

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 | 1086 |
| Proportion (%) of pupil premium eligible pupils | 33.43% (363 students) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021/22 – 2024/25 |
| Date this statement was published | SEPTEMBER 2021 |
| Date on which it will be reviewed | SEPTEMBER 2023 |
| 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 | £370,498 |
| Recovery premium funding allocation this academic year | £105,429 (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 | £475,927 |

| | |
|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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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>Year 7</th> <th colspan="2"></th> <th>Year 8</th> <th colspan="2"></th> </tr> <tr> <td></td> <th>PP (70 students)</th> <th>Non PP (149 students)</th> <td></td> <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="10">2020-21 AP4 (July)</th> </tr> <tr> <th>Year 7</th> <th colspan="2"></th> <th colspan="2">Year 8</th> <th colspan="2"></th> <th colspan="2">Year 9</th> <th></th> </tr> <tr> <td></td> <th>PP (71 students)</th> <th>Non PP (144 students)</th> <td></td> <th>PP (74 students)</th> <th>Non PP (134 students)</th> <td></td> <th>PP (86 students)</th> <th>Non PP (111 students)</th> <td></td> </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> <td></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> <td></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> <td></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% | |
| 2019-2020 AP2 (Jan) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | | | Year 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Maths | 58% | 64% | Maths | 43% | 57% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 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% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Science | 42% | 64% | Science | 57% | 73% | Science | 36% | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | <p>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.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 |
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| Improve oral language skills and vocabulary for disadvantaged students using Voice 21 as a partner | <p>i) precise teaching and modelling, coupled with more and better opportunities to perform, to influence, to explore through spoken language.</p> <p>ii) classroom practice will be to prepare students for writing through talk.</p> |

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| | <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 subjects in order to access appropriate Post-16/training programmes | <p>High and consistent standards of achievement across the curriculum for all students evidenced by:</p> <p>i) At least 50% of disadvantaged students to achieve 5+ in all subjects.</p> |

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| | <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 as evidenced through lesson walks and other QA activities.</p> <p>iii) increase in participation in extra-curricular activities by disadvantaged students in line with their non-disadvantaged peers</p> <p>iv) a decrease in the number of disadvantaged students who are sent to ISR</p> <p>v) a higher proportion of disadvantaged students feel more of a sense of belonging to the academy as evidenced through surveys throughout the year</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: £125,918

| Activity | Evidence that supports this approach |
|----------|--------------------------------------|
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| <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 learn 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 our pedagogy around how to embed and develop oracy and literacy strategies within the classroom.</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 to 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>Accelerated progress programme of booster groups targeting students significantly below age related</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</p> |

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| expectations through the use of the HUB. | |
| <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 meet students' needs.</p> | <p><i>'Leaders of more successful schools emphasise the importance of 'quality teaching first'. They provide a consistently high standard, through setting expectations, monitoring performance, providing teaching and support to suit their pupils and sharing best practice. 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/473184/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> |

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

Budgeted cost: £ 133,283

| 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 |

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| <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 |
| <p>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> | <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 |
| <p>Subsidised resources to allow disadvantaged students to access curriculum and make progress.</p> | <p>Subsidised resources include music tuition and ingredients for food and nutrition lessons and 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> | 5 |

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

Budgeted cost: £ 216,727

| Activity | Evidence that supports this approach | Challenge number and address |
|---|--|------------------------------|
| <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 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 |

| | | |
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| <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>Student support interventions for specific pupils who require support with regulating their behaviour and emotions.</p> <p>Staff trained in Mental Health first aid to support both students and staff within the academy. Staff being ELSA trained to further support students.</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 |
| <p>High aspirations support for disadvantaged students to realise their future potential</p> | <p>Specific and targeted support for students to secure pathways and reduce number of NEET students.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/Advancing-Ambitions-16.10-1.pdf</p> | 3,5 and |
| <p>Breakfast Club</p> | <p>Breakfast provided free of charge to ensure access to food at the start of the day.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> | 3 and 4 |
| <p>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.</p> | <p><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></p> <p>https://www.bristolonecity.com/wp-content/uploads/2021/10/3-Belonging-Strategy-Belonging-in-Education_weba_v2.pdf</p> | 6 and 3 |
| <p>Extracurricular activities on offer within the academy day through MET</p> | <p>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.</p> | 6 and 3 |

| | | |
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| <p>mastery and also extracurricular clubs after school.</p> <p>Training of one of our LSAs in their Level 3 forest school certificate.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | |
| <p>Developing proactive strategies for engaging with and communicating with and supporting parents through termly year group newsletters, opening parents evening bookings to disadvantaged families a day early (followed with a phone call) and running 'How to support your child with revision/homework etc...' evenings.</p> | <p>Research shows that levels of parental engagement are linked to improved academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> | <p>6 and 3</p> |

Total budgeted cost: £ 475,927

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.

Review 2021-22 of intended outcomes and strategies:

External data outlines that disadvantaged student progress and attainment are improving but are not yet inline 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.

Our targeted interventions were impacted by COVID-19 and were therefore only partially realised. Hub intervention sessions saw impact as follows:

Y11 and Y9 students recovered in line with their non-disadvantaged peers. Y10 students recovered 70% inline with their peers, while Y8 made the least recovery, partly due to disruption in their first year at MET due to COVID-19.

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.

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.

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.

Review of year 2021-22:

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

Last year saw the completion of the first of a three-year plan in embedding oracy. Three members of staff have trained 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.

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.

To continue this development, this year we are signed up to year 2 of working with Voice 21 which focuses on a bespoke PD package for staff. PD sessions are planned for every other term using deliberate practice and explicit modelling to support staff with their acquisition of the skill. Each session is followed by departmental time to develop and enhance resources and skills to within the subject setting as informed by guidance on effective professional development.

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 a number of years, the implementation and impact has been mixed. The below data highlights the gap between students seen at being on or above their reading age last year. Although the data shows us the gap between PP and non-PP students closing across the academic year; it still illustrates a wide gap which shows us that this is still an area in which to investigate.

| | | |
|--|---------------|---------------|
| | Term 1 Gap | Term 6 Gap |
|--|---------------|---------------|

| | | |
|--------|--------|--------|
| Year 7 | -16% | -13.8% |
| Year 8 | -24.7% | -19.2% |
| Year 9 | -17.3% | -17.3% |

Through the employment of the Leader of Literacy and the writing of the Literacy DIP, this has been reviewed over the past year and changes are being implemented. This includes students now being able to read any book above their reading level and teachers now beginning to read with the students. Students who have been identified as having a much lower (bottom 20) chronological reading age, take the Salford test (this has a higher diagnostic ability than the STAR reading test) and then the correct intervention to be put in place such as Read, Write, Ink, Lexia or further interventions.

The improvement of reading ages is a key feature of both our AIP within the Literacy strand, and also within our Literacy strategy. This will continue to be developed throughout this academic year.

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

Data from 2021-22 shows us that although there was no lockdown COVID has still had an impact on attendance across the academy. Overall attendance was 92.1%, which was 2.5% higher than the rest of the Cabot Learning Federation. PP attendance was 4% lower than their peers.

Over the past year an attendance officer has been employed to support in addressing absence to the academy through implementing a tighter system for following up absences. Texts are sent home with home visits carried out by the House teams where absence runs into a second day. Disadvantaged students and students identified on the academy vulnerability register are prioritised in this.

It should be remembered that through this although there was no national (or regional) lockdown, there was a period within this where students were still expected to isolate with confirmed cases of COVID which will have had an impact on attendance. We seek to see the impact of the strategies outlined above over the next academic year.

Punctuality to the academy remains a focus for the academy, although progress has been made with disadvantaged students representing 49% of the lates to the academy in comparison to last year's 53%. This academic year we will develop and launch a new strategy to further reduce lates to the academy. Once this is embedded our next priority will be to look at internal lates to lessons.

PA moved to 26% as an academy overall, however the gap between disadvantaged and non-disadvantaged sits at 18.8%so this remains a key area of focus over the next academic year.

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 term 1 of the 24 in P7 80% were PP and 20% SEND. 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. The impact of this can be seen in the term 6 P7 data shows that of the students identified to attend P7 only 36% were PP.

The academic year of 2022-23 will seek to continue to develop this strategy through more QA of the homework hub and greater link between what is taught in class and homework that is set.

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

KS4: 2021-22 saw the first return to a formal exam series sat since 2019. Comparison of 2022 outcomes (shown in table below) show that disadvantaged students at Bristol Metropolitan attain above the national average in 9-4 and 9-5 basics measures. Progress 8 was also higher for our disadvantaged students with a P8 score 1 grade higher than national. 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 second year of the plan.

| | Basics 9-4 | | | Basics 9-5 | | | P8 | | |
|--------|------------|------|--------|------------|------|-------|---------|------|----------|
| | Nat Av. | 2021 | | Nat Av. | 2021 | | Nat Av. | 2021 | |
| | | No. | Grade. | | No. | Grade | | No. | P8 score |
| PP | 45% | 61 | 67.2% | 25% | 61 | 37.7% | -0.45 | 56 | 0.28 |
| All | 65% | 175 | 80.0% | 43% | 175 | 56.6% | -0.03 | 164 | 0.53 |
| Non PP | 72% | 114 | 86.8% | 50% | 114 | 66.7% | 0.13 | 108 | 0.66 |

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

| | | | Year 7 | | Year 8 | | Year 9 | |
|--|---------|--------|--------|--------|--------|--------|--------|--------|
| | | | BMA | CLF | BMA | CLF | BMA | CLF |
| Attainment Disadvantaged Av Test % | English | PP | 61.0% | 51.0% | 59.0% | 50.8% | 57.7% | 49.4% |
| | | Non PP | 68.0% | 61.0% | 66.4% | 60.0% | 62.4% | 56.7% |
| | | Gap | -7.0% | -10.0% | -7.4% | -9.1% | -4.7% | -7.3% |
| | Maths | PP | 47.8% | 42.1% | 43.1% | 40.1% | 40.4% | 36.3% |
| | | Non PP | 58.8% | 55.0% | 59.0% | 54.0% | 49.4% | 46.6% |
| | | Gap | -11.0% | -12.9% | -15.9% | -13.9% | -9.0% | -10.3% |
| | Science | PP | 49.0% | 44.0% | 49.2% | 53.1% | 54.3% | 46.7% |
| | | Non PP | 62.0% | 57.0% | 64.8% | 64.1% | 62.4% | 56.3% |
| | | Gap | -13.0% | -13.0% | -15.6% | -11.0% | -8.0% | -9.6% |

| | | | Year 7 | | Year 8 | | Year 9 | |
|--|---------|--------|--------|-------|--------|-------|--------|-------|
| | | | BMA | CLF | BMA | CLF | BMA | CLF |
| Progress Disadvantaged Av. Test VA | English | PP | 6.9% | -1.5% | 5.3% | -2.5% | 5.4% | -2.6% |
| | | Non PP | 7.3% | 0.8% | 8.3% | 1.3% | 7.9% | 1.3% |
| | | Gap | -0.4% | -2.2% | -3.0% | -3.8% | -2.5% | -3.9% |
| | Maths | PP | 1.4% | -2.0% | -1.4% | -3.5% | 1.5% | -2.5% |
| | | Non PP | 3.7% | 1.0% | 7.5% | 1.8% | 6.3% | 1.3% |
| | | Gap | -2.2% | -3.0% | -8.9% | -5.3% | -4.9% | -3.8% |
| | Science | PP | 0.7% | -2.5% | -6.0% | -2.7% | 5.3% | -2.7% |
| | | Non PP | 5.7% | 1.3% | 3.2% | 1.4% | 9.2% | 1.3% |
| | | Gap | -5.0% | -3.8% | -9.1% | -4.2% | -4.0% | -4.0% |

However, in all data analysed there is still in school variance between disadvantaged students and their non-disadvantaged peers which shows that although progress and attainment has continued to improve, we should continue to monitor and develop the strategies outlined in this document to close the variance gap.

We have developed 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 and apprentice routes and an 'employability day' in year 10 that looks at building CVs and interview practice. Looking at NEET data for last year these strategies have had a clear impact with only 1 student who is classified as disadvantaged at the time of writing this report. The careers team and House team worked closely with this student and family; however, we were unable to support the student into FE, training or employment.

From researching the NTP we utilised the school-led tutoring system to support the students who were seen as requiring intervention in English and Maths. Data from last year showed that 122 students were tutored in English or maths (sometimes both) across years 7-11 with 83% of these students being classified as disadvantaged. Although it would be hard to see definitive evidence of impact after 1 year, the outcome data could point towards some evidence supporting the impact this has had.

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

Over this academic year 390 students (up from 151 last year), across all years have been able to access the following groups to support them in the academy. 67% of these students fall under the 'disadvantaged' category': Project Fearless, Man up (dispelling myths about men), Managing emotion triggers, bereavement, self-esteem and friendships, Girls' group, Sports leaders, community group, nurture groups, transition support, young careers, boxing, farm group and Upstanding.

Data from last academic year saw that disadvantaged students were overrepresented in referrals to the ISR with 61% (this is down from 65% last academic year). Again, of the students sent to the ISR 76% of the students who failed the ISR were students classified as disadvantaged. A similar narrative is evident also for suspensions where there were 302 suspensions across last year with 69% (208 times) of them being disadvantaged students. This shows us that although some of the strategies are starting to have impact with the reduction of students sent to the ISR, this is still an area to focus upon.

To support further reducing these statistics the academy has started work on a Belonging strategy (with launch across the 2022-23 academic year) and a review of the rewards systems, to increase the sense of belonging at the academy which may lead to increased attendance, participations in lessons and fewer referrals to the ISR.

Data from the end of last academic year saw that 81.6% of students received a reward/nomination with 34% of rewards going to PP students. This is now included in our PP strategy to ensure that PP students are more proportionately recognised in rewards and there is greater 'buy-in' more of the time.

A review of our extracurricular opportunities saw that this is still an area to develop. Data showed us that there was a significant gap in disadvantaged students both taking up and also maintaining commitment to the extracurricular opportunities. With MET productions only 17.7% of students were PP, in Cheer there are 44% of students who are engaged in either the squad or through MET mastery lessons were PP. For the Bronze DofE only 14.5% of students were classified as PP despite DofE paying the initial enrolment fee and equipment being bought via the CDG (Community Development Group). There should be a greater focus on supporting the continued engagement of students into the range of extracurricular opportunities that are available at 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), 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
- 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.