

Pupil premium strategy statement – University of Birmingham School

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	1183 KS3-5
Proportion (%) of pupil premium eligible pupils	36.8%
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)	2024/25 – 2026/27 (Year 1 of strategy statement)
Date this statement was published	14 th November 2024 Reviewed on 13th November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Colin Townsend, Principal
Pupil premium lead	Clare Haley, Assistant Principal
Governor / Trustee lead	Professor Julie Allan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,100
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>	£296,100

Part A: Pupil premium strategy plan

Statement of intent

Our core aim is to support all pupils to succeed as learners and flourish as capable, confident and caring citizens of their community. We believe all pupils are capable of flourishing and deserve to do so at our School. For multiple and diverse reasons, we are aware that those from disadvantaged backgrounds can face additional barriers to success. Therefore, we prioritise additional support for pupils eligible for pupil premium funding so that their experience in education is one where barriers are removed, where untapped potential is recognised and where life-changing opportunities are made accessible.

We know that consistently excellent teaching and learning, including a high level of challenge, is paramount to the progress of all pupils, including those from disadvantaged backgrounds. This remains central to everything we do in School. To complement this, additional support strategies are put into place, including targeted academic support and wider strategies, where we believe they will be impactful for individual pupils, who may experience inequity. This is aligned with the Education Endowment Foundation's *Guide to the Pupil Premium* and the Department for Education's *Pupil Premium Guidance for School Leaders*, where a 'Menu of Approaches' (High quality teaching, targeted academic support and wider strategies) is outlined.

Whilst the immediate impact of the Covid-19 pandemic has passed, we are aware of the ongoing, longer-term impact on pupils and their families in our School community, alongside a context of increased cost of living and hardship. We remain attentive to inequity as we continue to serve our School community within the resources available, mindful of how these ongoing challenges affect individuals in a multitude of ways.

Our approach is responsive to both emerging common challenges and individual needs, anchored in recognizing each member of our School community and their personal talents, character education journey and aspirations. We remain mindful not to make assumptions about disadvantage and its impact.

As a School we work to:

- ensure progress is sustained for all pupils;
- close attainment gaps relative to national averages;
- ensure high quality teaching and learning is consistently evident in every lesson;
- maintain a culture of high expectations and high level of challenge and aspiration in lessons and broader enrichment;
- act early to put in place support at the point need is identified;
- develop our partnerships with families to support effective home learning, especially with those for whom School may be harder to reach;

- strengthen reading, numeracy and communication skills as essential building blocks for success;
- provide access to a wide range of broader educational experiences through an ambitious and varied enrichment and character education programme;
- remain mindful of the multiple factors that can influence an individual pupil's experience, recognising and nurturing the strengths of each pupil

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: For pupils eligible for pupil premium across all year groups, attendance and punctuality are not as strong as they are for those not eligible for pupil premium in term 1a. For varied reasons, which could include longer journeys and reliance on public transport, pupils eligible for pupil premium are also more likely to be late to School. This is the case across all year groups and leads to missed learning.
2	Home learning: The number of amber stamps issued for non-completion of homework in term 1a is higher for PP eligible pupils compared to non PP-eligible pupils, which is likely to impact their retention of core learning and attainment. This can be for reasons including a lack of quiet place at home in which to study, a lack of resources including access to devices and longer, potentially more disrupted journeys to and from school on public transport, leading to increased tiredness and reduced time to study outside of school hours.
3	Attitude to learning and conduct: Internal data tells us that a significant number of our disadvantaged learners can experience more challenges in terms of developing positive attitudes to learning and conduct. The number of red stamps and FTE suspensions issued to PP-eligible pupils was higher than the number issued to non PP-eligible pupils in term 1a. This can be for reasons including lack of role modelling outside school, poor health and nutrition and adverse childhood experiences.
4	Lower attainment on entry to the School: For multiple reasons, KS2 intake data for the current Year 7 cohort indicates a higher proportion of PP-eligible pupils have underperformed in previous assessments and have gaps in knowledge, skills and understanding compared to their non-disadvantaged peers.
5	Attainment at KS4: The percentage of pupils achieving a grade 4 or above in English and Maths was lower for PP-eligible pupils compared to non-PP eligible pupils in our 2024 GCSE results. As crucial qualifications that facilitate access to onwards pathways, closing this gap is a core priority for our School.

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
To achieve and sustain improved attendance and punctuality for all pupils, narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, the gap between PP-eligible and non PP-eligible pupil attendance and punctuality is reduced. Attendance and punctuality for all pupils is in line with or above national averages.
Improved home learning completion and increased self-efficacy and confidence in approaches for effective self-study, narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, the gap between effective home learning completion for PP-eligible and non PP-eligible pupils is reduced. Self-efficacy and confidence around approaches for effective self-study is evident and reflected in pupil outcomes.
Improved attitude to learning and conduct, narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, there is a reduction in red stamps and FTE suspensions issued for PP-eligible pupils.
Improved attainment for learners by the end of KS3 (with a particular focus on early support in Year 7 where pupils join with lower attainment on entry), narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, including nurture group, small group, 1:1 provision and mentoring, the gap between PP-eligible and non PP-eligible pupil attainment is reduced.
Improved attainment for pupils by the end of KS4, narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, the percentage of PP-eligible pupils achieving at least a grade 4 in English and Maths is in line with or above non PP-eligible pupils in our School and in line with or above national averages.

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: £148,100

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	The EEF Guide to the Pupil Premium https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium EEF - Evidence Brief https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314	4 & 5
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	EEF – Assessing learning in the new academic year (Prof. Rob Coe) https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	4

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

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised tuition for pupils across the key stages, focusing on areas of	EEF Teaching and Learning Toolkit: Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF: Peer tutoring	4 & 5

<p>misconceptions through Academic Mentoring</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>EEF: One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF: Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Use of specialised programmes to support pupils with their numeracy and literacy</p>	<p>EEF: Teaching Assistant Support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Sparx Maths and Power of 2 have had a noticeable impact on pupils' numeracy skills in School. Lexonic and Word Wasp are used by the SEND team to make a positive impact on the development of pupils' literacy skills. Flash Academy is used to support ELA Learners.</p>	<p>4 & 5</p>
<p>Develop our reading strategy to support and accelerate pupils' reading</p>	<p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>4 & 5</p>
<p>Personalised timetables of academic support for pupils in Year 11, including small group tuition in English and Maths</p>	<p>EEF Teaching and Learning Toolkit: Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>5</p>

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

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>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>	<p>Intentional and well planned behavioural mentoring can be an effective method to support pupils' engagement with School: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-intervention</p> <p>Think for the Future are not for profit and a recognised partner of Teach First: https://www.thinkforthefuture.co.uk/</p>	<p>1 & 3</p>
<p>Homework club - opportunities for pupils to come into School to complete homework, with access to IT resources</p>	<p>EEF: Extending School Time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>EEF: Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2</p>
<p>IT resources - ensure that pupils are equipped with adequate support to access homework and revision resources in School and at home</p>	<p>EEF: Using Digital Technology to Improve Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>2</p>
<p>Embedding principles of effective practice set out in DfE guidance on attendance. Increased staffing and leadership capacity to support</p>	<p>EEF: Supporting school attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Department for Education: Working together to improve school attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1</p>

attendance and punctuality		
Parent engagement: supporting parents to support their children	<p>EEF: Parent Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parents Matter: The Research (Parentkind) https://www.parentkind.org.uk/for-schools/parents-matter-the-research</p> <p><i>The Four Pillars of Parent Engagement</i>, Robbins and Dempster (2021)</p>	All
Equitable opportunities for disadvantaged pupils	<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, studies suggest music lessons improve children's academic potential: https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB</p>	All
Contingency fund for acute issues	Based on our experiences and those of similar schools, 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 continuing to witness an increased need for support given the cost of living crisis.	All

Total budgeted cost: £296,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This report marks the end of our previous three-year pupil premium strategy plan and therefore outlined below is an assessment of how successfully the intended outcomes (indicated by the statements in bold) of the previous plan have been met. In our context, the longer-term impact of the Covid-19 pandemic continues to be felt, alongside challenges linked to increased cost of living and hardship. As we look towards the next stage of our pupil premium strategy, mindful of these ongoing challenges for our pupils and their families, we continue to strive to reduce the gaps between PP-eligible and non PP-eligible pupils in our School.

1) Improved attainment among disadvantaged pupils across the curriculum at the end of KS4

There continues to be important work to do in this area, with this remaining a core priority of our reviewed pupil premium strategy outlined above. In summer 2024 GCSE examinations, progress 8 for PP-eligible pupils in our School was -0.61, compared to +0.16 for non PP-eligible pupils. 57.97% of PP-eligible pupils achieved a grade 4 or above in English and Maths, compared with 68.27% of non PP-eligible pupils. We are aware of the importance of the achievement of these qualifications for our pupils to access next steps and this remains a core priority for us as we review our work to date and drive for increased impact.

2) Improved numeracy across KS3, especially in Year 7

Sparx Maths continues to make a positive impact and mentoring programmes, such as the undergraduate mentoring programme with University of Birmingham and Sixth Form Maths peer-mentoring programme have been received very positively by pupils, a high proportion of whom are PP-eligible. Our nurture group provision, which is designed to support learners at KS3 in English and Maths, many of whom are PP-eligible, makes a positive difference to learners for whom mainstream lessons are not yet accessible and pupils and their families recognise the importance of this tailored support. Our Academic Mentor in Maths provides high-quality Maths tuition for pupils requiring additional support (including PP-eligible pupils) and has joined our group of Early Career Teachers (ECTs) in School to complete training as a Maths teacher. We are aware that there is continued work to do to secure impact in this area, including through the development work being undertaken by our Maths Progression Lead from September 2024. In the end of year Maths assessments from summer 2024, we saw the gap close in achievement of the top results in Year 8 and Year 9, with 24% of Year 8 PP-eligible pupils achieving above expected level, compared to 22% of non PP-eligible pupils. 43% of PP-eligible pupils in Year 9 achieved above expected level, compared to 40% of non PP-eligible pupils.

3) Improved reading comprehension among disadvantaged pupils across KS3

We are aware of the importance of driving greater impact in this area and this remains a core priority for us as outlined in the reviewed PP statement above. Analysis of the recent Autumn term reading tests shows that the percentage of PP-eligible pupils whose reading age is below their chronological age is higher than that of non PP-eligible pupils in all year groups. Through careful use of library lessons, Sixth Form peer mentoring, form time reading, targeted mentoring support from undergraduates at the University of Birmingham and nurture group provision, alongside whole-staff CPD on supporting reading, we continue to work to close the gap here, using information from our biannual NGRT reading tests to guide our support of pupils.

4) Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects

Subject teams have worked hard to embed strategies to support independent learning in their subject areas over the last three years, sharing these with families at parents' evenings and at events such as the Year 11 Pathways to Success evening. Resources are shared with all pupils and families, even if they are unable to attend events in School and knowledge organisers are centrally collated and issued to all pupils to support independent learning. Our use of Class Charts supports pupils and families to track home learning tasks and completion and we provide homework club before and after school each day alongside loaned devices where there is a lack of access to IT at home. Nevertheless, we are aware that there is further work to do to secure impact in this area and this remains a focus of our reviewed pupil premium strategy above. In term 1a, 53% of amber stamps for lack of homework completion were issued to PP-eligible pupils, compared with 47% issued to non PP-eligible pupils.

5) To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils

There remains a gap between PP-eligible and non PP-eligible pupils in terms of attendance and punctuality. For term 1a, attendance stands at 89.78% and 96.32% for each group respectively. The national average for attendance for schools using Arbor as a Management Information System (MIS) currently stands at 92.7%. For the percentage of late marks in term 1a, the difference is 4% (PP-eligible pupils) compared to 2.5% (non PP-eligible pupils). Mindful that attendance and punctuality are key focus areas nationally following the Covid-19 pandemic, from September 2024 we have increased staffing and leadership capacity to drive impact in these crucial areas, with an Associate Senior Leader leading on punctuality and an Assistant Principal leading on attendance.

6) Sustained improved behaviour

As a School, we have worked hard collectively to drive an improvement in standards for pupil conduct over the last three years and we continue to focus on this each day as a core priority. We have been able to identify pupils

requiring additional support and offer high-quality programmes to develop their understanding of the importance of excellent conduct. Pupil feedback on support offered through programmes such as 'Think for the Future' have been positive and reference increased motivation, aspiration and communication skills. This programme continues to run as part of our reviewed pupil premium strategy because of its positive impact in our context. Internal data shows us that the number of red stamps and FTE suspensions however remains higher for PP-eligible pupils compared to non PP-eligible pupils and the number of green stamps issued for Character (Community and Intellectual) is in both cases proportionally lower for PP-eligible pupils compared to non PP-eligible pupils. Continued work towards reducing these gaps therefore remains a priority on the reviewed statement above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils