Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1058
Proportion (%) of pupil premium eligible pupils	34.7%
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 2022
Statement authorised by	CAMERON SHAW, PRINCIPAL AND BMA ACADEMY COUNCIL
Pupil premium lead	HELEN BARNES, ASSOCIATE ASSISTANT HEADTEACHER
Governor / Trustee lead	MARTIN NEARY

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£394,766
Recovery premium funding allocation this academic year	£41, 586
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	£436,352

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	Internal and external assessments indicate that disadvantaged students attain less well than their non-disadvantaged peers in CORE subjects. **Y11 Outcomes:** 2019 Gap: -24% 2021 Gap: -10.8% **KS3 Outcomes**
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 indicates 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.

2019-2020 AP2 (Jan)

Year 7	PP (70 students)	Non PP (149 students)	Year 8	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	PP (71 students)	Non PP (144 students)	Year 8	PP (74 students)	Non PP (134 students)	Year 9	PP (86 students)	Non PP (111 students)
English	52%	70%	English	61%	87%	English	65%	74%
Maths	39%	63%	Maths	42%	57%	Maths	37%	53%
Science	42%	64%	Science	57%	73%	Science	36%	40%

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. ii) classroom practice will be to prepare students for writing through talk. 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. iv) student written work and idea development will be significantly improved
Improve reading ages for disadvantaged students	i) All disadvantaged students will have a reading age that is comparable to their chronological age. 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. iii) Engagement of disadvantaged learners in lessons will increase and evidenced in work scrutinies.
Improve attendance and punctuality for all disadvantaged students	High and sustained attendance for all students demonstrated by: i) Attendance for disadvantaged students will be at least 94% and no more that 2% below non-disadvantaged peers ii) PA will be no more than 10%
Reduce number of disadvantaged students failing to complete homework on a regular basis through the use of revision sessions/homework club/P7	High standard and completion rate of homework for all students: i) Disadvantaged students failing to regularly complete homework to be reduced to no more than 10% above non-disadvantaged peers ii) Teacher reports that students, particularly those who are disadvantaged, complete homework regularly across all subjects and year groups

Disadvantaged students to achieve at least grade 5 in all subjects in order to access appropriate Post-16/training programmes	High and consistent standards of achievement across the curriculum for all students evidenced by: i) At least 50% of disadvantaged students to achieve 5+ in all subjects. ii) At least 50% of disadvantaged students to achieve 5+ in basics compared to 40.3% in 2021 iii) At least 30% of disadvantaged students to achieve 5+ in option subjects (EBACC) compared to 22.07% in 2021. iv) 0% NEET
Disadvantaged students are no longer over represented in negative behaviour scores and sanctions	High and consistent standards of behaviour in lessons to ensure full engagement evidence by: i) mentoring for disadvantaged students to offer support in developing resilience to cope with challenging situations ii) increase in active participation in lessons by disadvantaged students iii) increase in participation in extra-curricular activities by disadvantaged students in line with their non-disadvantaged peers

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *41,098*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Oracy CPD for all teaching staff and LSA's.	Oral language interventions improve comprehension and reading skills and allow students to benefit from explicit discussion of either content or	1, 2, 5 and 6

Teaching staff CPD this academic year focusses on enacting our literacy strategy including working with Voice 21 directly to develop oracy	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 Oral language interventions	EEF (educationendowmentfoundation.org.uk) Voice 21 – The national oracy education charity	
Developing individual instruction techniques will involve who school CPD Targeted assessment and feedback	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. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning. Individualised instruction	EEF (educationendowmentfoundation.org.uk)	4 and 5
Accelerated progress programme of booster groups targeting students significantly below age related expectations	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. https://www.nurtureuk.org/research-evidence/impact-and-evidence/controlled-studies-nurture-groups	1, 2, 5 and 6

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

Budgeted cost: £ *126,296*

Activity	Evidence that supports this approach	Challenge number(s) addressed
The National Tutoring Programme can provide a mix of	Targeted academic intervention for individuals and small groups is effective in closing knowledge and skills gaps	1, 2 and 5

tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Small group tuition | EEF (educationendowmentfoundation.org.uk) Oral language interventions | EEF (educationendowmentfoundation.org.uk)	
Fostering independent reading in KS3 students	Supported reading intervention positively impacts disadvantaged students in developing their reading and comprehension skills Accelerated Reader (re-grant) | EEF (educationendowmentfoundation.org.uk)	1, 2 and 5
Developing meta-cognitive and self-regulation skills in all pupils to support inde-pendent learning Developing students ability and responsibility to complete homework tasks that are purposeful and impactful.	Developing metacognitive skills is an inexpensive method of developing independent learning that can increase outcomes for learners across all subject areas. Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF Homework | EEF (educationendowmentfoundation.org.uk)	4
Targeted support for disadvantaged students who need to develop resilience and coping strategies. This will involve continued staff training (HUB)	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. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) https://guidebook.eif.org.uk/programme/trauma-focused-cognitive-behavioural-therapy	3, 4 and 6

Subsidised resources to allow disadvantaged students to access curriculum and make progress	Subsidised resources include music tuition and ingredients for food and nutrition lessons https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf	5

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

Budgeted cost: £ *295,364*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	Attendance procedures being consistently applied with clear supportive workshops in place to engage families reduces the number of disadvantaged students from accessing education. Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)	3
Student support interventions for specific pupils who require support with regulating their behaviour and emotions.	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. https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	6

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

Total budgeted cost: £ *462,758*

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.

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 that 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.

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	

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.