

## Pupil premium strategy statement (Middle) Robert Bloomfield Academy

### School overview

Metric	Data
School name	Robert Bloomfield Academy
Pupils in school	981
Proportion of Pupil Premium pupils	19%
Pupil premium allocation this academic year	£174,410
Recovery Premium allocation	£27,959
National Tutoring Programme	£9,315
Academic year or years covered by statement	2021-24
Publish date	28/11/2023
Review date	28/11/2024
Statement authorised by	John Linehan (Principal)
Pupil premium lead	Colin Marshall
Governor lead	Craig Smith (COG)

### Disadvantaged pupil progress scores for last academic year (GL entry to exit data due to be a middle school)

Measure	Score
GL Reading	92.5 Entry (Year 5) – 100.6 Exit (Year 8) progress of 8.1 scaled score
GL Maths	86.1 Entry (Year 5) – 101.6 Exit (Year 8) progress of 15.5 scaled score

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	1%

### Strategy aims for disadvantaged pupils

Aim	Target	Target update	Target date
Progress in Reading	Close the gap between Disadvantaged and those not Disadvantaged in % of those achieving the expected standard	Gap 2022 – 27% 2023 – 3%	Sept 24
Progress in Writing	Close the gap between Disadvantaged and those not Disadvantaged in % of those achieving the expected standard	Gap 2022 – 26% 2023 – 16%	Sept 24
Progress in Mathematics	Close the gap between Disadvantaged and those not	Gap	Sept 24

	Disadvantaged in % of those achieving the expected standard	2022 – 20% 2023 – 30%	
Other	Continue to improve PP attendance and close the attendance gap of PP students to non PP students (2.9% 22/23)	PP Attendance 2022 – 89.9% 2023 – 91.5%	Sept 24

### Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Preferential staffing implemented in all English and Maths lessons to ensure the best possible outcomes for all disadvantaged students through lower staff to student ratio and <a href="#">reducing class sizes</a>. Whilst the EEF suggest cost is high for limited impact, research is limited and due to a high level of EHCP students on roll (4.3%), we feel the impact on all students, but in particular our most vulnerable, is substantial.</p> <p>Over staffing in Maths and English to ensure qualified, experienced specialist teachers are supporting and leading interventions for our underperforming groups of students.</p>
Priority 2	<p>Purchase of standardised assessments to indicate areas for development for individual students, or across classes, years and groups. Assessments include NGRT, Accelerated Reader and GL Assessments.</p> <p><a href="#">Diagnostic Assessment</a></p>
Priority 3	Purchase curriculum resources including KS2 Standardised testing guides to support all pupil premium students to achieve the best possible outcomes in their SATs.
Priority 4	Investment in whole staff <a href="#">Professional Development</a> (CPD) programmes in order to offer staff bespoke support in supporting all students regardless of ability, vulnerability or special education needs. 45% of our Pupil Premium students also have special educational needs. Platforms such as The National College, the school bus and National Online Safety are available to all staff and time is dedicated throughout our directed time schedule to allow staff opportunities to access high quality online CPD.
Barriers to learning these priorities address	Ever changing needs of students requires more regular opportunities for staff CPD and professional development. As an oversubscribed school class sizes can exceed 30 and therefore impact the staff to student ratios. Information

	passed on by Lower schools is not always particularly accurate therefore standardised assessments can support our understanding of their starting points.
Projected spending	£110,593

#### Targeted academic support for current academic year

Measure	Activity
Priority 1	Engage with the National Tuition Programme and utilise Recovery premium funding to offer a bespoke balance of tuition, mentoring and school-led tutoring for students whose progress is concerning. A significant number of the students who receive access to tutoring/interventions are historically Pupil premium. This will include a blended approach of <a href="#">One to One tuition</a> and <a href="#">Small Group work</a> .
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	Enhance the support for our forces/service students both pastorally and academically by having a Forces liaison officer/lead. We have over 40 forces students in the school.
Priority 4	<a href="#">Teaching Assistants and High-Level Teaching Assistants</a> employed and upskilled for delivery of numeracy, literacy and reading intervention programmes. Programmes such as soundswrite and <a href="#">phonics interventions</a> significant number of students receiving interventions will be accessible to predominately Pupil Premium students.
Barriers to learning these priorities address	Lack of access to home learning and homework support. One to one and small tuition to create a bespoke support plan for underachievement and address misconceptions. Military students may have parents being deployed for long periods of time, therefore resulting in an unsettling time. Some students are unable to access the curriculum due to their poor understanding of basic phonics and numeracy.
Projected spending	£50,359 (including £9,315 NTP funding & £27,959 Recovery premium)

#### Wider strategies for current academic year

Measure	Activity
Priority 1	Pupil Premium <a href="#">Staff Mentoring programme</a> . Over 60 Pupil Premium students to have a staff mentor who meets with their mentee once every half term to support and set both academic and pastoral targets. Targets are shared with form tutors and key staff.
Priority 2	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.

	<a href="#">Positive parental engagement</a> is vital in ensuring all students have the same support at home.
Priority 3	Access to uniform, Free School Meals and other resources and subsidised opportunities for students to attend extra-curricular events and trips in order to enhance students' personal development i.e. a comprehensive <a href="#">Arts programme</a> . This also includes 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).
Priority 4	Create <a href="#">aspirational opportunities</a> for students to desire and target both further education and ambitious jobs for their futures through a careers and electives programme.
Priority 5	Adoption of <a href="#">behaviour and counselling interventions</a> for students who require support with regulating their behaviour and emotions. Examples of what we use include Drama therapy, Art therapy, Boxing saves lives, in addition to training internal school staff.
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. Low levels of aspirations towards future learning and a potential lack of role models within close circles.
Projected spending	£50,732

### 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 available for online CPD, and we have both staff delivering and attending NPQ's. Introduction of more regular subject development sessions allow for more bespoke training for staff in the area of their expertise. Over staffing of Core teachers means reduced class sizes and opportunities for subject specialists to support and lead interventions.
Targeted support	Ensuring small group intervention timetable is created in order to maximise the impact of sessions	Intervention HLTA/TA'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. More regular communications with home regarding the curriculum and events to ensure families all feel part of the community.
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#### Review: last year's aims and outcomes

Aim	Outcome
Accelerated Progress	<p><u>KS2 Outcomes</u> Disadvantaged performed well</p> <ul style="list-style-type: none"> <li>- 67% in reading, which is 20% higher than 2022, National is 59%, and LA 51%</li> <li>- Disadvantaged in writing; 59%, Nationally 58% and LA 44%</li> </ul> <p><u>4 Year Journey (Year 8 exit data against entry)</u> Our 4 year journey remains a very strong picture with our outgoing year 8 cohort demonstrating huge progress since entry on GL nationally standardised testing across all key student groups, but in particular SEND and Disadvantaged.</p> <ul style="list-style-type: none"> <li>- English: DA students made 8.1 points progress in comparison to 4.2 points made by All</li> <li>- Maths: DA students made 15.5 points progress in comparison to 13 points made by all</li> </ul>
Readiness for learning & Personal Development Opportunities	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. Introduction of ready for learning packs. 82% of Pupil Premium students took part in our extra curricular programme last year, which is exactly the same figure as non-Pupil Premium students.
Parent Partnerships	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.
Attendance	The impact of COVID has made closing the gap very difficult. The gap between PP and All in 2021/22 gap was 2.8% and 2.7% in 2022/23. However, PP attendance was up 1.7% and 91.5%, significantly above National Average. 23/24 attendance data to date is 92.7%, up 1.2% from last academic year. We will continue to target the closing of this gap further.