,748
Recovery premium funding allocation this academic year	£ 105,340.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000

<p>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</p>	<p>£502,088.50</p>
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Part A: Pupil premium strategy plan

Statement of intent

At Beamont Collegiate Academy, we believe in equality of opportunity for all. Teachers are expected to teach evidence informed curriculum supported by strong pastoral care that results in positive outcomes for all young people. Our intention is that no child is left behind socially or academically because of disadvantage and that all pupils, make good progress and achieve well across the curriculum, particularly in Ebacc subjects.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The activity we have outlined in this statement is also intended to support all our learner's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our pupil premium plan will focus on 5 main areas: raising the outcomes across Ebacc subjects, closing the disadvantage gap, supporting an improvement in attendance to rates seen pre-pandemic, support for SEMH and the implementation of a comprehensive tuition programme across KS3 to tackle barriers to reading, vocabulary acquisition, literacy and numeracy.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years has been a strength of the academy and above national average for all students and disadvantaged however, we are now experiencing the continual challenge of post-pandemic absences (particularly across year 10 and 11) that has the potential to impact negatively on student outcomes
2	Our assessment data suggests many disadvantaged/MPA boys/SEND students have developed gaps during periods of remote learning and as a result there is a greater risk to their outcomes across Ebacc subjects
3	Our assessment data suggests our GCSE students lack revision/ self-regulation strategies when faced with challenging tasks and timed exam questions across Ebacc subjects.

4	Assessments of our KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension/numeracy than peers. This impacts their progress in all subjects.
5	Our discussions with pupils and families have identified social and emotional issues for some pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/post 16 decisions. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Progress and attainment across Ebacc show improvement from 2019 for disadvantaged students with the overall number of disadvantaged students following this route increasing too	<p>Ebacc 4+ and 5+ for disadvantaged students continues on a trajectory of improvement from 2019 when 19% secured a grade 4+ and 14% a grade 5+. Targets for 2022 are ambitious with 46% expected to hit 4+ and 33% 5+</p> <p>% of Dis. students following EBACC increases from 13% in 2021-2022 to 40% by 2024</p>
Attendance rates will recover from pandemic and be above national average (pre- pandemic national average of 94.7%. In 2019 BCA attendance was 95%)	<p>BCA attendance will be above the national average</p> <p>No significant gap between PP and non-PP attendance</p>
Improve numeracy and literacy levels so all students can access a full curriculum	<p>SAS scores at KS3 show improvement for all PP students from their baseline in year 7</p> <p>Improved performance of students on the tutoring programme evidenced through GL assessments PTE and PTM and in class assessments</p>

Improve progress and outcomes for all students particularly: boys, disadvantaged and SEND	Dis students P8 is at least 0 or positive building on 2019 result of -0.2 Boys P8 is at least 0 or positive building on 2019 result of +0.09
Provide high quality support to pupils with social emotional and mental health issues	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations. An increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 189,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in English/MFL/Science/Maths to deliver small group tuition alongside curriculum lessons	EEF suggest +4 months progress based on small group tuition. Additional staffing will allow small group teaching of the GCSE curriculum in readiness for terminal exams	2,3

Teacher CPD: assessment and feedback periodically through the year	Introduction of whole class feedback and revising the use of formative assessment in the classroom. EEF cites high quality feedback as potentially supporting +6 months progress for students	2,3
Teacher CPD focus: Boys periodically through the academic year	The Forgotten: White Working-Class pupils have been let down and how to change it (Parliament. UK. June 2021) FSM eligible white British pupils as a whole are largest disadvantaged ethnic group	2,3
Embed quality first teaching - rooting our strategies in the classroom in evidence - to ensure the best outcomes for all students	Supporting the attainment of disadvantaged students (DFE 2015) suggests high quality teaching is the key to successful schools	2,3
Implement a reading curriculum for key stage 3 students/teach and test academic vocabulary	EEF cite the work of Jerrim and Moss (2018) who state that reading is a predictor of long-term academic success. By bringing 'reading' into our curriculum provision as a distinct subject we hope to build on the work done in English on comprehension strategies to help students understanding of texts. EEF Improving Literacy Guidance Report (2019) recommends vocabulary instruction DFE Learning Loss (2021) 7% gap in reading between Dis. and non-Dis.	3,4

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

Budgeted cost: £ 145,340.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Year 11 GCSE Tuition Programme (including remote revision support sessions) in English, maths and Science</p>	<p>As outlined in the EEF document, tuition can be effective in delivering 5 additional months progress on average. Coupled with our own evidence of successful small group tuition (2017-2021), we believe this tuition across the foundation subjects will help to consolidate learning and ensure year 11 students are exam ready to address</p>	<p>2, 3</p>
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	<p>some of the gaps that have emerged as a result of the Pandemic.</p> <p>DFE Learning Loss (2021) evidence is the loss is greater in maths than reading</p>	
<p>NGRT testing 3 x year for all KS3 students</p>	<p>Regular tracking will help diminish the gap in reading ages for PP and non-PP</p> <p>Use of data to inform prescriptive reading comprehensive strategic approach during RC lesson - EEF suggest up to +6 months progress</p> <p>DFE Learning Loss (2021) 7% gap in reading between Dis. and non-Dis. and in NW lost 2 months of reading</p>	<p>4</p>
<p>KS3 Literacy Lexonik Programme of literacy intervention for students who are below 85 on SAS</p>	<p>Over a 1/3 of students in year 7-9 have a SAS reading score of below 100. The research of this approach to reading shows potential gains of 27 months over a 6 x 1 hour course. (Lexonik)</p> <p>DFE Learning Loss (2021) 7% gap in reading between PP and non-PP and in NW lost 2 months in reading</p>	<p>4</p>
<p>KS3 Numeracy tuition programme via the NTP for students who CATS data/PTM highlight numeracy issues</p>	<p>EEF suggest +4 months progress based on small group tuition</p> <p>DFE Learning Loss (2021) evidence suggests the loss is greater in maths than reading</p>	<p>4</p>

Holiday 'recovery' GCSE sessions for year 11 during Autumn and Spring term	EEF suggest +4 months progress based on small group tuition	2,3
Ebacc GCSE Exam Conferences for key cohorts during April/May 2022	EEF suggest +4 months progress based on small group tuition	2,3
Academic mentor to support key students to meet once a week to support with revision/self-regulation, post 16 choices/aspirations	Evidence indicates that 1-1 academic mentoring can be effective delivering 2 months additional progress on average (EEF 2020)	2,3
Books/revision materials provided for all year 11 students to support with terminal examinations via a GCSE revision evening for parents/students	To facilitate independent study and engage parental support EEF suggests +8 months progress for metacognition and self-regulation	2,3

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

Budgeted cost: £ 167,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Manager to make first day absence calls prioritising PP students	(DFE 2015) 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the report highlights the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.	1

<p>VP with responsibility for attendance to ensure daily and weekly attendance data is shared with SLT/PLs</p>	<p>(DFE 2015) in 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the report highlights the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.</p>	<p>1</p>
<p>Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year</p>	<p>(mind.org) 1 in 4 people in the UK will experience a mental health problem each year. Covid 19 has also had a negative impact with 54% of children and young people with a mental health issue say that lockdown has made their life worse</p>	<p>1, 5</p>
<p>Use PSAs to support behaviour, attendance and SEMH and work with students on a 11/small group basis where necessary</p>	<p>(EEF 2019) it is important that a strong relationship between pupil and staff are developed and that there is "someone to know each pupil, their strengths and interests"</p> <p>Recommendation 5 of the EEF improving behaviour in schools states that "for those pupils who need more intensive support with their behaviour, a personalised approach is recommended" EEF 2019.</p>	<p>1,5</p>
<p>Implement a parent communication strategy through weekly text messages to year 11 parents/absence first day calls/home visits/tuition absence calls</p>	<p>EEF study into parental engagement states 'Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p>	<p>1,2,3,4,5</p>
<p>Ensure all identified disadvantaged students with poor attendance have access to PSA/key staff for summer</p>	<p>DfE report 'The link between absence and attainment at KS2 and KS4'. As students miss more lessons in secondary schools, their attainment across a range of measure declines.</p> <p>It also supports the notion identified by the EEF in the report that "knowing their students well can have a positive impact on classroom behaviour". EEF 2019. EEF 2019.</p>	<p>1, 2, 3, 4</p>

<p>Use PASS from GL Assessment to review student happiness and mental health and inform PD/PSHE curriculum</p>	<p>EEF toolkit cites the support with-Social and emotional learning can lead to +4 months progress</p>	<p>1,4,5</p>
<p>Ensure there is a lead mental health lead within school who will liaise with external agencies including CAMHS, Kooth and MASH to support vulnerable pupils and families</p>	<p>DFE 2018 'supporting mental health in schools and colleges.</p> <p>"Having a single point of contact helped to build relationships and provided valuable specialist support and guidance for staff, and schools and colleges"</p>	<p>1,4,5</p>
<p>Offer outdoor adventure programmes to all students (CCF and D of E)</p>	<p>EEF Toolkit cites the benefits of such programmes as leading to up to +4 months for outdoor adventure learning and progress</p>	<p>1, 5</p>

Total budgeted cost: £ £502,088.50

Part B

Review of Expenditure 2023-2024

Outcomes – Disadvantaged cohort

	2024
Progress 8	-0.17
Attainment 8	37.38
5 x grade 4+ including E+M at grade 4	40%
5 x grade 4+ including E+M at grade 5	21%
% Achieving grade 4 in Ebacc	25%
% Achieving grade 5 in Ebacc	9%
% 3 7-9	5%
English P8	-0.22
Maths P8	-0.27
Ebacc P8	-0.05
Open P8	-0.2

2024 Attendance Update

	FFT FSM6 School Attendance	FFT FSM6 National attendance	Difference
Year 7	93.5%	89.0%	4.5%
Year 8	90.2%	86.2%	3.9%
Year 9	86.5%	84.5%	2.0%
Year 10	84.5%	83.3%	1.1%
Year 11	83.4%	82.8%	0.5%
Whole school	88.3%	85.4%	2.9%

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 189,111

Activity	Summary																																	
Additional tutors in English/Science/Maths to deliver small group tuition alongside curriculum lessons	<p>Three tutors were employed to work 10 hours a week for 30 weeks to support year 11 achievement across E/M/S. Students were identified to work on a 1-3 model both before, during and after the school day and, to support those students in the GCSE Support Centre.</p> <p>English Internal Tuition (1+ hours a week) (12 students, 6 PP) 73% of students who received tuition achieved a grade 4+ 46% of students who received tuition achieved a grade 5+</p> <p>Science Internal Tuition (1+ hours a week) (28 students, 13 PP)</p> <table border="1"> <thead> <tr> <th>Grades</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2 x Grade 4+</td> <td>64</td> </tr> <tr> <td>2 x Grade 5+</td> <td>36</td> </tr> </tbody> </table> <p>Maths Internal Tuition</p> <table border="1"> <thead> <tr> <th>Student</th> <th>PP</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Yes</td> <td>4</td> </tr> <tr> <td>B</td> <td></td> <td>2</td> </tr> <tr> <td>C</td> <td>Yes</td> <td>4</td> </tr> <tr> <td>D</td> <td></td> <td>4</td> </tr> <tr> <td>E</td> <td>Yes</td> <td>1</td> </tr> <tr> <td>F</td> <td></td> <td>2</td> </tr> <tr> <td>G</td> <td></td> <td>3</td> </tr> <tr> <td>H</td> <td>Yes</td> <td>1</td> </tr> </tbody> </table>	Grades	Percentage	2 x Grade 4+	64	2 x Grade 5+	36	Student	PP	Grade	A	Yes	4	B		2	C	Yes	4	D		4	E	Yes	1	F		2	G		3	H	Yes	1
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<p>Teacher CPD: assessment and feedback periodically through the year</p>	<p>Teachers completed 4 hours of CPD focusing on checking for understanding as part of the school priorities for the academic year building on the 6 hours delivered in 2021-23.</p> <p>These benefit the teaching of disadvantaged pupils as they are forced to engage with assessment techniques, offering answers to all questions, to allow teaching to be tailored for their specific needs. Additionally, pupils can be provided with immediate, specific feedback which supports allows the pupil to identify their successes and areas for development.</p>
<p>Teacher CPD focus: Boys periodically through the academic year</p>	<p>Spotlight briefings are used periodically to focus on the achievement of boys. This is followed up with subject enhancement time (9 hours per year) where departments can formulate a response to best support the individual boys in their context. The impact of this focus in 2023-2024 has seen a provisional P8 of 0</p>
<p>Embed quality first teaching - rooting our strategies in the classroom in evidence - to ensure the best outcomes for all students</p>	<p>The BCA teaching vehicle, the 6 Dimensions of the Curriculum is drawn from 4 key texts:</p> <ul style="list-style-type: none"> • The Quality of Education Handbook • Rosenshine’s Principles of Instruction • Cognitive Load Theory in Practice • Closing the Vocabulary Gap (Quigley) <p>Furthermore, there is a requirement for all teaching staff to undertake Independent Enquiry, including an expectation that this will be based on evidence. 6 hours of the process is directed for planning and engaging with research and evidence.</p> <p>All of the CPD undertaken by BCA teachers comes from evidence bases including, though not restricted to; EEF, Chartered College and National College (every staff member has access to this extensive resource). CPD allows departments time to apply evidence to their subject, and the pupils they teach, including disadvantaged.</p>
<p>Implement a reading curriculum for key stage 3 students/teach and test academic vocabulary</p>	<p>Reading Curriculum lessons take place at KS3 and are part of the timetabled curriculum. All Reading Curriculum teachers have all been trained to deliver the curriculum and there are now departmental meetings which include a curriculum look back/forward. These have been calendared across the year.</p> <p>CPD has been delivered to all staff with a focus on disciplinary literacy x 3 sessions and RA are shared with subject teachers after each screening to support adaptive teaching in the classroom.</p> <p>NGRT used to screen KS3 students and measure impact of reading curriculum and additional reading interventions in place <u>Year 7.</u></p> <ul style="list-style-type: none"> • <u>179 students tested</u> • 69% of students improved their reading ages • Out of 21 EAL students, 20 improved their reading age

	<ul style="list-style-type: none"> • Out of 34 SEND students 20 improved their reading age • Out of 69 PP students 47 improved their reading age • 65% of students are reading at or above their chronological age • 33% of students are reading significantly above (14+) <p><u>Year 8.</u></p> <ul style="list-style-type: none"> • <u>163 students tested.</u> • 86% of students improved their reading ages • Out of 57 PP students, 41 improved their reading age • All EAL students improved their reading age. • Of 28 SEND students 14 improved their reading age. • 58% of students are reading at or above their chronological age • 39% are significantly above (15+) <p><u>Year 9.</u></p> <ul style="list-style-type: none"> • <u>166 students tested.</u> • 67% of students improved their reading age • Out of 30 SEND students 22 improved their reading age • Out of 18 EAL students 17 improved their reading age • 62% of students are working at or above their chronological age • 32% are significantly above (16+)
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 145,340.5

Activity	Summary
Year 11 GCSE Saturday Tuition Programme (including remote revision support sessions) in English, maths and Science	<p>Tuition across English, Maths and Science ran every Saturday for 38 weeks targeting over 100 students (40% PP) and additional subjects in the 7 weeks leading up to the exams.</p> <p><u>English</u> 7+ focused sessions (attended 10+ sessions 6 PP) 100% of students secured a grade 7+ in either Language or Literature 27% of students who attended achieved a grade 9 in either Language or Literature 60% of students who attended achieved a grade 7+ in both Language and Literature. 93% of students who attended achieved a grade 7+ in Language 60% of students who attended achieved a grade 7+ in Literature.</p>

4+ focused sessions (attended 10+ sessions 5 PP)

91% of students who attended achieved a 4+ in both language and literature.

91% of students who attended achieved a 4+ in Language

72% of students who attended achieved a 5+ in Language

82% of students who attended achieved a 4+ in Literature

Science

Grades	Percentage
2 x Grade 4+	84
2 x Grade 5+	69
2 x Grade 7+	33

Note: 82% of PP achieved 2 x Grade 4+, 73% of PP achieved 2 x Grade 5+

Maths

30 students, of which 8 were Pupil Premium

Grade	Count	Percentage	Grade	Count	Percentage
Grade 7	3	10%	Grade 7+	3	10%
Grade 6	2	7%	Grade 6+	5	17%
Grade 5	8	27%	Grade 5+	13	44%
Grade 4	7	23%	Grade 4+	20	67%
Grade 3	6	20%	Grade 3+	26	87%
Grade 2	4	13%	Grade 2+	30	100%

Physical Education BTEC

Saturday Tuition (10 + hours attended) (18 students, 5 PP)

Grades	Percentage
Grade 4+	83
Grade 5+	78
Grade 7+	33

French

Saturday Tuition for 7 weeks 20 students attended regularly (5 PP)

Grades	Percentage
Grade 4+	85
Grade 5+	60
Grade 7+	10

Note: 100% PP achieved Grade 4+, 20% PP 5+, 0% PP 7+

Religious Studies – Cohort of 13 (6 of which were PP)

7 students (of which 4 were PP) attended a pre-exam Saturday booster session.

6 students (3 PP) students attended holiday class

	<ul style="list-style-type: none"> ○ Of these PP students, 1 achieved a grade 8 and the others grade 2/3 ○ All PP students accessing the above sessions made progress from their DP2 grade to their final exam grade ○ Non-PP students attending the above sessions maintained or exceeded their DP2 grade in the final exam <p>Art</p> <ul style="list-style-type: none"> ● 33 Students (Of which 9 were PP) attended 10 Saturday Sessions ● All 33 students including PP students achieved a Grade 4+ <ul style="list-style-type: none"> 4 Achieved Grade 4 (Of which 1 was PP) 13 Achieved Grade 5 (Of which 5 were PP) 6 Achieved Grade 6 (Of which 1 was PP) 5 Achieved Grade 7 (Of which 1 was PP) 3 Achieved Grade 8 (Of which 1 was PP) 2 Achieved Grade 9
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<p>Year 11 weekend residential to support students working towards grade 7-9 in English, maths and science</p>	<p style="text-align: center;">Maths</p> <p>Conway Grade 7-9 Residential 21 students attended, 5 of which were Pupil Premium</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Grade</th> <th>Count</th> <th>Percentage</th> <th>Grade</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Grade 9</td> <td>4</td> <td>19%</td> <td>Grade 9+</td> <td>4</td> <td>19%</td> </tr> <tr> <td>Grade 8</td> <td>4</td> <td>19%</td> <td>Grade 8+</td> <td>8</td> <td>38%</td> </tr> <tr> <td>Grade 7</td> <td>9</td> <td>43%</td> <td>Grade 7+</td> <td>17</td> <td>81%</td> </tr> <tr> <td>Grade 6</td> <td>3</td> <td>14%</td> <td>Grade 6+</td> <td>20</td> <td>95%</td> </tr> <tr> <td>Grade 5</td> <td>1</td> <td>5%</td> <td>Grade 5+</td> <td>21</td> <td>100%</td> </tr> </tbody> </table> <p>Science Conway Grade 7-9 Residential (21 students, 5 PP)</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Grades</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Achieved 1 x Grade 7+ in science</td> <td>90</td> </tr> <tr> <td>Achieved 2 x Grade 7+ in science</td> <td>76</td> </tr> <tr> <td>Achieved 3 x Grade 7+ in science</td> <td>62</td> </tr> <tr> <td>Achieved 1 x Grade 9 in science</td> <td>43</td> </tr> <tr> <td>Achieved 2 x Grade 9 in science</td> <td>33</td> </tr> <tr> <td>Achieved 3 x Grade 9 in science</td> <td>24</td> </tr> </tbody> </table> <p>English 29% of students who attended achieved a grade 9 in English Language. 42% of students who attended achieved a grade 8+ in English language.</p>	Grade	Count	Percentage	Grade	Count	Percentage	Grade 9	4	19%	Grade 9+	4	19%	Grade 8	4	19%	Grade 8+	8	38%	Grade 7	9	43%	Grade 7+	17	81%	Grade 6	3	14%	Grade 6+	20	95%	Grade 5	1	5%	Grade 5+	21	100%	Grades	Percentage	Achieved 1 x Grade 7+ in science	90	Achieved 2 x Grade 7+ in science	76	Achieved 3 x Grade 7+ in science	62	Achieved 1 x Grade 9 in science	43	Achieved 2 x Grade 9 in science	33	Achieved 3 x Grade 9 in science	24
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	<p>81% of students who attended achieved a grade 7+ in English Language. 10% of students who attended achieved a grade 9 in English Literature. 62% of students who attended achieved a grade 8+ in English Literature. 67% of students who attended achieved a grade 7+ in English Literature. 91% of students who attended achieved a 7+ in either Language or Literature.</p>								
<p>KS3 Literacy Lexonik Programme of literacy intervention for students who are below 100 SAS</p>	<p>Lexonik Leap - This ensures students develop strong phonological skills, become proficient in their phonic knowledge. ALL students in years 7, 8 and 9 who have a SAS score below 85 will complete the 6 steps and then move on to Level 1 advance.</p> <p>Overall, the average gains for Lexonik Advance are good – they indicate consistent progress across those students who participate -averaging gains of 21 months in their reading age. 106 students took part in the program last academic year.</p> <p>SEN: the gains for SEND students are not as high as other groups but still show good progress averaging 13 months gain in reading age. PP: these students have average gains which are broadly in line with averages gains, in year 8 PP students are marginally outperforming their peers. Gender: overall the data across years 8 & 9 shows girls making more rapid gains than boys – with the exception of year 8 where boys have outperformed girls. In year 9 the girls have made excellent progress averaging 29 months gain in reading age. EAL: overall the gains for EAL are above average, in year 8 they are well above average at 28 months gained. In year 9 the average is slightly lower, we have delivered to 3 students in year 9 – one made no progress, one made 8 months progress and the third student made 39 months progress.</p>								
<p>Holiday GCSE sessions for year 11 during Autumn and Spring term</p>	<p>Physical Education BTEC Holiday Classes (attended 2+ classes) (19 students, 5 PP)</p> <table border="1" data-bbox="454 1704 1241 1872"> <thead> <tr> <th>Grades</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Grade 4+</td> <td>84</td> </tr> <tr> <td>Grade 5+</td> <td>79</td> </tr> <tr> <td>Grade 7+</td> <td>26</td> </tr> </tbody> </table>	Grades	Percentage	Grade 4+	84	Grade 5+	79	Grade 7+	26
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Engineering

Grades	Percentage
Achieved Grade 7-9/D-D*	42%
Achieved Grade 5-9/M+	86%
Achieved Grade 4-9/L2P+	96%

History

Holiday classes (Easter and June):

40 students across both half term breaks

13 PP students attended

Grades	Percentage of PP cohort
2 students achieved 4+	7%
7 students achieved 5+	25%
2 students achieved 7+	7%

Geography

14 pupils attended 1 or more holiday sessions:

From this 14, 6 achieved a 7+, a further 3 achieved 5+ another secured 4+ and 3 more retained their predicted grade outcomes.

English

Holiday Classes (attended 3+ classes) (61 students, 19 PP)

84% of students who attended achieved a grade 4+ in Language

63% of students who attended achieved a grade 5+ in Language

32% of students who attended achieved a grade 7+ in Language

Science

Holiday Classes (attended 3+ classes) (48 students, 12 PP)

Grades	Percentage
2 x Grade 4+	88
2 x Grade 5+	60
2 x Grade 7+	25

Note: 75% of PP achieved 2 x Grade 4+, 42% of PP achieved 2 x Grade 5+

French

Holiday Classes (31 students attended (8 PP)

Grades	Percentage
Grade 4+	94
Grade 5+	48
Grade 7+	29

Note: 88% of PP achieved Grade 4+, 75% of PP achieved 5+, 38% Grade 7+

Art

- 23 Students Attended holiday Classes (of which 6 were PP)
- All 23 students achieved a Grade 4+
- 3 Achieved Grade 4 (Of which 1 was PP)

8 Achieved Grade 5 (Of which 2 was PP)
 4 Achieved Grade 6 (Of which 1 was PP)
 5 Achieved Grade 7 (Of which 1 was PP)
 2 Achieved Grade 8 (Of which 1 was PP)
 1 Achieved Grade 9

Maths

Holiday Classes

(Based on students who attended 2+ sessions)
 44 students, 17 of which were Pupil Premium

Grade	Count	Percentage	Grade	Count	Percentage
Grade 9	3	7%	Grade 9+	3	7%
Grade 8	3	7%	Grade 8+	6	14%
Grade 7	7	16%	Grade 7+	13	30%
Grade 6	7	16%	Grade 6+	20	46%
Grade 5	10	23%	Grade 5+	30	69%
Grade 4	9	20%	Grade 4+	39	89%
Grade 3-	5	11%	Grade 3+	44	100%

Ebacc GCSE Exam Conferences for key cohorts during April/May 2022

These were replaced with pre-exam booster classes timetabled before each GCSE examination. Where exams ran on a Monday, sessions were put on over the weekend.

Academic mentor to support key students to meet once a week to support with revision/self-regulation, post 16 choices/aspirations

15 Year 11 students (60% PP) were identified for weekly academic mentoring sessions to support their achievement across GCSE subjects. Each weekly meeting had a focus (e.g., revision planning, post 16 choices etc) and mentors would liaise with class teachers/parents on a regular basis to ensure any under achievement or attendance issues were dealt with promptly. Students involved in the programme received the following grades

Student A	1 grade 8, 1 grade 7, 2 grade 6, 2 grade 5, 2 grade 4
Student B	2 grade 6, 3 grade 5, 1 grade 4, 2 distinctions
Student C	2 grade 5, 2 grade 4, 3 grade 3, L2 pass, L2 Merit
Student D	1 grade 8, 1 grade 7, 1 distinction*, 1 Merit, 4 grade 5, 1 x 6
Student E	1 grade 8, 1 grade 7, 2 grade 6, 2 grade 5, 2 grade 4
Student F	1 grade 9, 1 x 8, 2 x 7, 2 x 6, 3 x 5
Students G	6 grade 9, 1 grade 8, 3 grade 7
Student H	1 grade 6, 2 grade 5s, 1 Merit, 1 grade 4, 1 grade 3

	<table border="1"> <tr> <td>Student I</td> <td>2 grade 5, 2 grade 4, 3 grade 3, L2 pass, L2 Merit</td> </tr> <tr> <td>Student J</td> <td>1 grade 8, 1 grade 7, 2 grade 6, 2 grade 5, 2 grade 4</td> </tr> <tr> <td>Student K</td> <td>1 grade 9, 2 grade 8, 1 grade 7, 3 grades 6, 1 grade 5</td> </tr> <tr> <td>Student L</td> <td>1 grade 9, 2 grade 8, 1 grade 7, 3 grades 6, 1 grade 4</td> </tr> <tr> <td>Student M</td> <td>1 grade 7, 4 grade 6, 3 L2 Merit</td> </tr> <tr> <td>Student N</td> <td>2 grade 7, 2 distinctions, 3 grade 6, 2 grade 5</td> </tr> <tr> <td>Student O</td> <td>4 grade 6, 3 grade 5, 1 merit, 1 distinction,</td> </tr> </table>	Student I	2 grade 5, 2 grade 4, 3 grade 3, L2 pass, L2 Merit	Student J	1 grade 8, 1 grade 7, 2 grade 6, 2 grade 5, 2 grade 4	Student K	1 grade 9, 2 grade 8, 1 grade 7, 3 grades 6, 1 grade 5	Student L	1 grade 9, 2 grade 8, 1 grade 7, 3 grades 6, 1 grade 4	Student M	1 grade 7, 4 grade 6, 3 L2 Merit	Student N	2 grade 7, 2 distinctions, 3 grade 6, 2 grade 5	Student O	4 grade 6, 3 grade 5, 1 merit, 1 distinction,
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Books/revision materials provided for all year 11 students to support with terminal examinations via a GCSE revision evening for parents/students	<p>All students across year 11 were provided with a revision stationary pack and key revision materials for E/M/S to support revision for PPEs and the final exams. Parents and students were invited to collect these (and free past papers across all Ebacc subjects) during a parent revision event in the autumn term to establish a good working relationship with parents and help foster a partnership around the importance of revision and self-regulated learning.</p> <p>Bespoke revision videos were produced across Ebacc subjects by staff to support the home learning strategy this year and were particularly impactful in the results secured across History, English Language and Science</p>														

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

Budgeted cost: £ 167,537

Activity	Summary of impact
Attendance Manager to make first day absence calls prioritising PP students	The academy's attendance across years 7-11 continues to sit above national average for 2023-2024. This includes Pupil premium students. The attendance manager is able to prioritise PP students in a morning targeting phone calls, or home visits. She has also been able to build strong relationships with families which reduces absence.
VP with responsibility for attendance to ensure daily and weekly attendance data is shared with SLT/PLs	The weekly attendance briefing has highlighted and supported increased focus on targeting vulnerable students. Actions are shared with other senior leaders on the year group they are linked to, to enable them alongside progress leaders to keep challenging poor attendance with strong communication with home and school.
Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year	The academy has a Mental Health Strategic Lead who works with Key staff across the academy to ensure that Mental Health is at the core of the PD / PSHE curriculum. All students access the PSHE curriculum focusing on the three main strands of Health & Wellbeing, Relationships and Living in the wider world.

	<p>Two support staff are trained as Emotional Literacy Support Assistants (ELSAs). The role of the ELSA is to support the wellbeing of students. This targeted intervention forms part of our graduated response to wellbeing. Following a six-week programme which takes place once week students are able to identify and apply strategies to remove barriers to learning enabling them to remain in lessons and reach their full potential.</p> <p>Three Teaching Assistants have achieved level 3 EBSA training with a further three at level 2. Emotional Based School Avoidance is an increasing concern for our more disadvantaged students. EBSA strategies are implemented as part of our graduated response and are implemented as an intervention to improve attendance and engage students in learning.</p>
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<p>Use PSAs to support behaviour, attendance and SEMH and work with students on a 1-1/small group basis where necessary</p>	<table border="1"> <tr> <td></td> <td style="text-align: center;">Sept-23 July 22nd 2024</td> <td style="text-align: center;">Sept 22 -July 2023</td> </tr> <tr> <td style="text-align: center;">Behaviour comparison</td> <td></td> <td></td> </tr> </table>				Sept-23 July 22nd 2024	Sept 22 -July 2023	Behaviour comparison			
		Sept-23 July 22nd 2024	Sept 22 -July 2023							
	Behaviour comparison									
	Difference									
	Suspensions	89	120	31						
	Duty teacher calls	767	1188	421						
	<table border="1"> <tr> <td></td> <td style="text-align: center;">Sept 23- July 22nd 2024</td> <td style="text-align: center;">Sept 22 -July 2023</td> <td style="text-align: center;">Difference</td> </tr> <tr> <td style="text-align: center;">Attendance Comparison</td> <td></td> <td></td> <td></td> </tr> </table>				Sept 23- July 22nd 2024	Sept 22 -July 2023	Difference	Attendance Comparison		
	Sept 23- July 22nd 2024	Sept 22 -July 2023	Difference							
Attendance Comparison										
Whole school attendance	92.4	90.89	1.51							
<p>Key improvements in attendance, suspensions and behaviour within the classroom were seen last academic year due to the investment in training all staff on behaviour and having key pastoral leads in place to ensure consistent approaches were adopted.</p>										

<p>Implement a parent communication strategy through weekly text messages to year 11 parents/absence first day calls/home visits/tuition absence calls</p>	<p>A weekly text and email go out to all year 11 parents each week outlining what's on in the week ahead and alerting them to attendance information linked to achievement. Any student absent without a valid reason triggers a home visit within one hour of the school day.</p> <p>Parents are contacted daily if their child has not attended school. PSA and the attendance team are deployed to make home visits to where there may be safeguarding concerns or support needed to get students back into school. Attendance of disadvantaged students at BCA is 2.6% points above the national average for the year 2022-23.</p>
<p>Ensure all identified disadvantaged students with poor attendance have access to PSA/key staff for summer</p>	<p>All students have access to the BCA tellus@bca.warrington.ac.uk website. They can email into the school and can be signposted to any support needed. Key staff have access to this to ensure concerns are acted on early to prevent school avoidance or anxiety around attending.</p> <p>A designated PSA for year 11 is in place to support the attendance team with first response calls for all those students below 90% and home visits.</p>
<p>Use PASS from GL Assessment to review student happiness and mental health and inform PD/PSHE curriculum</p>	<p>Not used in 2023-2024</p>
<p>Ensure there is a lead mental health lead within school who will liaise with external agencies including CAMHS, Kooth and MASH to support vulnerable pupils and families</p>	<p>The Vice Principal / SENDco accredited as the Strategic Senior Mental Health Lead.</p> <p>Two support staff are trained as Emotional Literacy Support Assistants (ELSAs). Following a six-week programme which takes place once a week students are able to identify and apply strategies to remove barriers to learning enabling them to remain in lessons and reach their full potential.</p> <p>Three Teaching Assistants have achieved level 3 EBSA training with a further three at level 2. Emotional Based School Avoidance is an increasing concern for our more disadvantaged students. EBSA strategies are implemented as part of our graduated response and are implemented as an intervention to improve attendance and engage students in learning.</p> <p>The school has a good working relationship with Kooth who provide support and information for students and families. The school's external Mental Health Support Worker is also based in local primary schools meaning that the support for vulnerable pupils and families is consistent across the key stages.</p>

<p>Offer outdoor adventure programmes to all students (CCF and D of E)</p>	<p>The combined cadet force activities consist of weekly training with a structured syllabus that has to be followed and completed by the end of the year to be able to attend summer camp. The programme follows a strict entry criterion with maintaining above 90% attendance. With over 40 students enrolled across year 7-11, the programme supports our overall school behaviour and attendance strategy.</p> <p>A year 10 trip to Boston/New York ran last academic year for 30 students who study Triple Science (10 PP) to support their STEM development which included academic studies at MIT</p>
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