

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	974
Proportion (%) of pupil premium eligible pupils	14% (137 students) 68 Students are also Expanded FSM which would take the figure to 21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027 (Current year)
Date this statement was published	09/10/2026
Date on which it will be reviewed	09/10/2027
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	£193,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£193,350

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” as a visual reminder of our approach to meeting the needs of our Pupil Premium students. The acronym stands for; Precise, Individual, Tracked, Consistent, Holistic 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	Both internal and external assessments and observations suggest disadvantaged students generally have greater difficulties with both their reading and writing. 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 6.1 scaled score in 24/25, 4.5 in 25/26). 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.
2	Both internal and external assessments and observations suggest disadvantaged students generally have greater difficulties with Maths than their peers. 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 6.5 scaled score in 24/25, 9.6 in 25/26). This gap narrows but remains significant to the end of KS3.
3	Through conversations, careers activities, applications for student leadership roles and previous PP mentoring (in 25/26), feedback suggests that disadvantaged students have a lack of opportunities to develop their cultural capital outside of school.
4	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. On average 'All' students achieved 1,048 achievement points in 25/26, with PP students averaging 995 (53 less per student). On average 'All' students acquired 8 behaviour points in 25/26, whilst PP students averaged 30 points (22 more per student).
5	Our attendance data over the last 3 academic years indicate that attendance among disadvantaged pupils has been between 4.3 – 2.4% lower than all students. Whilst the gap has narrowed over the past 5 years, internal and external assessments and observations indicate that absenteeism can negatively impact student progress and this area remains a key priority.

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	KS2 Disadvantaged Reading & Writing outcomes to improve and gap to reduce to all students, with attainment for Disadvantaged students to be above 60% in both metrics by 2026/27 GL assessments at the end of year 8 in English show a closing of the gap year on year (Based on average SAS)
Improved Maths attainment among disadvantaged pupils	KS2 Disadvantaged Maths outcomes to improve and gap to reduce to all students, with attainment for Disadvantaged students to be above 58% by 2026/27 GL assessments at the end of year 8 in Maths show a closing of the gap year on year (based on average SAS)
Pupil premium students take up opportunities to enhance their personal development and cultural capital	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. 30% of disadvantaged students take on student leadership opportunities by 2026/27.
Behaviour and attitudes of Pupil premium students is at the same high standard as non-pupil premium students.	Gap of average behaviour points between pupil premium and non-pupil premium students to reduce by 30% by 2026/27. Gap of average achievement points between pupil premium and non-pupil premium students to reduce by 50% by 2026/27.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance by 2026/27 demonstrated by: - 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%) - FSM attendance to be in decile 1 nationally

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: £94,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Preferential staffing in core subjects	Preferential staffing implemented in all English and Maths lessons in KS2 to ensure the best possible outcomes for all disadvantaged students through lower staff to student ratio and reducing class sizes . 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.	1/2
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. Diagnostic Assessment	1/2
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 Professional Development (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: - Remove barriers that can impact on outcomes - Ensure mentoring is available where necessary - Track via PP tracker/PP progress meetings, the impact our strategy is having	1/2/3/4/5

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

Budgeted cost: £17,401

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 Staff Mentoring programme 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 One to One tuition and Small Group work led by teachers.	1/2
Homework intervention	Research highlights the impact homework 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	Teaching Assistants and High-Level Teaching Assistants employed and upskilled for delivery of numeracy, literacy and reading intervention programmes. Programmes such as numeracy, sounds write and phonics interventions 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: £81,207

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 aspirations 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. Positive parental engagement is vital in ensuring all students have the same support at home.	1/2/3/4/5
Pastoral/Behavioural interventions	Adoption of behaviour and counselling interventions 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 Arts programme . 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: £193,350

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 below non-disadvantaged students in Reading, Writing & Maths, however closed the gap on the previous year. Reading was up 12% to 61%, Maths was up 6% to 55% writing up 3% to 31% and combined up 22% to 45%. As a result we have adapted the targets for this year to be more aspirational.

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

The data demonstrates that our disadvantaged students made good progress over their 4 year journey with us, with English average scaled score rising by 1.7 and Maths rising by 10.9. This was 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 4.3% and therefore remains a key target for us
- **Behaviour & Attitudes:** On average in 25/26 'All' students acquired 8 behaviour points, whilst the average PP student had 30 points, however PP Non Send averaged at 9 points per student.
- **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 88% of PP students attending, compared to 92% 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 24/25 to 25/26. 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.

As we move into our final year of a 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 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.