

Pupil premium strategy statement (Middle)

School overview

Metric	Data
School name	Robert Bloomfield Academy
Pupils in school	978
Proportion of Pupil Premium pupils	17%
Pupil premium allocation this academic year	£135,700
Academic year or years covered by statement	2021-24
Publish date	01 December 2021
Review date	01 November 2022
Statement authorised by	Sam Farmer
Pupil premium lead	Colin Marshall
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	53% (18/19) 51% Nationally
Achieving high standard at KS2	6% (18/19)

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 (25% in 2019)	Sept 22
Progress in Writing	Close the gap between Disadvantaged and those	Sept 22

	not Disadvantaged in % of those achieving the expected standard (14% in 2019)	
Progress in Mathematics	Close the gap between Disadvantaged and those not Disadvantaged in % of those achieving the expected standard (14% in 2019)	Sept 22
Other	Close the attendance gap of PP students to non PP students (1.9%)	Sept 22

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	New 360 PP profiles on SIMs 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 on SIMS). Profile includes all key indicators i.e. KS2 results, PASS survey data etc. 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 all 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.
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.
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.
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 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	PP students took part in a huge range of interventions over the past academic year to support the loss of learning over lockdown. The impact on academic progress was difficult to measure throughout our last academic year, however there are some key themes. Our Disadvantaged cohort do not make as much progress as our non-Disadvantaged students, however 45% of our Disadvantaged students also receive SEN support. Our PP non SEN students perform in line with all, and in fact in many areas, outperform non PP students.
Readiness for learning	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. Lock down periods resulted in this programme not reaching its full potential, despite staff checking in virtually. We hope to enhance the programme further this academic year.
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	Difficult to analyse attendance in any great detail following a disruptive year. 2020/21 gap of 1.9%, we will continue to target the closing of this gap further.