

Pupil premium strategy statement

This statement details our School's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our School.

School overview

Detail	Data
School name	University of Birmingham School
Number of pupils in School	1190 KS3-5
Proportion (%) of pupil premium eligible pupils	35.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	10 th November 2021 Reviewed on 9th November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Colin Townsend, Principal
Pupil premium lead	Clare Haley, Assistant Vice Principal
Governor / Trustee lead	Professor Julie Allan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,073
Recovery premium funding allocation this academic year	£81,834
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your School is an academy in a trust that pools this funding, state the amount available to your School this academic year	£364,907

Part A: Pupil premium strategy plan

Statement of intent

Our core aim is to ensure all pupils succeed as learners and flourish as responsible citizens of their community. Regardless of the background from which a pupil has joined our School, we believe all are capable of flourishing and deserve to do so. We are also aware that, too often, those from disadvantaged backgrounds can face additional barriers to success. Therefore, we will prioritise raising the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with non-pupil premium peers nationally.

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted support strategies are deployed to address inequalities in the education of pupils from low-income families and raise the attainment of these pupils.

For the next three years in particular, this strategy is integral to wider School plans for education recovery following the impact of Covid-19. The School is engaged with the National Tutoring Programme that provides targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage.

What this looks like:

- sustained progress for almost all pupils;
- close attainment gaps relative to national averages;
- outstanding teaching consistent throughout every lesson, acknowledging that excellent teaching and learning is the ultimate key for all pupils to make progress;
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to put in place support at the point need is identified;
- a greater focus in lessons on how pupils learn and intentional engagement with parents and carers on the importance of homework and revision, especially with those who have struggled to engage so far;
- enhance reading, numeracy and communication skills;
- engage and develop cultural and social capital through a comprehensive enrichment and character programme;
- subsidising enriching experiences that disadvantaged pupils might otherwise miss;
- have a clear focus on all disadvantaged pupils, including those with SEND, to support pupils in becoming aspirational learners and flourishing citizens.

Challenges

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

Challenge number	Detail of challenge
1	KS2 intake data for the current Year 7 cohort indicates that 60% of low prior attaining pupils are pupils eligible for pupil premium.
2	Our internal diagnosis for pupils indicates that those eligible for pupil premium are not as strong with their reading as their peers. This is true across both Key Stages 3 and 4. This impacts on progress in all subject areas.
3	Pupils in Year 11 eligible for pupil premium are forecasted to achieve results that amount to -0.32 Progress 8. Though this is higher than the national average, there remains a significant gap between the forecasts of disadvantaged pupils and those not eligible for pupil premium in our School (who are forecasted to achieve +0.08)
4	Attendance and punctuality: For pupils eligible for pupil premium across all year groups, these are not as strong as those not eligible. Though this differs across year groups, there is a noticeable gap in Years 9-11. Pupils eligible for pupil premium are also more likely to be late to School. This is the case across the year groups. This has an academic impact on missed learning.
5	Though behaviour has noticeably improved across the School, 40% of behaviour stamps were given to pupils eligible for pupil premium in term 1a of 2023-24. 47% of red stamps given in the same half term were received by pupils eligible for pupil premium. A red stamp means a pupil must leave the lesson. This therefore affects progress directly in that lesson. Of the 11-fixed term exclusions for autumn 1a, 8 were for pupils eligible for pupil premium.
6	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial School closures to a greater extent than for other pupils. These findings are backed up by several national studies.
7	Homework: pupils struggling to complete homework disproportionately represent pupils eligible for pupil premium (79% of those not completing homework in autumn Term 1a were disadvantaged). This impacts on progress in all subject areas.

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 attainment among disadvantaged pupils across the curriculum at the end of KS4	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an average progress 8 score which is not significantly lower than the cohort progress 8 score
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved numeracy across KS3, especially in Year 7	Progress tests in maths in the summer term demonstrate improved performances in numeracy and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Reducing the disparity of absence between disadvantaged pupils and their peers. This is especially noticeable in Years 9-11. • Reducing the disparity of lateness between disadvantaged pupils and their peers.
Sustained improved behaviour	A reduction overall in behaviour stamps given, but a reduction in the disparity between disadvantaged pupils and their peers in receiving negative behaviour points and receiving fixed term exclusions.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teacher and staff CPD on best practice in the classroom to promote progress, including for disadvantaged children	Staff implementation forms a key part of the updated EEF guidance on using the Pupil Premium effectively: Using the Pupil Premium EEF	All
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through actions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support, including partnership with the National Literacy Trust	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become learners that are more independent. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide personalised tuition for pupils across the key stages, focusing on areas of misconceptions. Engaging with the National Tutoring Programme, providing a blend of tuition and academic mentoring.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 6</p>
<p>Use of specialised programmes to support pupils in their numeracy and literacy</p>	<p>Sparx Maths and Success at Arithmetic demonstrated to have a noticeable impact on numeracy as has Lexonic on literacy; this has been demonstrated by previous in School data.</p>	<p>1, 2</p>
<p>Embed in further a reading strategy which identifies and puts in place opportunities for practise those pupils struggling with their reading</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when support is delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Personalised timetables of academic support for pupils in Year 11, both online and in person</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Numeracy and Literacy personalised tuition, through the employment of numeracy and literacy coaches</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups:</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £143,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Think for the Future, to provide individual and group support focused on pupils struggling with their engagement with School, especially those struggling with behaviour, attendance and well-being	<p>Intentional and well planned behavioural mentoring can be an effective method to support pupils' engagement with School:</p> <p>Improving behaviour in Schools EEF</p> <p>Think for the Future are not for profit and a recognised partner of Teach First: Think for the Future</p>	4, 5, 6
Homework club - opportunities for pupils to come into School to complete homework, with access to IT resources	Targeted homework clubs identified as a key strategy for supporting pupils, especially those disadvantaged: Homework EEF	7
IT resources - ensure that pupils are equipped with adequate support to access homework and revision resources in School and at home.	<p>Ensuring all pupils have an equitable access to IT resources will allow pupils better opportunities to access online resources.</p> <p>Using IT in Schools EEF</p>	2, 7
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance/PPMs have been appointed to support attendance, punctuality and behaviour</p>	The DfE guidance has been informed by engagement with Schools that have significantly reduced persistent absence levels.	4, 5

<p>Parent engagement: supporting parents to support their children</p>	<p>Parent Engagement EEF</p> <p>Why Parents Matter Parentkind</p> <p>References also The Four Pillars of Parent Engagement by Robbins and Dempster</p>	<p>4, 5, 6 and 7</p>
<p>Equitable opportunities for disadvantaged pupils</p>	<p>Ensuring, as far as resources allow, that finances do not represent a barrier to pupils' participation in School opportunities, such as sports and music.</p> <p>Not only is this an equity issue, many studies suggest music lessons improve children's academic potential (Music lesson studies / PE lesson studies)</p>	<p>All</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar Schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified. We are currently witnessing an increased need for support given the cost of living crisis.</p>	<p>All</p>

Total budgeted cost: £ 364,907

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our pupil premium strategy over the last few years has resulted in pleasing impact in supporting the attainment and progress of our disadvantaged pupils. Disadvantaged pupils in our School are, on average, likely to make positive progress and perform favourably compared to their peers nationally. GCSE results in August 2023 demonstrated that those eligible for pupil premium achieved a Progress 8 score of -0.18, compared to an overall Progress 8 score of +0.18. This is a significant improvement on 2022 results where those eligible for pupil premium achieved a Progress 8 score of -0.32 compared to +0.08 for those not eligible for pupil premium. Though disadvantaged pupils on average progress at a higher rate than the national average (being -0.6 for August 2023), there remains a gap between disadvantaged and non-disadvantaged pupils that remains a key focus for the School. Current Year 11 pupils are forecasted to achieve a Progress 8 score of +0.08. Our EBACC entries remains highly ambitious. 67% of last year's Year 11 were entered for the baccalaureate with a Progress 8 score of +0.32.

However, a progress and attainment gap remains between those pupils eligible for pupil premium and those not eligible in our School. Disadvantaged pupils in our School are, on average, less likely to do as well as their peers within School.

Across Key Stage 3, pupils eligible for pupil premium are more likely to be behind their expected assessment grade than their peers.

Some progress has been made towards supporting disadvantaged pupils with their reading, although this needs to remain a focus. The impact of Covid-19 has had a detrimental impact on the reading abilities and confidence of our pupils, especially those who are disadvantaged.

Whole-School attendance from 06/09/23 – 10/11/23 was 93.4%, 1.2% above the national average figure of 92.2%. For pupils eligible for pupil premium, this figure was 88.22% in contrast to 94.76% for non-pupil-premium eligible pupils, a difference of 6.54%. During the same period, unauthorised absences stand at 4.54% for pupils eligible for pupil premium, noticeably higher than for non-pupil-premium eligible pupils (2.02%).

Whilst significant work has been carried out by the School to support pupils and their families during and after Covid-19, wellbeing and mental health remain key concerns.

The pandemic has had a detrimental effect on pupils and this impact is particularly acute for disadvantaged pupils. We are using pupil premium funding to provide targeted actions and sessions, tuition and support where required.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Think for the Future	https://www.thinkforthefuture.co.uk/

Service pupil premium funding (optional)

For Schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	