

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	BRISTOL METROPOLITAN ACADEMY
Number of pupils in school	1107
Proportion (%) of pupil premium eligible pupils	32% (357 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	SEPTEMBER 2021
Date on which it will be reviewed	SEPTEMBER 2024
Statement authorised by	CAMERON SHAW, PRINCIPAL AND BMA ACADEMY COUNCIL
Pupil premium lead	CERÏ O'SULLIVAN ASSISTANT PRINCIPAL
Governor / Trustee lead	JON HALLETT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 352,589
Recovery premium funding allocation this academic year	£86,212 (Includes a roll forward of funding from last year)
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	£ 438,801
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Part A: Pupil premium strategy plan

Statement of intent

Our aim at Bristol Metropolitan Academy is to use Pupil Premium funding to help improve attainment levels for disadvantage students so that they are at least in line with their non-disadvantaged peers both in the academy and nationally.

We will focus on addressing the key challenges that impact our disadvantaged students from attaining well; oral development, literacy development, engagement, expectations and aspirations. We will be responsive to wider challenges as well as individual needs using evidence-based analysis to determine the success of our strategy.

We expect all students at Bristol Metropolitan Academy to become strong readers proficient in the use of tier 3 terminology to enable them to access FE/HE education. Our approaches will ensure that:

- eligible students make progress in line with their peers
- eligible students reach challenging attainment targets in line with their peers
- eligible students achieve in line with/in excess of their personal predictions/aspirations
- parents and carers of eligible students are engaged in supporting students' achievement and attainment
- eligible students engage in and enjoy learning at the Academy
- eligible students engage in and enjoy learning outside Academy hours
- the Academy facilitates engagement with education, employment and training post 16 of eligible students.

Challenges

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

Challenge number	Detail of challenge
1	Through assessment and observation disadvantaged students show underdeveloped oral language skills with gaps in their vocabulary on entry to KS3. They often lack tier 2 and tier 3 vocabulary and therefore do not translate strong command of these tier words to their written work. 38% of PP students entered with below ARE in 2020-21 (217 in the cohort).
2	Assessment, observations and discussions with disadvantaged students suggests they often lack proficient reading role models at home or opportunities to engage in reading for pleasure. This impacts progress and attainment across the curriculum and leads to disengagement. In September 2021 48/64 PP

	students (75%) entered with a reading age below their chronological age compared to 2020 where 43/69 (62%) students entered with a reading age below their chronological age below chronological reading age.																																																																																										
3	Analysis of punctuality and attendance indicates that disadvantaged students and families need support to improve better rates of punctuality and attendance. PP attendance for 2020-21 academic year was 90% compared to 93.1% for the academy as a whole. Disadvantaged students represent 53% of lateness to the academy.																																																																																										
4	Disadvantage students have less support or suitable working environment at home to effectively complete homework. Analysis of homework has identified 53% of students accessing P7 homework support were PP students.																																																																																										
5	<p>Internal and external assessments indicate that disadvantaged students attain less well than their non-disadvantaged peers in CORE subjects.</p> <p>Y11 Outcomes: 2019 Gap: -24% 2021 Gap: -10.8%</p> <p>KS3 Outcomes</p> <table border="1"> <thead> <tr> <th colspan="6">2019-2020 AP2 (Jan)</th> </tr> <tr> <th colspan="3">Year 7</th> <th colspan="3">Year 8</th> </tr> <tr> <th></th> <th>PP (70 students)</th> <th>Non PP (149 students)</th> <th></th> <th>PP (87 students)</th> <th>Non PP (109 students)</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>73%</td> <td>91%</td> <td>English</td> <td>52%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>58%</td> <td>64%</td> <td>Maths</td> <td>43%</td> <td>57%</td> </tr> <tr> <td>Science</td> <td>46%</td> <td>59%</td> <td>Science</td> <td>47%</td> <td>60%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="9">2020-21 AP4 (July)</th> </tr> <tr> <th colspan="3">Year 7</th> <th colspan="3">Year 8</th> <th colspan="3">Year 9</th> </tr> <tr> <th></th> <th>PP (71 students)</th> <th>Non PP (144 students)</th> <th></th> <th>PP (74 students)</th> <th>Non PP (134 students)</th> <th></th> <th>PP (86 students)</th> <th>Non PP (111 students)</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>62%</td> <td>70%</td> <td>English</td> <td>61%</td> <td>87%</td> <td>English</td> <td>65%</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>39%</td> <td>63%</td> <td>Maths</td> <td>43%</td> <td>57%</td> <td>Maths</td> <td>37%</td> <td>53%</td> </tr> <tr> <td>Science</td> <td>42%</td> <td>64%</td> <td>Science</td> <td>57%</td> <td>73%</td> <td>Science</td> <td>36%</td> <td>40%</td> </tr> </tbody> </table>	2019-2020 AP2 (Jan)						Year 7			Year 8				PP (70 students)	Non PP (149 students)		PP (87 students)	Non PP (109 students)	English	73%	91%	English	52%	63%	Maths	58%	64%	Maths	43%	57%	Science	46%	59%	Science	47%	60%	2020-21 AP4 (July)									Year 7			Year 8			Year 9				PP (71 students)	Non PP (144 students)		PP (74 students)	Non PP (134 students)		PP (86 students)	Non PP (111 students)	English	62%	70%	English	61%	87%	English	65%	74%	Maths	39%	63%	Maths	43%	57%	Maths	37%	53%	Science	42%	64%	Science	57%	73%	Science	36%	40%
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6	Analysis of internal data indicates disadvantaged students are overrepresented in negative behaviour scores and sanctions. Disadvantaged students make up 65% of ISR referrals per term which impacts learning and attainment. Observations and discussions with disadvantaged students indicate many lack the metacognitive skills or coping strategies when faced with challenges. This has also led to an increase in SSB referrals since the pandemic.																																																																																										

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
Improve oral language skills and vocabulary for disadvantaged students using Voice 21 as a partner	i) precise teaching and modelling, coupled with more and better opportunities to perform, to influence, to explore through spoken language.

	<p>ii) classroom practice will be to prepare students for writing through talk.</p> <p>iii) use of keywords and Tier 2/Tier 3 words to reduce the impact of any language deficit. This is taught explicitly and modelled by the teacher both verbally and in written form.</p> <p>iv) student written work and idea development will be significantly improved.</p> <p>All above aims will be evidenced through QA activities such as book looks, lesson visits and Academy Review Visits (ARVs).</p>
Improve reading ages for disadvantaged students	<p>i) All disadvantaged students will have a reading age that is comparable to their chronological age and will be tested through the STAR reading test and the Salford test (where applicable).</p> <p>ii) Reading comprehension (AR) tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>iii) Engagement of disadvantaged learners in lessons will increase and evidenced in work scrutinies.</p>
Improve attendance and punctuality for all disadvantaged students	<p>High and sustained attendance for all students demonstrated by:</p> <p>i) Attendance for disadvantaged students will be at least 94% and no more than 2% below non-disadvantaged peers</p> <p>ii) PA will be no more than 10%</p>
Reduce number of disadvantaged students failing to complete homework on a regular basis using revision sessions/homework club/P7	<p>High standard and completion rate of homework for all students:</p> <p>i) Disadvantaged students failing to regularly complete homework to be reduced to no more than 10% above non-disadvantaged peers</p> <p>ii) Teacher reports that students, particularly those who are disadvantaged, complete homework regularly across all subjects and year groups.</p>
Disadvantaged students to achieve at least grade 5 in all	<p>High and consistent standards of achievement across the curriculum for all students evidenced by:</p>

<p>subjects in order to access appropriate Post-16/training programmes</p>	<p>i) At least 50% of disadvantaged students to achieve 5+ in all subjects.</p> <p>ii) At least 50% of disadvantaged students to achieve 5+ in basics compared to 40.3% in 2021</p> <p>iii) At least 30% of disadvantaged students to achieve 5+ in option subjects (EBACC) compared to 22.07% in 2021.</p> <p>iv) 0% NEET</p>
<p>Disadvantaged students are no longer overrepresented in negative behaviour scores and sanctions</p>	<p>High and consistent standards of behaviour in lessons to ensure full engagement evidence by:</p> <p>i) mentoring for disadvantaged students to offer support in developing resilience to cope with challenging situations</p> <p>ii) increase in active participation in lessons by disadvantaged students <i>as evidenced through lesson walks and other QA activities.</i></p> <p>iii) increase in participation in extra-curricular activities by disadvantaged students in line with their non-disadvantaged peers</p> <p>iv) <i>a decrease in the number of disadvantaged students who are sent to ISR</i></p> <p>v) <i>a higher proportion of disadvantaged students feel more of a sense of belonging to the academy as evidenced through surveys throughout the year</i></p>

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.

Revised activities/information for 2022-23

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£343,235**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development on evidence-based approaches with the main focus on the development of literacy and oracy across the academy informed by 'Voice 21' for all teaching staff and LSAs.</p> <p>Literacy (inc. oracy) to be a key feature in our AIP and one of the key strands for improvement across the academy.</p>	<p>Oral language interventions improve comprehension and reading skills and allow students to benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. This can improve outcomes across the curriculum</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Voice 21 – The national oracy education charity</p> <p>Effective Professional Development guidance report</p> <p>We are continuing to work with Voice 21 into the 2022-23 academic year to continue to develop staff pedagogy around how to embed and develop oracy and literacy strategies within the classroom.</p>	<p>1, 2, 5 and 6</p>

<p>Developing individual instruction techniques will involve whole school CPD</p> <p>Targeted assessment and feedback through developed departmental feedback policies.</p>	<p>Individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. This can support pupils to consolidate their learning and practice skills or develop mastery.</p> <p>More targeted assessment and feedback policies tailored to departments may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1671120645</p>	<p>4 and 5</p>
<p>Accelerated progress programme of booster groups targeting students significantly below age related expectations through the use of the HUB.</p>	<p>Smaller groups of students are taught in English and maths to allow personalised learning designed to boost long term performance in students starting BMA with significantly below age related expectations and reading ages.</p> <p>https://www.nurtureuk.org/research-evidence/impact-and-evidence/controlled-studies-nurture-groups</p>	<p>1, 2, 5 and 6</p>
<p>Developing high quality teaching, assessment and a curriculum that responds to the needs of students within the academy.</p> <p>Allocated time to review cohort profiles and contextual statements to ensure staff are able to</p>	<p><i>'Leaders of more successful schools emphasise the importance of 'quality teaching first'.</i></p> <p><i>They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.</i></p> <p><i>This approach is supported by a body of research³ which has found that good teachers are especially important for pupils from disadvantaged backgrounds'.</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Great Teaching Toolkit</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</p>	<p>1, 4, 5 and 6</p>

meet students' needs.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 155,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to utilise the NTP through the school-led tutoring route to enable targeted support to disadvantaged students to boost attainment in English and Maths.	<p>Targeted academic intervention for individuals and small groups is effective in closing knowledge and skills gaps.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 5
Fostering independent reading in KS3 students.	<p>Supported reading intervention positively impacts disadvantaged students in developing their reading and comprehension skills</p> <p>Accelerated Reader (re-grant) EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 5
<p>Developing metacognitive and self-regulation skills in all pupils to support independent learning</p> <p>Developing students' ability and responsibility to complete homework tasks that are purposeful and impactful.</p>	<p>Developing metacognitive skills is an inexpensive method of developing independent learning that can increase outcomes for learners across all subject areas.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	4
Targeted support for disadvantaged students who need to develop resilience and coping strategies. This will involve further training for staff in both the SSB and the LSAs undertaking ELSA training.	<p>Targeted support aims to offer students reasoning and rehabilitation to stop and think before acting, considering the consequences of their behaviour, and think of alternative ways to respond to conflict/challenge.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>https://guidebook.eif.org.uk/programme/trauma-focused-cognitive-behavioural-therapy</p>	3, 4 and 6
Subsidised resources to allow disadvantaged students to access	Subsidised resources include music tuition and ingredients for food and nutrition lessons and	5

<p>curriculum and make progress.</p>	<p>revision guides available for disadvantaged students (this is departmental led).</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ **£39,857**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff linked to attendance will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p> <p>Reducing in school lateness to lessons by increasing punctuality to lessons.</p>	<p>Attendance procedures being consistently applied with clear supportive workshops in place to engage families reduces the number of disadvantaged students from accessing education.</p> <p>Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3
<p>Student support interventions for specific pupils who require support with regulating their behaviour and emotions.</p>	<p>Intervention programmes identified by the EIF indicate symptoms of anxiety and depression can be reduced in students and support the development of resilience. This includes Student Support Base programmes, student counsellor and EP support.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	6

Staff trained in Mental Health first aid to support both students and staff within the academy. Staff being ELSA trained to further support students.		
High aspirations support for disadvantaged students to realise their future potential	Specific and targeted support for students to secure pathways and reduce number of NEET students. https://www.suttontrust.com/wp-content/uploads/2019/12/Advancing-Ambitions-16.10-1.pdf	3,5 and 6
Breakfast Club	Breakfast provided free of charge to ensure access to food at the start of the day. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	3 and 4
Academy Belonging strategy to launch across the 2022-23 academic year to include review of the rewards systems to build buy-in from students to their education.	<i>'Children and young people who feel safe, valued and cared for within their educational setting are much more likely to experience academic success, positive social connections and a confident perception of their connection with the community, whilst those who feel they do not fit in will experience unnecessary barriers to learning and deep feelings of alienation.'</i> https://www.bristoloncity.com/wp-content/uploads/2021/10/3-Belonging-Strategy-Belonging-in-Education_weba_v2.pdf	6 and 3
Extracurricular activities on offer within the academy day through MET mastery and also extracurricular clubs after school. Training of one of our LSAs in their Level 3 forest school certificate.	Increase student engagement with extracurricular activities on offer within the academy such as: DofE, MET productions, the basketball academy and Cheer. Evidence suggests that extracurricular activities may increase engagement in learning and a sense of belonging within the academy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6 and 3
Developing proactive strategies for engaging with and communicating with and supporting parents through termly year group newsletters, opening parents evening bookings to disadvantaged	Research shows that levels of parental engagement are linked to improved academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	6 and 3

<p>families a day early (followed with a phone call) and running 'How to support your child with revision/homework etc...' evenings.</p>		
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Total budgeted cost: £ £438,852

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 2020 to 2021 academic year.

<p><u>Review of 2021-22:</u></p> <p>External data outlines that disadvantaged student progress and attainment are improving but are not yet in line with non-disadvantaged students. Disadvantaged students do attain higher and make more progress than the national disadvantaged cohort. Ebacc entry in 2021 was 54.6% with disadvantage outcomes higher than their non-disadvantaged peers.</p> <p>Our targeted interventions were impacted by COVID-19 and were therefore only partially realised. Hub intervention sessions saw impact as follows:</p> <p>Y11 and Y9 students recovered in line with their non-disadvantaged peers. Y10 students recovered 70% in line with their peers, while Y8 made the least recovery, partly due to disruption in their first year at MET due to COVID-19.</p> <p>Curriculum recovery was prioritised to ensure where partial closures impacted the academy high quality remote learning could still have impact. Subject curriculums were redesigned to identify key skills and core knowledge concepts as priorities for learning in class and which could be adopted for use during home learning when needed.</p> <p>Although overall attendance for disadvantaged students in 2020/21 was lower than in the preceding 3 years at 93%, it was close to national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% lower than their peer. PA was 20.6%, higher than in previous years. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.</p> <p>Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, partly due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required seeing 151 students in receipt of targeted support including counselling sessions and SSB interventions. We are continuing to build on this approach in our new plan.</p> <p><u>Review of year 2021-23:</u></p>

Intended outcome 1: Improve oral language skills and vocabulary for disadvantaged students using Voice 21 as a partner.

Oracy continues to be a main driver to support disadvantaged students at BMA. Over the past year a new SLT link has been appointed to LM the Leader of Literacy which has resulted in a more streamlined focus on oracy being used to develop and enhance extended writing which has been supported through Voice 21. Inset and CPD sessions have already been delivered within the first term of September 2023 to support in this.

Last year saw the completion of the second of a three-year plan in embedding oracy. Three members of staff have continued to train with Voice 21 in developing and implementing strategies to embed oracy within the curriculum. Professional development sessions have been run throughout the year by the Leader of Literacy and strategic literacy lead with both teachers and LSAs to explore strategies and give staff confidence to develop this skill. This will continue into 2023-24 with joint planning opportunities created for teachers to refine and develop learning sequences to include these.

In 2021-22, staff voice from Voice 21 saw that 100% of staff agree oracy is important while 89% of students agreed the same. Students reported in a student voice activity that verbal feedback given by staff supported them to develop their learning 69% most to some of the time. Lesson visits carried out across the academic year (304 lessons) saw that 82% of lessons saw oracy being modelled or oracy activities being carried out. We are currently awaiting the outcome of a recent staff voice survey (set alongside the Voice 21 deadlines) evaluating the impact of Voice 21s work with the academy for 2022-23.

Intended outcome 2: Improve reading ages for disadvantaged students

The reading ages at Bristol Met are calculated through the STAR reading test accessible through the Accelerated Reader programme. Although this programme has been used within the academy for several years, the implementation and impact has been mixed. In review of this, strategies were implemented across last year to support in the successful delivery of the programme. Teachers reading with students has now been embedded within library lessons and has been highlighted as a bright spot within lesson visits at the academy. Students continue to be able to independently select texts at their reading age and above to expose them to a wider range of books.

We have continued our strategy of using the Salford test (this has a higher diagnostic ability than the STAR reading test) on the bottom 20 students for chronological reading age. This has allowed for students to then access the correct intervention such as Lexia or further interventions.

The data below shows the gap between PP and non-PP students being at their chronological reading age. Although good progress was made towards closing this gap in 2021-22, the data gathered across 2022-23 shows less progress, especially in years 7 and 9. Reviews carried out by the Literacy team found inaccuracies in how the tests were carried out, especially in year 7 where some key students were absent from the test. Due to this over the last academic year, the Leader of Literacy and SLT link have been exploring other reading assessment systems used across the CLF such as NGRT, which will be implemented across the 23-24 academic year. NGRT will allow us to carry out tests with more precision identifying where there may be

barriers with comprehension or decoding texts to implement the most effective internal intervention such as Reading Fluency or targeted comprehension booster group sessions.

2021-22	Term 1 Gap	Term 6 Gap	2022-23	Term 1 Gap	Term 6 Gap
Year 7	-16%	-13.8%	Year 7	+13.6%	-20%
Year 8	-24.7%	-19.2%	Year 8	-18.9%	-27.1%
Year 9	-17.3%	-17.3%	Year 9	-22.9%	-19.9%

Intended outcome 3: Improve attendance and punctuality for all disadvantaged students:

Across 2022-23 overall attendance at the academy was 91.0% which was 1.2% higher than the CLF average although 1.1% lower than 2021-22. However, PP attendance was 4.3% lower than that of their non-disadvantaged peers. The lowest attendance for term 6 with a whole academy attendance score of 86.8% which is a pattern to investigate for the coming academic year.

The attendance officer continues to support in addressing absence at the academy. Texts are sent home with home visits carried out by the House Teams or Safeguarding where absence runs into a second day. Disadvantaged students and students identified on the academy vulnerability register are prioritised in this with them being the first to be rung. This register has been shared among staff to highlight who these students are to contribute to a whole school approach to supporting these students.

Punctuality to the academy remains a focus to ensure we are maximising all learning time available. We continue to offer a Breakfast club for students which is free of charge to students between 8.15am - 8.30am in the morning, not only ensuring they have had food, but also giving them an incentive to come into the academy earlier. Numbers of students accessing the breakfast club fell slightly across last academic year. Although we are not sure why, we will continue to monitor into this academic year to see if it is a continuing trend.

One strategy to support in this has been the sanction system brought into place for students late to the academy in the morning. Impact of this can be seen in the reduction of lates to the academy which has moved from an average of 3.12 per student in 2019-20 to 1.85 per student 2022-23 with the gap between PP and non-PP students narrowing from 0.89 to 0.8. Although these are positive steps, we acknowledge that there is still work to be done towards this. The senior leader and house team presence in the school at lesson change overs has helped in supporting students to get to lessons on time, however internal lates will continue to be an ongoing area of focus.

The 2022-23 academic year saw PA move to 30.2% across the academy which is 2.3% lower than the CLF figure of 32.3%. The gap between disadvantaged and non-disadvantaged sits at

19.1% which is a slight increase from last academic year. This is something that is reflected across the Trust and not specific to our academy.

Intended outcome 4: Reduce number of disadvantaged students failing to complete homework.

Homework continued to be a focus for the academy across the last academic year with our homework system running through for the whole year. At the start of the year a target was set through our AIP for there to be no more than 39% of PP students (target in relation to the proportion of PP students within the academy) and no SEND students attending our compulsory P7 homework provision. End of year figures show that PP students made up 48.2% across the last academic year of all students who attended. Considering this data, students who were not completing homework were identified earlier and encouraged to attend the homework hub with LSAs there to support. Our homework lead also ensured to communicate directly with the identified students and home to explore any barriers to completing homework. The homework set was also reviewed across the year developing it to make it more accessible for students.

Across the academic year of 2022-23 our homework lead made adaptations to the system in utilising question sets for homework to bridge the gap between what was taught in class and what the students were completing for homework. This will continue into the next academic year with more QA on the questions and the running of the homework Hub through the SEND team to ensure we get the right students there and bring down the number of PP students attending P7.

Intended outcome 5: Disadvantaged students to achieve at least grade 5 in all subjects in order to access appropriate Post-16/training programmes.

Over the last academic year, we have continued to run a range of evidence based CPD opportunities for staff to develop a range of pedagogical skills, including developing oracy in lessons and the implementation of the new T&L framework. This framework is based on the GRR (Gradual Release of Responsibility) model and aims to better support and scaffold learning for all students to ensure all work is accessible through utilising a 'I do, we do, you do'. Through doing this, students can build confidence and develop appropriate knowledge and skills enabling them for KS4 and beyond.

KS4: 2022-23 saw the first comparable year of exams since 2019 with a lot of the extra measures put in place between 2020-2022 removed from the exams. However, outcomes at Bristol Metropolitan Academy continue to be strong. Comparing data to 2019 we can see that although the Attainment 8 score has decreased slightly the 2023 A8 score is above national average. Progress 8 follows a similar pattern with the P8 score dropping by 11% from 2019, however being 0.50 higher than national average.

		2019		2021		2022		2023		Nat Av 2023
		No.	A8	No.	A8	No.	A8	No.	A8	
Attainment <i>Y11 Disadvantaged</i> <i>Attainment 8</i>	PP	60	4.30	77	4.84	66	4.58	78	3.93	3.49
	Non PP	105	5.12	97	5.45	111	5.80	119	4.97	5.02
	Gap		-0.82		-0.61		-1.22		-1.04	-1.53

		2019		2021		2022		2023		Nat Av 2023
		No.	P8	No.	P8	No.	P8	No.	P8	
Progress <i>Y11 Disadvantaged</i> <i>Progress 8</i>	PP	58	0.19	71	0.44	62	0.16	74	0.07	-0.57
	Non PP	95	0.69	93	0.84	106	0.72	115	0.49	0.17
	Gap		-0.50		-0.39		-0.56		-0.42	-0.74

Although we have not yet obtained our benchmarks for success outlined at the start of the document, the data shows that interventions are starting to have impact on for our disadvantaged learners and puts the academy in a good position moving into the third year of the plan.

KS3: Internal assessments at the end of KS3 (2023) showed that on average disadvantaged students at Bristol Metropolitan Academy have continued to attain higher than and had a value-added score greater than the CLF average in core subjects (English, Maths and Science).

Attainment Disadvantaged Av test		Year 7		Year 8		Year 9	
		BMA	CLF	BMA	CLF	BMA	CLF
English	PP	61.5%	51.6%	57.7%	48.9%	58.1%	48.3%
	Non-PP	67.3%	60.7%	67.5%	59.3%	69.8%	58.7%
	Gap	-5.8%	-9.1%	-9.8%	-10.5%	-11.7%	-10.5%
Maths	PP	48.3%	41.5%	49.1%	40.1%	37.6%	36.1%
	Non-PP	57.0%	53.3%	58.3%	54.7%	51.3%	49.2%
	Gap	-8.6%	-11.8%	-9.1%	-14.6%	-13.7%	-13.0%
Science	PP	46.2%	39.7%	55.8%	50.0%	48.7%	45.5%
	Non-PP	56.5%	50.9%	64.2%	62.1%	62.0%	58.1%
	Gap	-10.2%	-11.1%	-8.5%	-12.1%	-13.3%	-12.6%

Progress Disadvantage Av. test VA		Year 7		Year 8		Year 9	
		BMA	CLF	BMA	CLF	BMA	CLF
English	PP	4.7%	-2.5%	5.1%	-2.7%	5.7%	-2.7%
	Non-PP	8.4%	1.3%	9.2%	1.4%	13.1%	1.3%
	Gap	-3.7%	-3.7%	-4.1%	-4.0%	-7.5%	-4.0%
Maths	PP	0.8%	-2.6%	4.7%	-2.4%	-1.8%	-2.2%
	Non-PP	4.8%	1.3%	3.8%	1.2%	4.4%	1.1%
	Gap	-4.1%	-3.9%	0.8%	-3.6%	-6.3%	-3.3%
Science	PP	2.3%	-2.4%	0.4%	-2.3%	-0.9%	-2.9%
	Non-PP	6.7%	1.2%	2.6%	1.2%	7.1%	1.4%
	Gap	-4.4%	-3.6%	-2.2%	-3.5%	-8.0%	-4.3%

However, in all data analysed there is still in school variance between disadvantaged students and their non-disadvantaged peers. This is especially noticeable in Year 9 where although our PP students performed better in attainment, the gap between them and their non-PP peers was larger than the CLF average. Like with all years, we should continue to monitor the attainment and progress of disadvantaged students across all year groups and implement the strategies outlined in the document to close the variance gap.

Last year saw the start of our new Careers and Guidance co-ordinator who is working hard to secure the Gatsby benchmarks and create more opportunities for students to explore future career paths. We continue to offer Into University, targeted at our disadvantaged students as well as Envision and various trips out to careers and Post 16 events across the academic year.

As well as this, we have continued to deliver a programme to support students moving forwards with future careers and aspirations after MET. This has involved one-to-one appointments with members of our CIAG team to explore FE courses, apprentice routes and support in applying and interviewing for places in year 11. Employability day has continued to be offered to year 10 that looks at creating CVs and interview practice.

Looking at 2022-23 leavers data, at the time of writing this report 5 students are NEET, 4 of these are classified as PP. There are 2 students who are CSNK, of which 1 student is PP and one PP student has moved abroad, this leaves 92.3% of PP students in employment, FE or training (in comparison to 96% of non-PP peers). Although an increase in NEET numbers from last year's data, it should be remembered that each cohort is different. For all students classified as NEET, support was provided by both House and the CIAG team for both the student and family, however we were unable to support the students into FE, training or employment.

Across 2022-23 we continued to utilise the NTP through the school-led tutoring route. This targeted students who were seen as requiring intervention in English and Maths. Data from last year showed that there was an increase in students accessing the NTP from 122 students to 261 this year. Of this 125 of these students were PP which makes it at around 48%. Although it may show as a decrease, it is still important to remember that the NTP is open to all students with priority to not just PP, but also SEND which could account for the drop in the %. As a range of students access the NTP across years 7-11 it would be hard to evidence direct impact over the past year, although continual strong outcomes comparative to national could be supported by this strategy.

Intended outcome 6: Disadvantaged students are no longer overrepresented in negative behaviour scores and sanctions.

Over this academic year 208 students, across all years have been able to access the following groups to support them in the academy. 46 % of these students fall under the 'disadvantaged' category': A range of different workshops have been offered over the last year run by the Student Support team and SEND team: Managing emotion triggers, bereavement, self-esteem and friendships, Girls' group, Sports leaders, community group, nurture groups, transition support, young careers, boxing (for students at risk of CCE), farm group, Upstanding, Expression group working with Off the Record, Mental health and anxiety group and a Year 11 support group.

We continue to invest in a school councillor who works with students on a referral basis through the pastoral teams. Last academic year 81 students accessed her services with 49% of them being classified as PP.

Reviewing data from 2022-23 students from disadvantaged backgrounds continue to be overrepresented within the behaviour data. This is most noticeable in the suspension and exclusion data where disadvantaged students make up 64% (206) of the total number (321) which is 5% less than the previous academic year. There was also 30.6% of PP students receiving at least one 1 across last year in comparison to 22.1% for non-PP students. From further analysis PP students had a higher number of recidivists than their non-PP peers, this was particularly higher where students were SEMH and PP. This was something highlighted and discussed with academy council towards the end of last academic year. There are plans to carry out student voice activities to further understand barriers to learning and reasons for the repeating behaviours.

Last year the Belonging strategy launched at the academy which looked to increase a sense of belonging at the academy to support in increasing attendance, participations in lessons and fewer referrals to the ISR. Unfortunately, there have been no further student voice opportunities towards the end of the last academic year. We are looking to carry out student voice in across 2023-24. Although there is no definitive data for the impact of the belonging strategy as yet, it could be argued that the impact of this strategy could be seen in both attendance and attainment at the academy.

To support further reducing these statistics for this academic year the AIP has a strong focus on using Oracy and co-collaboration to support in exploring ideas within class to ensure all students have access to high quality learning.

In 2022-23 86% of students at the academy (+4.4% on last year) received a reward nomination. Of these nominations 26% (a decrease from last year's by 8%) were for disadvantaged students. Last year our strategy aimed to ensure PP students were more proportionately recognised in rewards to achieve a greater 'buy-in' from students and sense of belonging. The data shows that this was not something that has been fully achieved and as such is something that will need to be monitored and reviewed throughout the next academic year by the rewards team.

The uptake of extracurricular opportunities continues to be an area for development. Data from last year has shown there continues to be a significant gap in disadvantaged students both taking up and maintaining commitment to extracurricular opportunities. The PP uptake from Cheer (a part of the squad or as an MET mastery lesson) has dropped by 10.7% to 33.3%; while the DoE has had a marginal drop of 1.2% to 13.3% (10/75 students) of PP students participating. We have continued to secure funding to pay the registration fee of £25 and have equipment funded by the CDG (Community Development Group) to encourage more students to take up the DoE opportunity. MET Productions (the yearly drama production) increased PP student participation from 17.7% to 22.45% across the year, an increase of 4.75%. The Basketball academy also saw a rise in participation of disadvantaged students rising from 17% to 21% in the last academic year.

From reviewing the data, although there has been some more uptake in extra-curricular activities from last year, there should be a continued focus on supporting the continued engagement of students into the range of extracurricular opportunities that are available to the academy and promotion of support and funding that can be accessed externally to allow them to participate.

Actions moving forwards are to ensure we continue to monitor and embed the strategies above ensuring that all staff have an awareness of them and access to the needed resources to develop a culture around championing our disadvantaged students to achieve what we have set out in our statement of intent, but also prepare them with the skills and knowledge for when they leave the academy.

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
Urban Pursuit	
Leading Lights	
NAOS	
Impact Mentoring	
SGSE	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, EnrivonMET), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- P7 homework support. Designed to set standards and expectations of homework completion to become independent learners
- MET Mastery is extracurricular provision within our timetabled lessons for years 7-8. This is a chance for students to try something new and explore new skills. Offers for this change yearly (dependant on the staff available), although have included: Mindfulness, rugby, Eco club, netball, cheer, drama, photography, poetry, film club.
- Reward trips offered to encourage strong and consistent punctuality and attendance. This is being developed further to build and maintain further links with families and communities.