



Pupil Premium Strategy

The 'Golden Thread'

2024-2025

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Our Pledge at BBS:

At BBS, our aim is to eradicate educational disadvantage by **‘levelling the playing field’** for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers, to enable each of them to pursue a successful future. Our BBS strategy is underpinned by the following:

1. Attainment gap of PP students is closed.
2. PP students' lives are enriched.
3. PP students' attendance is in line with non-PP attendance.
4. PP behaviour data is in line with non-PP data.

Pupil Premium Spending

Tiered approach

1. High quality teaching

- Top priority
- PD
- Training
- ECT support
- Recruitment & retention

2. Targeted academic support

- Structured small-group interventions that link to curriculum

3. Wider strategies

- Attendance
- Behaviour
- Social and emotional learning



High-Quality Teaching at BBS

At BBS, we pledge to:

- Identify underperformance and implement academic interventions to address any barriers that may limit the progress of disadvantaged students.
- Make every effort to have ongoing dialogue with the parents/ carers of disadvantaged students to promote engagement and progress.
- Focus on Quality First Teaching, including BBS teaching and learning strategies such as seating plans, questioning and feedback to bring equality.
- Have resources in place to promote academic recovery following any period of pupil absence.
- Incorporate any other appropriate strategies that will lead to closing the disadvantaged gap.

High-Quality Teaching at BBS

At BBS, we ensure our **disadvantaged learners are at the heart of our lessons**. Therefore, we use evidence-informed CPD to develop our practice.

We do this through:

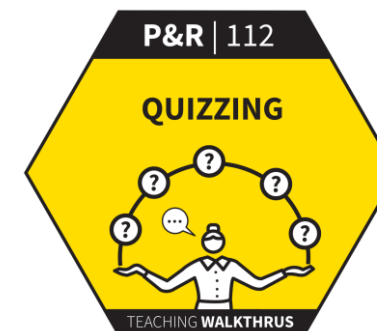
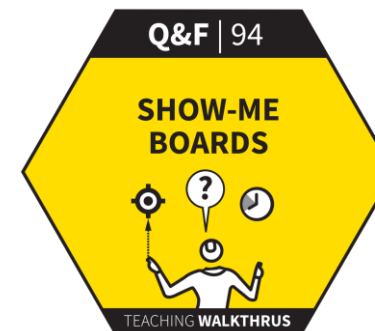
1. **Instructional coaching** for all teachers.
2. Rigorous **CPD** for our teachers.
3. **Deliberate practice** of Tom Sherrington's 'WalkThrus'.
4. All teachers being teachers of literacy (**Disciplinary Literacy**).

High-Quality Teaching at BBS

We ensure that our disadvantaged learners receive the best possible, evidence-informed teaching.

We do this through:

- Rigorous **CPD** for our teachers on **evidence-informed practice** that improves the outcomes of disadvantaged students.
- **Instructional Coaching** for all teachers to hone the use of evidence-informed strategies and ensure that they are having an impact on the learning of disadvantaged students.
- Deliberate **ADAPTation of WalkThrus** to ensure they are equitably applied.
- Working with Tom Sherrington and **embedding WalkThrus** to hone teachers' practice.



The Theoretical Basis

Research	Link
EEF PP Guidance	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium
EEF Teaching & Learning Toolkit	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit
EEF Guide to Improving Literacy in Secondary Schools	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4#nav-downloads
Tom Sherrington's 'WalkThrus'	https://www.walkthrus.co.uk/
Doug Lemov's 'Teach Like a Champion 3.0'	https://teachlikeachampion.org/
DfE Reading Framework	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy#full-publication-update-history

Disciplinary Literacy



IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

At BBS, we follow the EEF guide to improving Literacy in Secondary Schools: [Improving Literacy in Secondary Schools | EEF](https://www.educationendowmentfoundation.org.uk)
([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))

We ensure that our disadvantaged learners are developing literacy skills across all subjects so that they can **read, write and speak** like a historian, scientist, mathematician and a musician.

<p>1</p> <p>Prioritise 'disciplinary literacy' across the curriculum</p>  <ul style="list-style-type: none"> Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. 	<p>2</p> <p>Provide targeted vocabulary instruction in every subject</p>  <ul style="list-style-type: none"> Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. 	<p>3</p> <p>Develop students' ability to read complex academic texts</p>  <ul style="list-style-type: none"> Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. 	<p>4</p> <p>Break down complex writing tasks</p>  <ul style="list-style-type: none"> Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step. Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality. Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. 	<p>5</p> <p>Combine writing instruction with reading in every subject</p>  <ul style="list-style-type: none"> Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach. Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas. Students should be taught to recognise features, aims and conventions of good writing within each subject. Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. 	<p>6</p> <p>Provide opportunities for structured talk</p>  <ul style="list-style-type: none"> Talk matters: both in its own right and because of its impact on other aspects of learning. High quality talk is typically well-structured and guided by teachers. Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. 	<p>7</p> <p>Provide high quality literacy interventions for struggling students</p>  <ul style="list-style-type: none"> Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach. Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.
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Disciplinary Literacy

- At BBS, we are focusing on **vocabulary instruction**.
- All teachers explicitly teach vocabulary through the teaching of **morphology**.
- Teachers prioritise **tier 2** (ambitious) **and tier 3** (subject-specific) vocabulary.
- This is embedded into **curriculum planning**.

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Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

Disciplinary Literacy

- At BBS, we are focusing on **structured talk**.
- All teachers explicitly teach oracy.
- Teachers **structure talk** when asking for feedback or working in pairs/groups i.e. sentence starters and key vocabulary.
- This includes **key vocabulary**.
- There are opportunities to further develop this through the **leadership programme** in school.

6

Provide opportunities for structured talk



- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

Disciplinary Literacy

- At BBS, we provide **high quality literacy interventions**.
- Year 7s are supported through tutor time **interventions**.
- There is a **tiered process** to the support:
 1. Lexonik Leap (phonics programme)
 2. Reading Partners (fluency development)
 3. Small groups led by teachers and TAs (comprehension)
- **Assessment** is used to diagnose need (NGRT, CAT, SAT data).



7

Provide high quality literacy interventions for struggling students



- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

Academic Intervention

Intervention	Information
Academic interventions in tutor time	Underperforming students are targeted for interventions in tutor time, led by the subject specialists in English, Maths and Science. Attendance and impact is evaluated by subject leads and SLT lead for intervention and Pupil Premium.
Academic interventions after school	Underperforming students are targeted for after school revision in Years 10 and 11 in all subjects. Attendance is reviewed by subject leads, class teachers and SLT lead for intervention and Pupil Premium.
Academic interventions in half-term breaks	Underperforming students are targeted for revision and coursework catch-up in February, Easter and May half-terms. Attendance is reviewed by subject leads, class teachers and SLT lead for intervention and Pupil Premium.
Maths Saturday School	The Maths department run a Saturday school, targeting Y11 PP students first, to close the attainment gap.
Maths Tutoring	We have 3 Maths tutors who deliver small group tuition to the PP students identified as underperforming by the Maths department.
Reading Partners 	The Librarian and Literacy Lead target Year 7 and Year 8 students whose reading age is below their chronological age. PP students are prioritised. They attend the library in tutor time twice a week to read with Year 10 HPA students.
Lexonik Leap 	The Inclusion Team run a phonics programme called 'Lexonik Leap'. This is a targeted intervention for students with a standardised score below 85. PP students are prioritised. It is delivered by fully trained Teaching Assistants. The data is verified by Huddersfield University and the National Literacy Trust.

Wider Strategies

**Supporting Pupils'
Social, Emotional
and Behavioural
Needs**

**Supporting
Attendance**

**Extracurricular
Activities**

Meal Provision

**Communicating
with, and
supporting, parents
and carers**

Supporting Pupils' Social, Emotional and Behavioural Needs Needs

We know that a **happy child leads to positive outcomes** later in life. To promote this, we have the following strategies in place:

- Morning welcome and tutor time focuses on pastoral support at the start of each day.
- **PHSE curriculum** which includes regular sessions on social and emotional wellbeing.
- Character education linked to personal goal setting in form time, weekly.
- **2 dedicated counsellors.**
- A School Nurse.
- **An Emotional Learning Support Assistant.** KS3 and KS4 Achievement Centres with dedicated teams to support Social and Emotional and Mental Health Needs.
- A 'nurture' room run by a Mental Health First Aid trained wellbeing champion.
- CAMHs trained student wellbeing mentors across all year groups.

Supporting Attendance

Good attendance and punctuality is linked to good academic attainment across all stages. At BBS, we have an ambitious target for all students to have at least 96% attendance.

To support this, we have:

- A dedicated Family Support Worker, Education Welfare Officer and Family Liaison Officer to support parents and carers in improving attendance.
- Heads of Year and Assistant Heads of Year focusing on attendance in each year group.
- RAG rated attendance monitoring of students.

Extracurricular Activities

Pupil Premium students at BBS access a **rich and wide range of extracurricular opportunities, from trips and visits to weekly clubs** in a range of different departments and local and regional competitions. An overview of what is on offer is published in our weekly family newsletter.

As part of the ongoing target in extracurricular and enrichment, **tracking spreadsheets** for all subject areas and wider aspects of the school are **reviewed as standard items under the Personal Development within Line Management meetings**. This strategy ensures that Subject Leads and key stakeholders are aware of and targeting reduced gaps between PP and Non-PP students.

Meal Provision

Your child, or children, may be eligible to claim Free School Meals if you are on a low income and receive a qualifying benefit. If you receive one of the qualifying benefits, BBS will receive Pupil Premium funding.

Criteria:

- you or your partner (if you have one) have a child for whom you receive Child Benefit and who is attending a school or college in Telford and Wrekin,

and you get any of the following:

- Universal Credit and your household income is less than £7,400 a year (after tax and not including any benefits you get),
- Income Support,
- Income-based Jobseeker's Allowance,
- Income-related Employment and Support Allowance,
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190),
- Pension Credit (Guarantee Credit),
- Support under Part VI of the Immigration and Asylum Act 1999.

Click this link to find out more and apply:

https://www.telford.gov.uk/info/20028/school_meals/9/free_school_meals/3

Communicating with, and supporting, parents and carers

- Every child has a form tutor who is the first point of call for parents and carers.
- There is a Head of Year and Assistant Head of Year for each year group who commit to regularly communicating any important updates to parents and carers. They also work hard to support PP students gain appointments for their annual parents' and carers' evening.
- Teachers commit to making every effort to have ongoing dialogue with the parents/ carers of disadvantaged students to promote engagement and progress.
- There is a weekly family newsletter informing parents and carers of updates.