

Blackfriars Academy Pupil premium Three-Year Strategy Statement

This statement details our school's use of Pupil Premium (plus Covid Premium and National Tutoring) for the academic year 2022 to 2023 funding to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium and Recovery 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	Blackfriars Academy
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	58 (48%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	Half termly
Statement authorised by	Alison Parr
Pupil premium lead	Carmel Martin
Governor / Trustee lead	Heather Ashton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,027
Recovery premium funding allocation this academic year	£55,982
School led tutoring	£18,612
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year	£123,621

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

The underlying philosophy that underpins all that we do at Blackfriars is that students learn best when they feel valued, where their barriers to learning are understood and catered for, where learning is creative and meaningful and where they are active participants in their learning journey.

The focus of our strategy for our Pupil Premium students is to break down the barriers our students face, be they physical, psychological, sensory or cognitive to support them in living as independent a life as possible in adulthood. We work to ensure our disadvantaged students become effective communicators, whatever their challenges, through whole school quality first teaching and cooperation with multi-agency stakeholders.

We recognise that our pupil premium students' lives, like all our students lives, are transformed through education in its widest sense – promoting learning, core skills, cultural capital, independence and an enjoyment of learning and life. Whilst recognising the disadvantage our Pupil Premium students have we also realise that the disadvantage impacts on their parents/carers too, so in our strategy we are there to support both students and parents/carers.

Challenges

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

Challenge number	Detail of challenge
1	Communication – Poor social communication skills and/or inability to make themselves understood impacts upon students' ability to engage in communication. 53 students in receipt of PP have a communication and interaction target. A subset within this cohort, some 16 students are non-communicative or have very limited ability to communicate, thus their impairments require the use of specialist communication aids.
2:	Physical disabilities (PD) – 33 students in receipt of PP have a pronounced physical disability in addition to their learning challenges. Their physical disabilities are a barrier to their learning (lack of fine and gross motor skills, auditory and visual impairments etc.)
3	Parental engagement – the majority of parents are extremely supportive of Blackfriars; however, some would benefit from a more proactive approach to supporting their child's education.

4	Lack of aspiration – some students have low self-esteem, lack of confidence and for some, few - if any role models.
5	Mental health – 22 students in receipt of PP have a lack of access to mental health services – students struggle to access the services that they require to enable them to manage their difficulties (e.g. anxiety, eating disorders, depression etc). This has been exacerbated by the pandemic.
6	Lack of access to appropriate external accreditation – Access to appropriate assessment routes. Exam boards following directives from central government continue to impact on the number of courses that are either internally assessed or offer continual assessment e.g. GCSE syllabi and the Functional Skills changes make the syllabus more challenging. Changes to BTEC mirror this trend.
7	Literacy levels and numeracy levels are low, all students at Blackfriars have a disability that impairs the way that they learn in some way, this may be because they have e.g. autism, a mental health condition or global development delay. Over 2/3 of the cohort come to BF from special primary schools where there is an emphasis upon social and communication skills. The majority have been disapplied from SATS. If they have been in a mainstream school, they have very often been working 1:1 mostly outside of the classroom.
8	Attendance barriers for disadvantaged students attending Blackfriars Academy are many and varied: from physical health issues – including life limiting conditions - to anxiety, self-harm issues, separation anxiety and other mental health conditions. 33 PP pupils have a Physical and / or Sensory Target with one pupil with severe medical needs. 22 PP students have a SEMH target. Attendance is robustly monitored to ensure patterns of absence are identified, the barriers to attending school are understood and strategies developed which are reviewed regularly to support both PP students and home.

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. *Due to the very wide range of abilities in our school at times the data needs to be read in terms of 100% of those for whom this is appropriate*¹.

Outcome Number	Intended outcome	Success criteria
1: Communication	Students are able to effectively communicate using whatever communication aid is appropriate to them, enabling them to communicate at the very least their needs and wants.	By the end of our current plan in 2024: <ul style="list-style-type: none"> 95% working towards or

¹ Where this applies, the text will be marked by an asterisk.

		<p>exceeding their EHCP target.</p> <ul style="list-style-type: none"> • 100% of PP students with limited or no speech, using specialist communication aids make progress towards, meeting or exceeding their specific EHCP target relating to equipment
2: Physical Disability	Physical disability is not a barrier to learning. Students enjoy physical exercise and they are supported in the delivery of fine and gross motor skills.	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • 100% of students with a physical disability reviewed and needs assessed. • Equipment purchased and regularly used. • Teaching and Learning reviews of Pathways indicate effective provision within lessons for students with PD.
3: Parental Engagement	Parents are engaged in their child's education. They attend meetings and work proactively with school staff and multi-professional agencies to further this process for their child.	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • At least 90% of parents would recommend Blackfriars Academy to a friend • 90% are happy with the provision on offer and the school. • 100% of parents attend EHCP review meetings. • 10% benefit from face to face targeted Parent Support Sessions to develop engagement

4: Lack of Aspiration	<p>Students in the Questioning Pathway(QP) will know and understand about different career options and have some idea about what they may want to do in the future.</p> <p>For those in the Exploratory and Immersive Pathways there will have been discussions with parents / carers about options for the future such as supported living.</p>	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • 100% of students have a Preparation for Adulthood Plan that has been shared with parents / carers • Gladstone class in QP have timetabled work experience • 8 Community Mentor Scheme supporting PP students who have had limited aspirations
5: Mental Health	<p>Mental health issues are dealt with proactively to ensure they do not become a barrier to students learning and holistic development.</p>	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • 100% of PP students regularly meet with in-house Clinical Psychologist* • 100 % of Students with an SEMH EHCP target are working towards or above target • 100% of students are baselined using the SDQ survey by in-house Clinical Psychologist *
6: Lack of appropriate external accreditation	<p>Students for whom it is appropriate will be entered for a range of external qualifications in Key Stage 4 and will be successful in reaching their target grades.</p>	<p>By the end of our current plan in 2024:</p> <ul style="list-style-type: none"> • 100% of PP students in the Questioning pathway will sit a range of external accreditations in this academic year and gain a successful outcome

7: Low literacy and numeracy levels	All students with cognition and learning EHCP targets will make progress towards meeting their target. (If at end of Key stage, will meet their target)	By the end of our current plan in 2024: <ul style="list-style-type: none"> 100% of PP students have access to literacy and numeracy interventions and all are working towards or meeting their EHCP targets in this area.
8: Attendance	Attendance of PP students to be comparable to or exceed non-PP students.	By the end of our current plan in 2024: <ul style="list-style-type: none"> PP students consistently attend school as regularly as non-PP students

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: £ 10,503

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Twinkl</i>	Education Endowment Foundation (EEF) Toolkit DFE https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	1,5,7	£4130
<i>4D room</i>	What Makes Great-Teaching REPORT pdf (Suttontrust.com) https://senmagazine.co.uk/content/specific-needs/pmlid/17766/the-magic-of-multisensory-rooms/	1,2,5.7	£3,500

<i>TLR Exams</i>	EEF Toolkit nasen webinars on QFT and SEND	6	£2873
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 23,250

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Clinical Psychologist</i>	<p>Custom and practice over time and data to support this approach in our setting.</p> <p><u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</u> Early Intervention Foundation (eif.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together and assist children in expressing their emotions:</p> <p><u>Supporting children with special educational needs and disabilities</u> NSPCC</p>	1,3,4,5,8	£13,404
<i>Adapted Equipment</i>	EEF Toolkit nasen webinars on QFT and SEND	2,5	£2253
<i>Lexia</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1,2,3,7	£3465
<i>Maths Whizz</i>	https://link.springer.com/chapter/10.1007/978-3-319-93846-2_85	1,2,3,7	£4128

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

Budgeted cost: £ 14,774

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Class Charts and Showbie</i>	EEF Toolkit http://200.31.31.137:8080/bitstream/ucasagrande/2714/1/Tesis2891VINp.pdf	1,3,4,8	£4024
<i>TLR – Research Informed Practitioner</i>	EEF Toolkit EEF High Impact Strategy	1,2,4,5,7	£1500
<i>Music Therapist</i>	https://www.researchgate.net/publication/234667039_Music_Teachers_and_Music_Therapists_Helping_Children_Together	1,2,3,4,5	£4250
<i>Peer Mentor Programme</i>	Whole School SEND, PFA, Self-review https://www.wholeschoolsend.org.uk/events/preparing-adulthood-earliest-years	1,4,5	£500
<i>Parents</i>	Working With Parents to Support Children's Learning Guidance Report, EEF 2018 Engagement in Achievement for All Award Structure	3	£500
<i>Visits</i>	https://uk.sagepub.com/en-gb/eur/learning-outside-the-classroom-in-practice	1,2,4,5	£500
<i>Data Manager</i>	Whole School SEND webinar https://www.wholeschoolsend.org.uk/resources/webinar-using-data-sources-inform-best-practice	1,2,4,6,7	£2200
<i>VIP Attendance SLA</i>	WWS School Self-Evaluation Framework Using Your Pupil Premium Funding Effectively EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Working With Parents to Support Children's Learning Guidance Report, EEF 2018	8	£1800

Budgeted cost: £49,027

Recovery Premium Funding

Activity	Evidence that supports this approach	Challenge addressed	Cost
<i>Subject Based / Needs based apprentices</i>	https://impact.ref.ac.uk/casestudies/CaseStudy.aspx?Id=44332 https://www.ucl.ac.uk/made-at-ucl/stories/maximising-impact-teaching-assistants	Closing the gap in terms of removing barriers to learning created / exacerbated by Covid	£55,982

Budgeted cost: £55,982

Tutor led Funding

Activity	Evidence that supports this approach	Challenge addressed	Cost
<i>Literacy and Numeracy Tutor delivering 1:1 and small group interventions</i>	School-Led Tutoring Guidance – Gov.uk	Closing the Covid gap in terms of Literacy and Numeracy	£18,612

Budgeted cost: £18,612

Total budgeted cost: £123,621

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Curriculum Achievement: Outcomes for PP students and non PP students years 7-13

PP (57)	% Below Expectations	% In Line with Expectations	School Target %	% Exceeding Expectations	School Target %
English (57)	7%	26%	25%	67%	70%
Maths (57)	11%	26%	25%	63%	65%
Education Health Care Plans (182)	6%	90%	95%	4%	
Communication EHCP (54)	6%	88%		6%	
Non PP (52)	% Below Expectations	% In Line with Expectations	School Target %	% Exceeding Expectations	School Target %
English (52)	4%	27%	25%	69%	75%
Maths (52)	8%	32%	80%	60%	85%
Education Health Care Plans (157)	0	88%	95%	12%	
Communication EHCP only (46)	0%	85%		15%	

Whole School Outcomes for Disadvantaged students:-

- 93% (67% exceeded) of students met their targets in English
- 89% (63% exceeded) of students met their targets in maths
- 94% all students met or exceeded their targets in EHCPs (4% exceeding)

In the academic year 2021-2022 the gap between the performance of our PP students and non PP students widened slightly. This bucked the usual trend over time, where our PP students usually outperform the non-PP students. Indeed, the Shaw Education Trust (SET) findings verify this:

“Over time, pupil premium pupils have achieved better academic outcomes than other pupils in the school. The most able disadvantaged pupils are challenged complete appropriate external accreditations.

Pupil premium pupils consistently achieve well and always move onto appropriate destinations when they leave Blackfriars Academy.” (SET Review Feb 2021)

Analysis of this data set show that the gap is slightly wider but this is explained by the impact of 3 PP students (6%) attendance challenges in that academic year.

Outcomes for year 11 pupils

*99% students entered gained their qualifications this year across a range of subjects

- 100% PP students entered achieved a NCFE level 2 Award in Maths
- 100% PP students entered achieved their level 1 Award in Maths
- 100% PP students entered achieved their Entry 3 Awards in Maths
- In English 100% PP students entered achieved Functional Skills English full award at level 1
- For the Step up to English Award, 100% PP students entered achieved or exceeded their target - 86% achieved a Gold (EL3) Award and 14% achieved a Silver (EL2) Award
- 100% PP students have achieved a Level 1 Certificate or Award in ITQ
- 100% PP students entered achieved a BTEC Level 1 Award in Home Cooking
- 100% PP students entered achieved a level 1 Award in Art and Design as well as those entered for BTEC Performing Arts
- 100% PP students entered for ASDAN Life Skills History Challenge gained their units
- 100% PP students entered for ASDAN Life Skills Science Challenge gained their units
- 100% PP students entered for ASDAN Life Skills Work Skills Challenge gained their units
- 100% PP students entered for ASDAN PSD gained their Award

Curriculum Support

- In the E and Q pathways 100% of PP pupils progressed in literacy and maths intervention programmes (Lexia and maths Whizz). 94% of PP students made on average 7% progress on Maths Whizz compared to 3% for non-PP students. 94% of PP students using Lexia made 5 levels progress compared with non-PP students average of 3 levels of progress. 4 PP students made a year + progress in the reading and word level strands
- Lunchtime study clubs supported PP students, with 6 PP students in the QP attending regularly
- Bespoke English interventions focusing on multi-sensory language programmes contributed to the above

Communication:

- 94% of PP students met their Communication and Interaction target

Physical Disability (PD):

- 90% of PP students met their Physical and Sensory target
- External OT Support, Physical programme, Equipment, Dance, Hydro and implementation of enhanced sensory diets led to greater engagement for all PP students across the school.
- Through targeted provision and visits, including residential visits PP students availed of full range of opportunities. 100% of PP students in the Q pathway took part in external physical activities such as sailing and jujitsu. Of the 42 pupils with a PD some 34 (81%) attended residential and / or day visits to Standon Bowers Outdoors Education Centre Staffordshire.

Parental Engagement:

- 100% of PP students and parents / carers attended EHCP meetings
- 100% of PP students in receipt of a PFA Report that has been shared with parents
- Successful implementation of Preparation for Adulthood (PFA) plans, raised aspirations and a drive for independence for both disadvantaged students and their parent / carers across all year groups as they journey towards adulthood. 100% of PP students are in receipt of a PFA with targets and drafted in partnership with discussions with parents / carers. The offer of meetings either in school / Teams or phone facilitated attendance
- Educational Psychologist led PP focus groups which underpinned the above
- Prioritising PFA targets to be included in official EHCP paperwork for all PP students and distributed to parents /carers. Thus, initiative kept front and centre of discussions. 100% of PP students / carers had the appropriate paperwork available prior to meetings

Lack of Aspiration:

- The accommodation the PFA targets within the structured conversations for PP students in the EHCP annual review cycle raised student and parent / carers aspirations. Use of Teams widened participation. 100% of PP students / carers attended scheduled meetings
- 100% of PP students for whom appropriate had access to high quality work / community experience and career / next steps advice for life beyond Blackfriars Academy

Mental Health

- PP students with Social, Emotional and Mental Health targets prioritised for 1:1 sessions with the Educational Psychologist and group sessions with Psychologist Assistant. * 90% of PP students accessed this provision*.

- Disadvantaged students were provided with specific and personalised emotional support programmes for delivery in the classroom or sensory room settings. 100% of PP students, for whom this was a target had bespoke well-being programmes / sensory diet provision
- SCERTS has proved to be an extremely time intensive targeted support that has had limited success. The learning from the training and implementation will be integrated into our wider pedagogical toolbox but as a discrete strategy, it will not be continued. Of the 9 pupils participating across the school 5 were PP students with a communication and Interaction target which they met or exceeded.

Extended Accreditation

- Audit of approved accreditation undertaken from Autumn term 2020/21 confirmed new routes especially linked to NCFE
- Training courses booked and attended ensured effective preparation and delivery for 2022 -2023 academic year
- Peer review ensured student voice, with PP students views sought, fed into decision making
- 100% of PP students entered for external exams gained accreditation

Literacy and Numeracy

- Termly monitoring of intervention programmes assessed against classroom performance and termly data drops confirmed the role they play in closing the gap for PP students in the EP and QP

Attendance:

- Attendance of PP students compared with non PP is 85% compared to non-PP – 90% However these figures do not account for students who have high medical needs and are absent because of long term stays in hospital where they are too poorly to access education. When we remove these from the data, our alternative figures are 91% PP students compared to 92% non- PP students. Three PP students were persistently absent and we continue to work with the LA, Social Services and VIP education to tackle their and their parents barriers
- Personalised records of approaches undertaken ensured rigorous monitoring of attendance, with success ratings / failures noted informing decision making for 100% PP students
- Close working relationship with VIP Education ensured continuing coordinated approach and understanding of the particular circumstances for particular PP students and families where attendance was a challenge. 6% of PP students had attendance challenges

- Acquisition of Class Charts facilitated rigorous monitoring of the above

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.