

# Pupil Premium Strategy Statement



BURSCOUGH  
PRIORY ACADEMY

## 2023-2026

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Burscough Priory Academy
Number of pupils in school	699
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Sept 2023- August 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024 and 2025
Statement authorised by	LMA
Pupil premium lead	LMA
Governor / Trustee lead	NRO/HDI

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,220
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4,925,036

# Part A: Pupil premium strategy plan

## Statement of intent

Burscough Priory Academy aims to ensure that our disadvantaged students leave our school equipped with the skills, attitudes and qualifications to enable them to make the best choices and have all the opportunities to succeed in life. To contribute positively to society, go on to further and higher education, employment and training and to aspire to be their best.

For our Pupil Premium Strategy, we align our actions and approaches to the Education Endowment Fund's guide to Pupil Premium which aims to help schools maximise the impact of the grant. On this basis our Pupil Premium spend uses the EEF tiered approach to improving outcomes for disadvantaged students.

These are 1 - Teaching, 2 - Targeted Academic Support and 3 - Wider Strategies. The EEF stress that many strategies will overlap and that balance between categories will vary year on year.

The key driver of our strategy is to ensure that high quality teaching is available to all and is central to many of our approaches.

Our approaches will:

- ensure that any support required will be identified early and implemented clearly, by working collaboratively and in partnership with stakeholders
- be based on diagnostic assessment of data and need, not assumption about the impact of disadvantage
- ensure every child has the opportunity to succeed and thrive at Burscough Priory Academy regardless of starting point, background or the challenges they may encounter (be they at home, school, physical, mental or academic).
- Personal Development will play an integral part of 'what we do' as a school community. We want our students to become proactive responsible citizens and be able to pursue careers they are passionate about and live healthy, secure, happy and fulfilled lives.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students are disproportionately affected when the quality of teaching is not deemed to be good. Therefore, quality first teaching is the main focus to ensure accelerated progress for disadvantaged students.
2	A proportion of students enter secondary school below chronological reading age expectations and as such are unable to access parts of the curriculum without intervention and support.
3	Persistent absenteeism of disadvantaged students remains above that of non-disadvantaged students.
4	Student learning habits have been affected by the periods of remote learning and disadvantaged students have been disproportionately affected.
5	Disadvantaged students have sometimes had lower aspirations regarding going on to appropriate post 16 courses at further and higher education.
6	Parental engagement of disadvantaged students with school is sometimes lower than non-disadvantaged students
7	The availability of resources [and finance] available for supporting school, learning and enrichment experiences for disadvantaged students means that they can be disproportionately impacted when compared to their peers.

## 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 close the attainment gap between disadvantaged pupils and their non-disadvantaged peers at Key Stage 4	2024/2025 KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their non-disadvantaged peers.
To close the attainment gap between disadvantaged pupils and their disadvantaged peers at Key Stage 4	Progress 8 to increase: the proportion of disadvantaged students making positive progress overall and, in each bucket,  Percentage of Grade 5+ in English and maths - to close the gap between the disadvantaged students and the national average for non-disadvantaged students
To address students with lower than chronological reading ages	The reading ages of our disadvantaged students will improve from their September benchmark test.

	The gap between reading age and chronological reading age will decrease.
To increase attendance of disadvantaged students	The attendance of the majority of disadvantaged students, at least, matches that for their non-disadvantaged peers and other students nationally, or this gap is reducing
To increase disadvantaged students' engagement in school life and aspirations	To increase leadership opportunities for disadvantaged students to engage in school life and activities
	Increase the percentage of parents accessing support and contact with school through parent's evenings and support systems.
	Increase the percentage of disadvantaged students accessing appropriate post 16 education
	Monitor homework and curriculum access to ensure disadvantaged students are completing tasks and are making appropriate progress from their starting points
	Ensure that disadvantaged students are given access to opportunities for additional and extra-curricular activities

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and implement high quality CPD for Teaching staff	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 4
Enhanced use of Bedrock Learning and reading across the curriculum	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. <a href="#">EEF Reading Comprehension Strategies Research &amp; Results   Bedrock Learning</a>	2
Employ additional Teaching staff to enable a nurture group to provide additional support for disadvantaged students	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:	1 2
Consistent approach for homework	<a href="#">EEF Homework</a> Use of digital packages and Homework that is linked to classroom work tends to be more effective.	1 4
Purchase of standardised diagnostic assessments. Completion of NGRT/CAT4 diagnostic testing upon entry. 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 interventions or teacher instruction: <a href="#">EEF Assessment and Feedback</a>	1 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase FSM students and subsidise for disadvantaged students on the Chromebook Project	Technology offers ways to improve the impact of pupil practice, can be used to improve the quality of explanations and modelling and play a role in improving assessment and feedback <a href="#">Using Digital Technology to Improve Learning EEF</a>	1 6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2
High Quality CIEAG Programme embedded into the PSHCE Curriculum	Our school's CEIAG programme, underpinned by Career North – ensures all disadvantaged students have access to careers guidance, experience of the work place and visits to FE and Higher Education Establishments <a href="#">Aspiration Interventions EEF</a>	5 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop and embed class charts and provision mapping systematically across the school	Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice	3
Additional pastoral staff and progress leaders to track and support PP student's attendance at school	Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice	3
Additional pastoral staff and progress leaders to track and support PP student's attendance at extracurricular activities	Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice	3 6
Provide breakfast every morning so students are ready to learn	Ensure students are able to start each day with a suitable breakfast to aid in their engagement in learning.	6
Offer subsidies for general subject trips throughout the year	Support students to access rich opportunities that enhance their curriculum experience and impact upon their levels of engagement and aspiration  Providing for young people's needs can also help to build a positive relationship with families and communities, which can support better engagement with young people as well.  <a href="#">YEF-Insights-Brief-1-Engaging-young-people-during-the-COVID-19-pandemic-FINAL.pdf</a> ( <a href="http://youthendowmentfund.org.uk">youthendowmentfund.org.uk</a> )	7
Subsidise uniform costs and equipment where needed	Some households may be less likely to be able to afford the cost of school uniforms.	7
Improve tracking and monitoring systems	Ensure that disadvantaged students are appropriately tracked to ensure that they receive rewards and behaviour points in line with non-disadvantaged students and their attainment and progress is in line with or better than prior attainment <a href="#">Improving Behaviour in Schools EEF</a>	1

Implementation of School Cloud meeting software	<p>Provision of alternative means of communicating with parents such as online/video meetings. Providing opportunities for further positive dialogue with parents/carers is recommended by the EEF as a means to improve engagement. This also links to our professional standards model with increased explicit opportunities for celebration of student achievement.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	6
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**Total budgeted cost: £116,220**



## 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 2022-2023 academic year.

Intended outcome	Success criteria			
To close the attainment gap between disadvantaged pupils and their non-disadvantaged peers at Key Stage 4	There is an improving trajectory of attainment and progress based several of the key measures from the last two validated data sets. The impact of higher expectations, a quality curriculum and teaching and learning experience:			
	Measure	2022	2023	2024
	Cohort Size	26	20	19
	KS2 Average	101.64	103.24	99.08
	Estimated Attainment 8	43.95	44.66	36.39
	Progress 8	-0.23	0.19	-0.49
	English & Maths (9-7)	0.00%	10.00%	0.0%
	English & Maths Strong Pass	23.08%	45.00%	15.79%
	English & Maths Standard Pass	65.38%	55.00%	26.32%
	2024	All	PP	NPP
	Cohort Size	134	19	115
	KS2 Average	103.78	99.08	104.62
	Estimated Attainment 8	44.98	36.39	46.51
	Progress 8	0.23	-0.49	0.36
	English & Maths (9-7)	12.69%	0.0%	14.78%
English & Maths Strong Pass	50.75%	15.79%	56.52%	
English & Maths Standard Pass	68.66%	26.32%	75.65%	

**Year 7 -10**

The final data collection exercise for core subjects summarising the progress that students make. The impact of higher expectations, a quality curriculum and teaching and learning experience is that PP students are approaching the progress rates of their peers:

<b>Maths</b>			
<b>Maths</b>	<b>ALL students Av</b>	<b>PP student Av</b>	<b>Diff</b>
<b>Year 7</b>	1.13	1.21	0.08
<b>Year 8</b>	1.19	1.22	0.03
<b>Year 9</b>	1.17	1.3	0.13
<b>Year 10</b>	1.6	1.25	0.35

<b>English</b>			
<b>Eng</b>	<b>ALL students Av</b>	<b>PP student Av</b>	<b>Diff</b>
<b>Year 7</b>	2.12	2.17	0.05
<b>Year 8</b>	1.25	1.34	0.09
<b>Year 9</b>	1.34	1.44	0.1
<b>Year 10</b>	1.41	1.46	0.05

To address students with lower than chronological reading ages

The reading ages of our disadvantaged students will improve from their September benchmark test. This information is available for all year groups 7-10:

<b>KS2 Reading and Maths Average</b>	101.65	105.78
<b>NGRT SAS</b>	99.03	105.31
<b>NGRT Reading age</b>	11.95	13.11

The gap between reading age and chronological reading age will decrease. Reading test results (and progress) – update when published available.

To increase attendance of disadvantaged students

From the FFT 360 collaboration exercise, FSM (not PP) student attendance is higher compared with peers in this group nationally. In year sub groups there is some variation in attendance:

Attendance Headlines						YEAR TO DATE	05/09/2022 - 21/07/2023
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees		
91.5%	90.7%	92.3%	86.4%	92.4%	24.5%		

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	99	School	86.4%	88.4%	87.2%	87.5%	80.7%	87.1%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	+1.1%	-0.3%	+1.1%	+3.2%	-2.3%	+4.1%
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	578	School	92.4%	95.2%	90.6%	92.5%	92.0%	91.0%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	-0.2%	+0.8%	-2.4%	+0.4%	+0.3%	-0.4%

PP - Attendance 20/22	Non-PP - Attendance 20/22
87.78%	91.17%

To increase disadvantaged students' engagement in school life and aspirations

Increase the percentage of parents accessing support and contact with school through parent's evenings and support systems.

The rate of participation in consultation events is in line with the headline figure or in some cases, greater. Through monitoring and direct intervention with children and their families, contact with families was achieved through a variety of means with a positive impact on the home school partnership and the engagement and progress made by students:

	Participation Rate – All	PP - School Cloud/Telephone
Year 7	87%	86% (76%/10%)
Year 8	83%	76% (63%/13%)
Year 9	82%	83% (69%/14%)
Year 10	83%	94% (82%/12%)
Year 11	84%	85% (79%/6%)

Increase the percentage of disadvantaged students accessing appropriate post 16 education.

All Year 11 students received an impartial guidance meeting prioritised by student group and need. As such, the PP students were prioritised and, in some cases, had several meetings and were supported to make applications in line with their GCSE outcomes. Students had a meeting on examination results day and were counselled and supported to complete their enrolment. In line with the increase of progress and attainment, there is an increase in the number of students accessing Level 3 courses across the range of academic, vocational and technical qualifications:

<b>Level of Study</b>	<b>PP Destinations</b>
Level 1	3
Level 2	6
Level 3	11
All	100% planned destination, 0% NEET