

# Pupil premium strategy statement – Robert Bloomfield Academy (Middle deemed Secondary)

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	966
Proportion (%) of pupil premium eligible pupils	19% (184 students)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2025 2025-2026 (Current year) 2026-2027
Date this statement was published	30/10/25
Date on which it will be reviewed	30/10/26
Statement authorised by	John Linehan (Principal)
Pupil premium lead	Colin Marshall (Vice Principal)
Governor / Trustee lead	Stephen Walker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,990
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£198,990

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimately, our objective is that all students; irrespective of their background or challenges, have the same positive experience at Robert Bloomfield Academy and have a feeling of **Belonging**. Whilst academic attainment and progress is at the heart of our objectives, we also recognise the impact we can have as a school on the development of all of our students and enabling them to grow into responsible citizens who are prepared for life outside of education. The focus of our Pupil Premium strategy therefore is to support ALL students to:

- Achieve their very best attainment across all subject areas
- Make accelerated progress in all subject areas in the 4 years they attend our school
- Develop into well-rounded, responsible citizens who add value to our community, take up enrichment opportunities that add value to their cultural capital

Whilst the primary driver behind our strategy is the needs of students eligible for the Pupil Premium funding, we will also consider the challenges faced by other vulnerable students (such as those who have a social worker and young carers amongst others), regardless of whether they are disadvantaged or not. Our aim is to remove both **Social & Environmental Barriers** in order to secure greater academic & pastoral outcomes for our students.

High-quality teaching is at the heart of our approach. Evidence, including EEF reports, suggests that high-quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap, whilst all students will inevitably benefit. At Robert Bloomfield Academy we have introduced the concept of “PITCH Perfect Practice (PITCH PP)” as a visual reminder of our approach to meeting the needs of our Pupil Premium students. The acronym stands for; Praise, Identify, Track, Contributions, Highlight and all teachers have a visual reminder on the desks in their teaching space to remind them.

Our approach is contextualised to ensure we respond to the needs and challenges of the individuals in our setting, without bias or assumptions about the generalised impact of disadvantage. Our approach aims to help all students excel and reach their potential, regardless of their starting point.

To ensure our strategy has the intended impact, we adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged students and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Both internal and external assessments and observations suggest disadvantaged students generally have greater difficulties with both their reading and writing.</p> <p>On entry to year 5, through the use of GL assessments, disadvantaged students arrive significantly below their peers in terms of scaled scores in English Reading papers (Gap of 11.3 scaled score in 23/24, 6.1 in 24/25). We have also noticed considerable gaps in their ability to construct simple sentences on entry. This gap narrows but remains significant to the end of KS3.</p>
2	<p>Both internal and external assessments and observations suggest disadvantaged students generally have greater difficulties with Maths than their peers.</p> <p>On entry to year 5, through the use of GL assessments, disadvantaged students arrive significantly below their peers in terms of scaled scores in Maths Reading papers (Gap of 10.1 scaled score in 23/24, 6.5 in 24/25). This gap narrows but remains significant to the end of KS3.</p>
3	<p>Through conversations, careers activities, applications for student leadership roles and previous PP mentoring (in 24/25), feedback suggests that disadvantaged students have a lack of opportunities to develop their cultural capital outside of school.</p>
4	<p>Our behaviour and achievement data indicate that there is a gap between pupil premium students and all students in terms of both the number of behaviour points and achievement points.</p> <p>On average 'All' students achieved 1,076 achievement points in 24/25, with PP students averaging 1023 (53 less per student). On average 'All' students acquired 10 behaviour points in 24/25, whilst PP students averaged 24 points (14 more per student).</p>
5	<p>Our attendance data over the last 3 academic years indicate that attendance among disadvantaged pupils has been between 2.9 – 2.4% lower than all students.</p> <p>Whilst the gap has narrowed over the past 3 years and Pupil premium attendance has risen year on year, internal and external assessments and observations indicate that absenteeism can negatively impact student progress and this area remains a key priority.</p>

## 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
Improved reading attainment among disadvantaged pupils	<p>KS2 Disadvantaged Reading &amp; Writing outcomes to improve and gap to reduce to all students, with attainment for Disadvantaged students to be above 55% in both metrics by 2026/27</p> <p>GL assessments at the end of year 8 in English show a closing of the gap year on year (Based on average SAS)</p>
Improved Maths attainment among disadvantaged pupils	<p>KS2 Disadvantaged Maths outcomes to improve and gap to reduce to all students, with attainment for Disadvantaged students to be above 55% by 2026/27</p> <p>GL assessments at the end of year 8 in Maths show a closing of the gap year on year (based on average SAS)</p>
Pupil premium students take up opportunities to enhance their personal development and cultural capital	<p>Enrichment opportunities are plentiful and directed towards vulnerable/disadvantaged students. Financial support and support from outside agencies allow all disadvantaged students to have access to trips.</p> <p>35% of disadvantaged students take on student leadership opportunities by 2026/27.</p>
Behaviour and attitudes of Pupil premium students is at the same high standard as non-pupil premium students.	<p>Gap of average behaviour points between pupil premium and non-pupil premium students to reduce by 50% by 2026/27.</p> <p>Gap of average achievement points between pupil premium and non-pupil premium students to reduce by 50% by 2026/27.</p>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance to be above 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.9% (93.5%)</li> <li>• FSM attendance to be in decile 1 nationally</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £97,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Preferential staffing in core subjects	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 (5.3%), we feel the impact on all students, but in particular our most vulnerable, is substantial.	½
Standardised assessments	Purchase of standardised assessments to indicate areas for development for individual students, or across classes, years and groups. Assessments/Programmes include Accelerated Reader and GL Assessments. <a href="#">Diagnostic Assessment</a>	½
Curriculum resources	Purchase curriculum resources including KS2 Standardised testing guides to support all pupil premium students to achieve the best possible outcomes in their SATs.	1/2
Staff CPD programme	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. We have also introduced a new model for CPD which ties in to staff Appraisals, which will enhance staff pedagogy and encourage research-based decisions in their practice.	1/2/4
PP & Vulnerable student lead	Investment in a TLR responsibility for an experienced member of staff to lead on Pupil Premium & Vulnerable students to: <ul style="list-style-type: none"> <li>- Remove barriers that can impact on outcomes</li> <li>- Ensure mentoring is available where necessary</li> <li>- Track via PP tracker/PP progress meetings, the impact our strategy is having</li> </ul>	1/2/3/4/5

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

Budgeted cost: £17,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium staff mentoring programme	Led by our PP/Vulnerable student lead, our Pupil Premium <a href="#">Staff Mentoring programme</a> offers a significant number of our students access to 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.	1/2/3/4/5
One to one & small group academic interventions	A variety of academic interventions such as Lexia and reading. 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> led by teachers.	1/2
Homework intervention	Research highlights the impact <a href="#">homework</a> can make on the progress of students. To ensure all students have the opportunity for support with homework, our homework club is free of charge for our Pupil Premium students, which is staffed by our HTLA who leads on interventions.	1/2
Interventions led by LSA's	<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 numeracy, sounds write and <a href="#">phonics interventions</a> significant number of students receiving interventions will be accessible to predominately Pupil Premium students.	1/2

**Please note that many of the strategies in the 'Targeted Academic Support' involve internal staffing and therefore a large proportion of the budgeting actually comes from the 'Teaching' section.**

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

Budgeted cost: £83,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspirational opportunities	The EEF suggest that those from disadvantaged backgrounds are more likely to lack <a href="#">aspirations</a> and therefore drop out of education. 22% of our student leadership roles were offered to PP students last year, and therefore we built in time during PSHE to ensure all students received support on how to complete the application process. We also have a substantial careers programme that runs from year 5-8 to support all students in striving for a career. We have also bought into the brilliant club for this academic year with a focus on PP students to encourage more aspirations amongst this group of students, regardless of their socio-economic backgrounds.	3
Positive Parental Engagement	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.	1/2/3/4/5
Pastoral/Behavioural interventions	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.	4
Financial support	Access to uniform support, Free School Meals and other resources and subsidised opportunities for students to attend extracurricular 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).	1/2/3/4/5

**Total budgeted cost: £198,990**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### **KS2 Outcomes:**

The data demonstrated that Disadvantaged students performed significantly below non-disadvantaged students in Reading, Writing & Maths. Whilst disappointing, it must be noted that 22, or 51%, of our 43 Disadvantaged students who sat the KS2 SATs in 24/25 are also on the SEND register, 7 of which have EHCPs.

#### **Year 8 GL data (Exit data for English & Maths):**

The data demonstrates that our disadvantaged students outperformed our non-disadvantaged students in both Maths and English with the average in both Maths & English surpassing a score of 100. In English Disadvantaged students on average made 8.8 points progress from entry (3.6 points higher than non-disadvantaged). In Maths Disadvantaged students made 19.9 points of progress on average (1.0 points higher than non-disadvantaged). This was very pleasing and demonstrates the 4-year journey our students make with us.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged students' performance, including attendance, behaviour and personal development.

The data demonstrated that:

- **Attendance:** Whilst in the top 20% nationally and closing the gap consistently over the past 3 years on 'All' students, the gap still remains at 2.5% and therefore remains a key target for us
- **Behaviour & Attitudes:** On average in 24/25 'All' students acquired 10 behaviour points, whilst the average PP student had 24 points
- **Personal Development:** Attendance at extracurricular opportunities was exactly the same as non-pupil premium students with 91% of both 'All' and 'PP' students attending clubs last year. However slightly down on attendance on trips, with 86% of PP students attending, compared to 90% of all students.  
**Aspirations:** 191 student leaders last year, 42 were PP (22%)

Based on all the information above, we are pleased with improvements being made in terms Attendance and the academic progress made from 23/24 to 24/25. We are also very proud of the Personal Development offer that these students are taking up. Despite these positives we recognise a need to continue to strive for improvements in all areas to improve better outcomes for students.

Whilst still in the early stages (2 years left) of our next 3-year plan, we have set out some robust guidelines and plans to ensure and we achieve the outcomes we have set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

With 53 service students at Robert Bloomfield Academy, we have a Senior Leader who is our allocated Forces Liaison Lead. This member of staff is responsible for ensuring our service students are catered for and supported during their 4-year journey with us.

Our Forces lead has links with our local base and liaises with them to offer additional support for our students. They also ensure that we provide additional staffing/support to those students who get the bus to and from school (from the military base).

Counselling has been provided to support the emotional needs of service children, and the links with a variety of local Forces is also utilised to support all students on career opportunities.

They also ensure we value and celebrate our service students through national and local events.

### **The impact of that spending on service pupil premium eligible pupils**

- Counselling for 80% of our current service students
- Forces career speakers and guests offer our students opportunities and routes into roles in the Army
- Forces Liaison lead reports regularly to staff on key students to ensure staff are aware of potentially vulnerable service students
- Service students feel seen and valued

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils. As a school, we have implemented a new feedback policy starting September 2024.
- Continuing to offer a wide range of enrichment opportunities to boost wellbeing, behaviour and aspiration. This includes the analysis of those partaking, and ensuring we plan bespoke opportunities specifically for vulnerable groups of students, including disadvantaged and SEND students i.e., Disadvantaged cooking club etc.
- Key staff (Including outcomes lead, HOY's, PP lead staff) meeting regularly to discuss progress and wellbeing of all PP students.

In planning our new pupil premium strategy, we included a review of our new Pupil Premium plans in our most recent SIA inspection to ensure we received external scrutiny.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, and we will continue to utilise this guidance when reviewing and implementing any future practice.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.