



**THE BULWELL  
ACADEMY**

*Creative  
Education  
Trust*

**PUPIL PREMIUM  
REPORT  
2017-2019**

Issued November 2018  
(Reviewed annually)





## NARROWING THE GAP:

### USING THE PUPIL PREMIUM EFFECTIVELY

#### School context

The Bulwell Academy is an average-sized secondary school with a sixth form. It has a subject specialism in Business and Enterprise. On May 1<sup>st</sup> 2018, Creative Educational Trust became the sponsor for the Academy. The proportion of students for whom the Academy receives Pupil Premium funding is 64.4%; well above the national average (29.1%). Pupil Premium funding is an additional government funding for children known to be eligible for free school meals, Forces children and looked after children.

The proportion of disabled students and those who have special educational needs is 26.1% this is above the national average. This figure accounts for students who are classified as being at the Special Educational Needs/Disabilities Support (SS) stage on the Inclusion Register. The Academy also has specially resourced provision for students with autism.

#### Pupil Premium funding and principles

The Government believes that the Pupil Premium funding is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers, by ensuring that funding to tackle disadvantage reaches pupils who need it most. Bulwell Academy was allocated £516,000 in Pupil Premium funding for the academic year 2017/18.

The level of the premium received into school is as follows:

- For each student currently eligible for free school meals or who have been in receipt within the last 6 years (Ever 6), the Academy will receive £935.
- For service children or families in receipt of an Armed Forces pension, the Academy will receive £300.
- For children who are looked after in care, the Academy will receive to £1900.

#### Barriers to learning

Pupil Premium students attending The Bulwell Academy present with a wide range of barriers to learning; however, the principal barriers that the Academy uses the Pupil Premium funding to target for improvement are:

- attainment in English language and Mathematics
- literacy skills
- numeracy skills
- personalising the curriculum offer to ensure that it is inclusive
- attendance & punctuality
- valuing education and making the explicit links to the world of work, training and further study
- personal, social and life-skills education (Emotional Literacy)

A REVIEW OF THE STRATEGIES USED AND ASSOCIATED EXPENDITURE FOR 2017-18

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact				
Academic Coaches English and Maths	115,006	Available to all Pupil Premium students	The support provided by Academic Mentors, offered personalised, intensive support for small groups of students.	A*-C/9-4	2015	2016	2017	2018
				Basics	33.2%	36.7%	36.7%	32.0%
				English	38%	43%	47.2%	44.8%
				Maths	50.8%	51.5%	46.2%	45.9%
			<b>Evaluation:</b> In the year 2017-18, there was a small fall in the proportion of student securing a standard pass in both English and Mathematics when compared to the previous year. However, the expected progress in maths improved from -0.76 (2017) to -0.56 (2018) and although well below the target aimed for, there is now a distinct trend of improvement over time. Therefore, this strategy will continue for the next academic year.					
Teachers for low ability groups (Reduce class size)	59,408	Available to all Pupil Premium students	This strategy enabled group sizes to be reduced to a level, where students with additional learning needs could benefit from a greater proportion of their teacher's time each lesson.	Progress 8	2015	2016	2017	2018
				High Ability	-1.84	-1.18	-1.18	-1.71
				Middle Ability	-1.19	-0.90	-1.01	-0.87
				Low Ability	-1.01	-0.95	-1.11	-0.34
			<b>Evaluation:</b> This strategy delivered improvements in overall progress for middle and low ability pupils. Thus, this strategy will be continued into the next academic year. However, As the relative progress of the high ability students widened when compared to the previous year, provision for these students will need to be reviewed.					
Other TA Support	86,509	Available to all Pupil Premium students	One to one support and in-class support were provided to students requiring additional help to ensure that they addressed underachievement identified through the academy's system of tracking progress.	P8	2015	2016	2017	2018
				All	-1.25	-0.96	-1.08	-0.88
				PP	-1.41	-1.11	-1.23	-1.16
				NPP	-1.02	-0.67	-0.86	-0.52
				Variance	-0.39	-0.44	-0.37	-0.64
			<b>Evaluation:</b> The variance in progress between Pupil Premium and other students widened in 2017-18 due principally to other students performing much better than the Pupil Premium cohort. A major review of how TA support is deployed will take place for the 2018-19 year.					

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact
Alternative Provision Pathways (interventions / outdoor education)	16,854	37	Outdoor activities were used to promote levels of engagement with learning and to develop key life skills for those students who found following mainstream provision problematic. The vast majority of students become fully re-integrated back into mainstream following a period of bespoke support.	66.7%% achieved a 9-1 GCSE qualification in both English Language and maths.
Traditional Alternative Provision	27,479	13	A broad range of courses, tailored to individual student's needs and aptitudes were provided, including English Language and Maths GCSEs. <b>Evaluation:</b> These strategies will be continued into the next academic year.	
Coaching and Mentoring	16,284	All Pupil Premium students in Y8, Y10 and Y11	Humanutopia provided all students in Years 8, 10 and 11 with the opportunity to develop essential life-skills, empowering them to be more confident, resilient and resourceful learners. Nottingham Trent University – provide mentoring support for 40 with study skills, CV writing, planning for college/university. <b>Evaluation:</b> The success of these strategies and many others not cited here will be continued in the next academic year.	The impact of these enriching learning opportunities can be evidenced through the: NEET figures for 2017-18 (Y11) of just 3.48% (National 2.7% - <i>NEET Statistics Quarterly Brief October to December 2017, England</i> ).
Student Travel Trips and Rewards	15,266	Available to all Pupil Premium students	Some of the visits arranged last year were: <ul style="list-style-type: none"> <li>➤ Y8 &amp; Y10 Skills Show</li> <li>➤ Y9 into University of Nottingham visit</li> <li>➤ Y10 NCYW Intergenerational seminar at NGHS</li> <li>➤ Y10 Confetti Trip</li> <li>➤ Y10 DANCOP Derby University Residential</li> <li>➤ Y11 Colwick Park 'Life Xperience'</li> <li>➤ Y11 Capital One Internship week</li> <li>➤ Y12 UCAS Exhibition</li> <li>➤ Y12 'Words for Work' with Browne Jacobson</li> <li>➤ Y13 NTU Surviving University Workshop</li> <li>➤ P16 in to University Revision Workshop</li> <li>➤ P16 Work Experience</li> </ul> <b>Evaluation:</b> The provision of the Business and Enterprise team has been extremely successful in preparing our students for their next steps when a) leaving in Y11 and b) leaving in Y13. The same strategies will be employed for the next academic year. Pupil questionnaires provide very strong evidence that these activities are greatly valued by our students.	The impact of these enriching learning opportunities can be evidenced through the: NEET figures for 2017-18 (Y11) was 3.48% (National 2.7% - <i>NEET Statistics Quarterly Brief October to December 2017, England</i> ). NEET figures for 2017-18 (Y13 – 16 to 18) was 0%. 11.1% - Apprenticeships 38.9% - Employment 16.7% - Further Education 33.3% - Higher Education National – 3.6% - <i>NEET Statistics Quarterly Brief October to December 2017, England</i> ).

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact				
				Attendance	2016	2017	2018	Target
Free Breakfast	13,231	Available to all Pupil Premium students with over 490 free breakfast being given out per week.	<p>This strategy promoted better punctuality and attendance as well as ensuring students were best prepared to engage with learning.</p> <p><i>"It means I have a breakfast before school and this helps with my concentration"; "I think that the free breakfast is nice"; "Having the free breakfast helps me get to school on time".</i></p>	Attendance	2016	2017	2018	Target
				Disadvantaged	91.5	90.0	90.96	95.4
				Other	96.0	94.9	95.20	95.4
				Variance	-4.5	-4.9	-4.24	NA
				Slight reduction in attendance gap 2017-2018				
<b>Evaluation:</b> This strategy will be continued into the next academic year.								
Careers Education	31,635	All Pupil Premium students in Years 9 to 11.	<p><b>Interventions &amp; Careers related learning</b></p> <p>The team work to an agreed delivery plan building in appropriate opportunities as they are presented. In total, the team organised 71 events for students in addition to the Employment Intelligence, Progress 2 Success and Think Forward programmes resulting in 3827 careers interventions for students. Interventions may be short assemblies or programmes of activities over several weeks.</p>	<p>30 students (10 in Y9, 10 in Y10 and 10 in Y11) provided with 1 to 1 careers</p> <p>NEET figures for 2017-18 (Y11) of just 3.48% (National 2.7% - <i>NEET Statistics Quarterly Brief October to December 2017, England</i>).</p>				
				<b>Evaluation:</b> The comprehensive range of strategies employed during the academic year 2017-18 will be continued and developed further into 2018-19.				

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact				
Pupil Premium Co-ordinator	12,564	Available to all Pupil Premium students	Regular review of disadvantaged student's provision through: close liaison with middle leaders to monitor, evaluate and refine the strategies employed; conducting work scrutinies of disadvantaged students' work; providing action points for improvement; systematic and incisive tracking of performance data; coordinating the subsequent interventions put in place and gauging their impact.	P8	2016	2016	2017	2018
				All	-1.25	-0.96	-1.08	-0.88
				PP	-1.41	-1.11	-1.23	-1.16
				NPP	-1.02	-0.67	-0.86	-0.52
				Variance	-0.39	-0.44	-0.37	-0.64
				Gap has increased to				0.27
				A*-C/9-4	2015	2016	2017	2018
				Basics	33.2%	36.7%	36.7%	32.0%
				PP	26.6%	31.1%	33.0%	22.7%
				NPP	42.3%	46.7%	41.7%	44.0%
				Variance	-15.7	-15.6	-8.7	-21.3%
				Gap has increased to				21.3
				<p><b>Evaluation:</b> Although the overall progress for pupil premium students improved between 2017 to 2018, overall progress in the basics declined. The attainment gap between Pupil Premium and other students also widened. A major review will be conducted in to tracking/intervening the progress of pupil premium students. The conclusions from this review will be implemented for the next academic year.</p>				
Educational Psychologist	13,231	Available to all Pupil Premium students	Specialised training provided, to build the Inclusion team's capacity to effectively identify and support the needs of students presenting with mental health issues. Professional specialist support provided to student identified with mental health issues.					
			<p><b>Evaluation:</b> This strategy will be continued into the next academic year. Consideration will also be given to employing a full-time counsellor.</p>					
Saturday and Holiday Workshops	1,018	Available to Pupil Premium students in Y10 and Y11.	The take up of Saturday workshops indicated that this strategy was highly valued by students and parents. Saturday and holiday workshops were run for all KS4 subjects.	Over 70 students regularly turned up for weekly exam support sessions run on Saturday mornings.				
			<p><b>Evaluation:</b> This will be continued into the next academic year.</p>					

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact																					
Literacy Interventions	7,633	Available to all Pupil Premium students	Targeted students in Year 7 and Year 8 following Read Write Inc programme. The Librarian provides the "Reading aloud" sessions for KS3 students. Thursday Literacy Lunchtime Clubs that provided students with literacy games and puzzles promoted students' interest in literacy, particularly boys. Students in year 7 and year 8 identified with low literacy skills were also supported with Accelerated Reader or Read Write Inc.	<p><b>Read Write Inc.</b></p> <p><u>Year 7:</u> 22 students were supported, 20 of which were Pupil Premium students. On average, this group of 22 students improved their reading ages by over 2 years.</p> <p><u>Year 8:</u> 30 students were supported, 23 of which were Pupil Premium students. On average, this group of 30 students improved their reading ages by over 0.75 of a year.</p>																					
			<b>Evaluation:</b> A major review of how catch-up funding and Pupil Premium funding is utilised will take place for the next academic year.																						
Pastoral Support Structure including self-regulation	62,582	Available to all Pupil Premium students	The inclusion team identified 64 students in the year 2017-18 that experienced problems accessing the curriculum due to: weak literacy skills; numeracy skills and or presented with a poor attitude to learning. This intensive, bespoke support enabled students to be re-integrated back into their mainstream lessons once the deficits in their learning had been addressed.	Of the 64 students that were provided with wave 3 intervention (withdrawn from lessons) 80% made progress maths and 40% made progress in Literacy. 33% of these students were Pupil Premium.																					
			<b>Evaluation:</b> The progress secured in mathematics was encouraging with 80% improving their numeracy skills. However, the progress secured for literacy 40% was disappointing and so a review of the resources and provision offered will be reviewed for the next academic year to ensure that progress in literacy is in line with that of mathematics.																						
Attendance Support	17,139	Available to all Pupil Premium students	Additional staff time dedicated to persistent absentees.	<table border="1"> <thead> <tr> <th>Attendance</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>91.5</td> <td>90.0</td> <td>90.96</td> <td>95.4</td> </tr> <tr> <td>Other</td> <td>96.0</td> <td>94.9</td> <td>95.20</td> <td>95.4</td> </tr> <tr> <td>Variance</td> <td>-4.5</td> <td>-4.9</td> <td>-4.24</td> <td>NA</td> </tr> </tbody> </table>	Attendance	2016	2017	2018	Target	Disadvantaged	91.5	90.0	90.96	95.4	Other	96.0	94.9	95.20	95.4	Variance	-4.5	-4.9	-4.24	NA	
				Attendance	2016	2017	2018	Target																	
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Slight reduction in the attendance gap 2017 to 2018.																									
<b>Evaluation:</b> Although there was a modest improvement in the attendance gap between Pupil Premium and other students, the gap is still far too great. There we a much more rigorous and strategic approach taken to improving the attendance of all students in the next academic year. New systems will be implemented from September 2018.																									
Proportion of Safeguarding Team	20,162	Available to all Pupil Premium students	In the academic year 2017-18 the safeguarding team managed 592 referrals.																						
			<b>Evaluation:</b> Following a comprehensive safeguarding review, systems will be refined in the next academic year.																						

## CLOSING THE GAPS AT KEY STAGE 4

### Percentage of pupils attaining the Basic standard pass: a grade C+/4+ in both GCSE English and Maths

Figures for the Basics strong pass grade 5+ in both English and mathematics are given in brackets.

Basics C+/4+	2015	2016	2017	2018
All pupils	26.2%	30.1%	33.2%	32.0%
Pupil Premium	21.1%	25.1%	29.8%	22.7%
Non Pupil Premium	33.3%	38.3%	37.6%	44.0%
Within School gap	-12.2%	-12.8%	-7.8%	-21.3%

The focus will move for C/4+ (Standard Pass) to 5+ Strong Pass in future reports.

### Overall Total Progress

Progress	2015	2016	2017	2018
All pupils	-1.25	-0.96	-1.08	-0.88
Pupil Premium	-1.41	-1.11	-1.23	-1.16
Non Pupil Premium	-1.02	-0.67	-0.86	-0.52
Within School gap	-0.39	-0.44	-0.39	-0.64

The disadvantaged Overall Total Progress gap widened to -0.64 in 2018. However, the relative performance of Pupil Premium students overall improved marginally for -1.23 (2017) to -1.16 (2018). The major factor influencing the widening progress gap was the improved performance of the Non-Pupil Premium students, their progress improved for -0.86 (2017) to -0.52 (2018).

### Overall Total Average Attainment per Grade

Average Grade	2015	2016	2017	2018
All pupils	3.06	3.56	2.96	3.19
Pupil Premium	2.79	3.23	2.64	2.80
Non Pupil Premium	3.44	4.14	3.40	3.69
Within School gap	-0.65	-0.91	-0.76	-0.89

The Pupil Premium Overall Total Average Attainment gap increased to -0.89 in 2018. This increase is once again due to Non-Pupil Premium students improving their overall attainment to a greater extent than the Pupil Premium Students.



## ACTION PLAN 2018-19

The Bulwell Academy has been allocated £ 504,000 Pupil Premium funding for the academic year 2018-19 in addition to the main school budget. The strategies that will be continued this year are given below:

Initiative	Provision Cost (£)	Students involved in intervention	Commentary
Academic Coaches English and Maths	113,000	Available to all Pupil Premium students	The support provided by Academic Mentors, offered personalised, intensive support for small groups of students.
Teachers for low ability groups (Reduce class size)	47,000	Available to all Pupil Premium students	This strategy enables group sizes to be reduced to a level, where students with additional learning needs will benefit from a greater proportion of their teacher's time each lesson.
Other TA Support	92,940	Available to all Pupil Premium students	One to one support (in-class) is provided for identified students requiring additional help.
Alternative Provision Pathways (interventions/outdoor education)	16,560	Year 10 and Year 11	Outdoor activities will be used to develop life skills and re-engagement with learning for those students struggling to succeed in mainstream provision.
Traditional Alternative Provision	27,000	KS4	A broad range of courses, tailored to individual student's needs and aptitudes will be provided, including English Language and Maths GCSEs.
Coaching and Mentoring	16,000	All Pupil Premium students in Y8, Y10 and Y11	Humanutopia will be provided to all students in Years 8, 10 and 11 with the opportunity to develop essential life-skills, empowering them to be more confident, resilient and resourceful learners. Nottingham Trent University – provide mentoring support for 40 with study skills, CV writing, planning for college/university. Aiming Higher for 26 Post 16 students.
Free Breakfast	13,000	Available to all students	This strategy promotes better punctuality and attendance, as well as ensuring students are best prepared to engage with learning.
Careers Education	31,000	All Pupil Premium students in Years 9 to 11.	A comprehensive range of careers education will be provided to students from Year 9 to help them make the links between learning and: the world of work, further training or study (Think Forward)
Pupil Premium Co-ordinator and Champions	12,000	Available to all Pupil Premium students	A comprehensive range of strategies will be put in place to ensure that the quality of the learning experience for all Pupil Premium students is maximised.
Educational Psychologist	13,000	Available to all Pupil Premium students	Specialist professional support will be available to students presenting with mental health issues. Expert training will also be provided for staff involved in supporting students with mental health issues.

Initiative	Provision Cost (£)	Students involved in intervention	Commentary
Saturday and Holiday Workshops	1,000	Available to Pupil Premium students in Y10 and Y11.	Saturday and holiday workshops will be run for all KS4 subjects at key times throughout the year.
Literacy Interventions	7,500	Available to all Pupil Premium students	Students in all year groups will benefit from regular reading age tests, opportunities to use the library with support from the librarian, use of purple pens for Literacy marking, and Literacy stickers to track progress made.
Pastoral Support Structure including self -regulation	62,000	Available to all Pupil Premium students	Year Managers will be available to support students better manage their personal and social issues so that these do not impact negatively on their learning. Intensive, bespoke support will be made available to students in all year groups to help them improve their literacy/numeracy skills so that they can more readily access the curriculum.
Student Travel Trips and Rewards	15,000	Available to all Pupil Premium students	Financial support will be made to ensure that every student has the opportunity to take part in all learning activities, irrespective of their parent/carer's capacity to pay.
Attendance Support	17,000	Available to all Pupil Premium students	Additional staff time dedicated to persistent absentees.
Proportion of Safeguarding Team	20,000	Available to all Pupil Premium students	High quality provision will be in place to ensure all students stay safe.

## MEASURING IMPACT 2018-19

The impact of the strategies put in place will be gauged over the year by:

- The progress of disadvantaged students at each of the academy's Assessment Points
- The Key stage 4 and Post 16 outcomes of disadvantaged students compared to other students nationally
- The attendance figures for disadvantaged students compared to national targets set
- Pupil Voice feedback
- Analysis of pupil's improved literacy skills/numeracy skills
- Impact made by students working with academic coaches
- Outcomes of pupils following the alternative provision pathway
- Impact of the Pastoral Support Structure including: the meta- cognition & self-regulation team and Think Forward to support vulnerable pupils develop the skills to effectively engage with their learning in a sustainable manner.
- The impact of our Employment Intelligence programme of support regarding preparing students for the world of work.

REVIEW POINTS:    a) The impact of the pupil premium funding is reviewed at each of the Academy's Assessment Points  
                               b) Review of the Pupil Premium Spending Plan – at Rapid Improvement Board meetings