

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Biddick Academy
Number of pupils in school	1082
Proportion (%) of pupil premium eligible pupils	329 or 30.41%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028 Year 3: 2027 - 2028
Date this statement was published	January 2025
Date on which it will be reviewed	First review: August 2025 with termly interim reviews thereafter
Statement authorised by	K Morris
Pupil premium lead	C Simpson
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,900
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	£354,900

Part A: Pupil premium strategy plan

Statement of intent

Biddick Academy is working to support disadvantaged students in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged student will achieve at least as well as their peers and to the best of their ability. They have every opportunity to excel and to be fully prepared for the next stage in their education and future employment. It is vital that we support our student's physical and mental health and wellbeing to enable them to learn. We will ensure that students experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

Some disadvantaged students face many and complex barriers during their education which make effective learning very difficult. Other students have very specific, individual needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged.

We aim to meet and support students at their point of need, wherever possible and feasible. Common barriers to learning for disadvantaged students include less support at home, weaker language and communication skills, fewer opportunities to read books, fewer resources to help with learning (for example textbooks / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns.

Some students struggle with their physical and mental well-being, there may be complex family situations that prevent children from flourishing. Some students have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment.

The challenges are varied and there is no "one size fits all".

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

Challenge number	Detail of challenge
1	All students need the highest quality of teaching in every classroom. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. Educational research shows that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit non-disadvantaged students in Biddick Academy.
2	A higher proportion of disadvantaged pupils are reading below their chronological age, meaning they struggle to access subjects across the curriculum. This is further compounded by weaker oracy skills and verbal reasoning skills.

3	Some students struggle to attend school regularly, with some often being late and some persistently absent.
4	Some students struggle to manage their behaviour and need additional pastoral support for a wide range of reasons.
5	Some students have low aspirations for the future and need additional information, advice, guidance and experience a wealth of enrichment opportunities to support decisions on their next steps.

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
Students who are disadvantaged achieve well and at least in line with national averages at the end of KS4.	Pupil premium students to achieve, or exceed, 4+ and 5+ basics, at least in line with national average for other students. Pupil premium students to achieve, or exceed, P8 averages, at least in line with national averages for other students. Pupil premium students to achieve, or exceed, Attainment 8 score, at least in line with national averages for other students.
Improved reading ability	At least 90% of disadvantaged pupils reading in line with their chronological age by the end of Year 7.
All pupil premium students to demonstrate good attendance to Biddick Academy at least in line with non-pupil premium students.	Persistent absentee rate for pupil premium students to be at least in line, or lower than national averages. Pupil premium students will achieve, or exceed, attendance percentages in line with national averages.
Implement a wide range of pastoral interventions for students that are specific to their needs.	School intervention logs will demonstrate interventions have been accessed by students to meet their individual needs. Improved attendance and achievement as a result of successful interventions.
All pupil premium students to progress on to aspirational pathways consistent with their academic potential.	Destination data to demonstrate that a greater number of students are choosing to attend Sixth Form provision as their progression pathway.

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: £ 179 183

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching as demonstrated through the recruitment and retention of expert staff in the Ebacc subjects.</p> <p>Continued focus on high quality inclusive teaching, where the teacher has the highest expectations for all pupils in their class.</p> <p>Inclusive of evidence-based strategies to support high quality teaching for pupils with SEND and pupil premium students: Scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible grouping, and use of technology.</p>	<p>Quality First Teaching with a focus on differentiation will improve attainment for all students, not just pupil premium students.</p> <p>Differentiated teaching and learning and homework is shown to be an effective strategy in other subjects and in the EEF Toolkit (homework).</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>EEF guide to improving working memory</p> <p>EEF: Metacognition and Self-regulated Learning.</p>	<p>1,2</p>
<p>Update and implement a whole school and subject specific assessment policy that is in line with NELT.</p>	<p>Consistently effective written feedback will improve progress for all students.</p> <p>EEF: high quality feedback is an effective way to improve attainment for all students.</p>	<p>1, 2</p>
<p>Deepen teacher’s understanding of pedagogy across each curriculum area by engagement with subject specialists across NELT and further.</p>	<p>EEF: Effective Professional Development</p> <p>EEF: Teaching and Learning Toolkit</p> <p>Ofsted: Subject Curriculum research reviews</p>	<p>1,2,5</p>
<p>Embed NELT literacy and numeracy policies to ensure that literacy is the focus of teacher’s planning.</p>	<p>EEF: Preparing for Literacy</p> <p>EEF: Improving Literacy-supporting oral language development KS1/KS2</p> <p>EEF: Improving Literacy in Secondary Schools.</p>	<p>1, 2</p>

Learning resources: expenditure on textbooks, resources and training to support bespoke subjects. Expenditure on development and maintenance of online learning platforms (Student Pod) to support learning.	EEF: Teaching and Learning Toolkit	1,2
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------	-----

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

Budgeted cost: £ 143 628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in English and maths identified by teaching staff. Maths and English Faculty Leaders to plan interventions to address areas of knowledge and skills weaknesses. Deliver series of lessons to enable pupils to consolidate insecure learning and catch up with the schemes of learning.	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	1, 2,5
In all subjects, Faculty Leaders to identify students who need bespoke curricular intervention.	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	1,2,5
SLT Mentoring Academic and pastoral mentoring to support identified students	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1,2,5
To identify students with low levels of literacy and numeracy EEF: Preparing for Literacy 9,15,17 8 which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs.	EEF: Preparing for Literacy 9,15,17 8 which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs. EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	2

<p>Resources to support the progress of pupil premium students are identified and used to remove any potential barrier to learning.</p>	<p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p>	<p>1,2,5</p>
<p>Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief.</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic</p>	<p>3,4,5</p>
<p>Further implementation of strategic attendance intervention.</p> <p>Ensure all identified PP students with poor attendance to school have access to key staff including Attendance Manager and Attendance Officer. Barriers to attending school are identified and a personal attendance plan is completed where appropriate.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Additional focus on the continued impact of Covid – 19.</p>	<p>3,4,5</p>
<p>Targeted reading intervention programme, supported by NGRT results Small group phonics & reading comprehension intervention delivered by trained Lead Learning EEF T&L Toolkit -peer tutoring +5 months progress Small group tuition +4months progress reading comprehension strategies +6months progress 1,2 5 Mentors (aligned with school curriculum topics). Personalised small group (5) intervention programme delivered by an English teacher and in</p>	<p>EEF T&L Toolkit – peer tutoring +5 months progress, small group tuition +4months progress, reading comprehension strategies +6months progress</p> <p>EEF Secondary Literacy Guidance Report – ‘High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support – in the form of high-quality, structured interventions – to make progress ... increasing intensity with need’ P 30</p>	<p>2</p>

line with NGRT results (aligned with school curriculum topics. KS3 peer reading programme		
-------------------------------------------------------------------------------------------	--	--

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

Budgeted cost: £ 108 057

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral teams to support pupils who struggle to manage their behaviour including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF: Improving Behaviour in Schools	4,5
Implementation of the academy wide Attendance Strategy Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.	Ensure parents of Pupil Premium students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. EEF Toolkit Parental Engagement suggests +3 months progress.	3,5
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well.	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DFE: Promoting and supporting mental health and wellbeing 2,3,4,5,6,8, 12,13,16 9 those who have experienced bereavement) in schools and colleges	3,4,5
Linked to the new Academy House system encourage pupils to take part in extra-curricular activities (onsite and offsite) to widen their experiences and broaden their horizons.	EEF Guide to the Pupil Premium	5
Provision for clear post 16 guidance	EEF Guide to the Pupil Premium	1,5
Continue to develop our aspirational careers programme that is understood by all stakeholders and that creates		1,5

committed students with ambitious intended destinations.		
----------------------------------------------------------	--	--

Total budgeted cost: £ 430 867

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 2023 to 2024 academic year.

As with other publicly funded schools in England, Biddick Academy receives additional funding from the government to help improve the attainment of their disadvantaged students. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential in education. Disadvantaged students often do not perform as well as their peers. Biddick Academy is committed to ensuring that all students reach their true potential, irrespective of their social or economic background. The pupil premium grant is designed to allow schools to help disadvantaged students by improving their progress and the exam results they achieve.

Impact of Pupil Premium Spending 2023/24 It is with a sense of pride that in 2023-24, 100% of our disadvantaged students continue to transition onto progression pathways, meaning that 100% of those students eligible for Pupil Premium funding are in education, employment, or training. This is a result of high-quality and impartial careers advice, information and guidance which is provided to all students to ensure they make aspirational and appropriate informed choices and a smooth transition to their individual progression pathways. The Attainment 8 score of disadvantaged students in 2023-24 was 34.41 with a score of 7.84 in English and 7.21 in Maths. In addition, the Attainment 8 score in Ebacc subjects was 9.51 and 9.85 in Open Bucket subjects. The percentage of disadvantaged students achieving a grade 4+ in both English and Maths was 43% with 32% achieving grade 5+ in both subjects.

To support the progress and attainment of Year 11 PP students, revision guides and materials including equipment were provided with bespoke guidance on how to use them effectively. In addition to this PP students who were underachieving throughout Year 11 were selected to attend additional intervention sessions including after school learning to bridge gaps in their knowledge, skills and understanding in Maths. For each calendared event such as parents' evenings and support evenings, PP parents were contacted and provided with a personal invitation to encourage attendance.

Our new Year 7 who have joined us are our first-year group to be tested using NGRT. DS pupils have an average SAS of 100- this puts them below their non-PP counterparts who have a SAS of 106.5. However, a SAS of 100 is in line with national average and therefore shows that our new intake of DS pupils is on average at the expected reading level.

From September 2024 Biddick Academy has taken part in Shine Project, the aim of this project is to develop student's reading fluency by providing opportunities for them to read aloud to enhance their intonation, speed and volume. Over time, students will develop fluency in key components of Tier 2 vocabulary and develop their ability to discuss and apply this. Students will hear expert reading modelled to them and have opportunities to read chorally as the basis to develop automaticity, accuracy and prosody.

A wide range of trips and extra-curricular clubs complement all aspects of personal development at Biddick Academy. Leaders have designed the selections of trips and visits based on student interests', the local context and school priorities. Participation is tracked and in 2023-24, pupil premium and SEND participation rates are in line with other pupils at 52% and 48% respectively.

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
Kerboodle	Oxford University Press
My Maths	Oxford University Press
Accelerated Reader	Renaissance Learning
STAR Reading Assessments	Renaissance Learning
Key Stage 3 Progress Tests	GL Assessments
Hegarty Maths	
Seneca Learning	