

Pupil premium strategy statement (Middle)

School overview

| Metric | Data |
|---|--|
| School name | Robert Bloomfield Academy |
| Pupils in school | 981 |
| Proportion of Pupil Premium pupils | 18.7% |
| Pupil premium allocation this academic year | £137,275 – is this the correct amount? |
| Academic year or years covered by statement | 2021-24 |
| Publish date | 16 December 2022 |
| Review date | 16 November 2023 |
| Statement authorised by | Colin Marshall |
| Pupil premium lead | Tom Guiney |
| Governor lead | Craig Smith (COG) |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|--------------|
| Reading | -3.6 (18/19) |
| Writing | -2.7 (18/19) |
| Maths | -1.7 (18/19) |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|---------------------------|
| Meeting expected standard at KS2 | 36% (2022) 43% Nationally |
| Achieving high standard at KS2 | 3% (2022) |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---------------------|---|-------------|
| Progress in Reading | Close the gap between Disadvantaged and those not Disadvantaged in % of those achieving the expected standard (27% in 2022) | Sept 23 |
| Progress in Writing | Close the gap between Disadvantaged and those not Disadvantaged in % of those achieving the expected standard (26% in 2022) | Sept 23 |

| | | |
|-------------------------|---|---------|
| Progress in Mathematics | Close the gap between Disadvantaged and those not Disadvantaged in % of those achieving the expected standard (20% in 2022) | Sept 23 |
| Other | Close the attendance gap of PP students to non PP students (2.77% 21/22) (2.78% 22/23 -September - December) | Sept 23 |

Teaching priorities for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Preferential staffing implemented in all English and Maths lessons to ensure the best possible outcomes for all disadvantaged students. |
| Priority 2 | Intervention HLTA's employed and upskilled for both Maths and English. Small group tuition delivered by qualified TA's and experienced teacher's to offer Literacy and Numeracy support through bespoke 1-2-1 and small group work for selected disadvantaged students. |
| Priority 3 | 360 PP profiles that includes interviews in both "What helps me learn & Turbulence factors." Students are interviewed based on 'What helps them learn' and 'turbulence factors.' A 360 PP Profile is then produced (All live data on home page). Mentors will set half termly targets (both pastoral and academic) which are shared with FT's. Progress against Bucket list also discussed. |
| Barriers to learning these priorities address | Students receive a more bespoke programme of learning, with a lower staff to student ratio supporting accelerated progress. Effective CPD for staff to enhance teaching of phonics and numicon. |
| Projected spending | £120,939 |

Targeted academic support for current academic year

| Measure | Activity |
|------------|---|
| Priority 1 | Enhance the support for our forces/service students both pastorally and academically by having a Forces liaison officer/lead. |

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| Priority 2 | Ensure all students have access to IT provision at home to complete home learning/homework and safeguard students over potential further disruption to education. |
| Priority 3 | Create aspirational opportunities for students to desire and target both further education and ambitious jobs for their futures through a careers and electives programme. |
| Barriers to learning these priorities address | Lack of access to home learning and homework support. Low levels of aspirations towards future learning and a potential lack of role models within close circles. |
| Projected spending | £5,120 |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Regular opportunities to bring PP families on-site to engage and include parents in the everyday life of the school. An example of this is the Disadvantaged cooking sessions where parents support students to cook and take the meal home. |
| Priority 2 | Access to uniform, other resources and subsidised opportunities for students to attend extra-curricular events and trips in order to enhance students' personal development, including a ready for learning pack at the start of the academic year (this includes a full pencil case, gum shield, water bottle and scientific calculator). |
| Barriers to learning these priorities address | Low level of support and interest from parents in both the school and their own child's progress. Our most vulnerable students have very few opportunities to experience and succeed outside of the classroom. |
| Projected spending | £9,641 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|----------|--|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders for courses. National College is also |

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| | | available for online CPD, and newly introduced subject development sessions allow for more bespoke training for staff in the area of their expertise. |
| Targeted support | Ensuring small group intervention timetable is created in order to maximise the impact of sessions | Intervention HLTA's employed and upskilled for both Maths and English. Small group tuition delivered by qualified TA's and experienced teacher's to offer Literacy and Numeracy support through bespoke 1-2-1 and small group work for selected disadvantaged students. |
| Wider strategies | Engaging the families facing most challenges | Offering positive opportunities for our most vulnerable families to come into school for events. The objective is to make families feel part of the process and feel positive about the school. |

Review: last year's aims and outcomes

| Aim | Outcome |
|------------------------|---|
| Accelerated Progress | <p>PP students took part in a huge range of interventions over the past academic year.</p> <p>In English our disadvantaged students scored a 10.3 average points of progress over their 4-year journey at RBA. Almost 4 points above 'All.'</p> <p>It is similar in Maths where disadvantaged students made more progress than all students. All students made 12.4 points of progress and the disadvantaged was 18.1 points of progress.</p> <p>Overall in Maths the gap has been reduced by 6 points.</p> |
| Readiness for learning | <p>360 profiles established and introduced to enhance staff understanding of triggers and barriers for our PP students. Mentoring programme has enabled us to hone in on our most vulnerable and disadvantaged students and check on their readiness for learning. Where needed uniform and equipment financial support was provided.</p> <p>Introduction of ready for learning packs. We hope to enhance the programme further this academic year.</p> |
| Parent Partnerships | <p>Progress made in terms of the regularity of communication between school and parents, however further work needed to ensure parents feel part of the community and do not have a negative perception of the link between home and school.</p> |
| Attendance | <p>The impact of COVID has made closing the gap very difficult. 2021/22 gap of 2.77% and 2.7% so far 2022/23. We will continue to target the closing of this gap further.</p> |