

Pupil premium strategy statement – 2024-2026

This statement details our school's use of pupil premium 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	Budehaven Community School
Number of pupils in school	991 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	25.6% - an increase of 5.5% compared to previous year (254 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026, but this will be reviewed regularly, and updated annually
Date this statement was published	19 th December 2023
Date on which it will be reviewed	w/c 16 th September 2024
Statement authorised by	Mr Dominic Wilkes (HT)
Pupil premium lead	Mrs Pauline Westwood (DHT)
Governor / Trustee lead	Mrs Kate Boyd

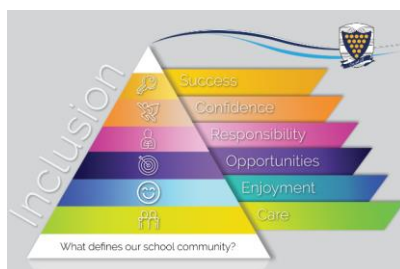
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,260
Recovery premium funding allocation this academic year	£61,548
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 N/A	£311,808

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all of our students. Our ultimate objective for disadvantaged pupils at Budehaven Community School is that we do everything we can to ensure they can compete with their non-disadvantaged peers in the competitive world they face. Our curriculum intent: *"Our knowledge rich curriculum will allow our students to succeed in a competitive world"*, and our school's culture and ethos supports this, with care at its very foundation, leading through to success for all at the summit, providing opportunities to build confidence throughout a child's time at our school.



Being an outward-facing school, we constantly collaborate with outside agencies, and other schools in order to refine our everyday practice.

To understand the specific disadvantage of each student and the ways in which disadvantage can impact upon their learning, we triangulate qualitative and achievement data with personalised support, with a focus on development of disciplinary literacy and a love of reading.

The Bude community is varied, with seasonal work having an impact upon the finances of many families. This has been exacerbated by the financial crisis, which is disproportionately affects disadvantaged families.

The information we gather includes specific challenges to learning, many of which are rooted in the need to develop reading skills. This is a major focus for us as a school with the aim of developing cultural capital for all pupils, but in particular, Disadvantaged pupils. The wider impact on young people's confidence and mental health is something we are working hard to tackle, and have employed a school counsellor to assist with our wider school focus of ensuring we have a focus on the Mental Health and Wellbeing of all. We have also set up a "listening project", and are also setting-up a pilot alternative provision within our school grounds to tackle Emotionally-Based School Avoidance (EBSA) as well as providing targeted intervention for pupils needing bespoke support.

The involvement of all young people in extracurricular activities is a key focus, with a particular emphasis on this for students in receipt of the Pupil Premium. Developing personal interests is hugely important, and something that our Budehaven ethos aims to achieve. To this aim, in the 2023-24 academic year, we have temporarily promoted a member of the extended SLT to become an acting Assistant Headteacher, with responsibility for Personal Development.

Leaders in school have taken part in the Education Endowment Foundation's (EEF) *Developing Literacy in Secondary Schools* and *Pupil Premium: From rhetoric to reality* programmes, which involves outward-facing collaboration with schools across the South West, and is led by One Cornwall and Kingsbridge Research School. We have also launched a new whole school reading programme, and form tutors read to their tutees in tutor time.

We follow the EEF's tiered model and menu of approaches, focused on High Quality Teaching and assessment, beginning with a well-planned, knowledge-rich curriculum, supported by our

school's care-based ethos. We provide targeted academic support, and wider strategies to focus on improving attendance, particularly for Disadvantaged pupils, focusing on social, emotional and behavioural needs.

Our Pupil Premium Strategy focuses on identification of the main challenges faced by Disadvantaged pupils and proactive strategies to overcome them, underpinned by a real focus on Quality First Teaching.

The key principles of our plan:

- First attention to Disadvantaged pupils.
- A relentless approach to developing reading skills for all, particularly focused on Disadvantaged pupils.
- Timely and well-planned assessment activities, so that support can be targeted.
- Social, emotional and mental health support to ensure there is a solid foundation for academic achievement.
- A focus on all aspects of Personal Development including Careers Education, Information, Advice and Guidance.

Challenges

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

Challenge number	Detail of challenge
1	The need to ensure DA pupils are supported in developing reading skills through a focus across the curriculum on disciplinary literacy, and ensuring the curriculum is the main vehicle to develop cultural capital.
2	Ensuring the academic outcomes of Disadvantaged pupils improve so that they are in-line with non-DA pupils'. Well-planned assessment is a key driver in ensuring this happens.
3	There is a need to support the social, emotional and mental health needs of Disadvantaged pupils.
4	Increased engagement in extracurricular activities for Disadvantaged pupils.

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 by challenge	Success criteria
1. The reading ages of DA pupils are in-line with non-DA pupils, with all pupils' reading skills showing an	Re-launch of Whole School Reading Strategy in January 2024, following Quality Assurance round in first term. Implementation of SPARX Reader to accurately assess pupils' reading ages and embed this as normal practice across the school.

improvement over time.	<p>Launch EEF's literacy in secondary school's implementation strategy to ensure a focus on developing pupils' Disciplinary Literacy understanding and application.</p> <p>Refine the intervention strategies that we use with pupils whose reading ages are below their chronological age.</p> <p>Develop the Library as an interactive resource, and ensure the new Library Manager is supported to do this.</p>
2. Academic outcomes for DA pupils will be in-line with those of non-DA pupils, with all showing positive progress to targets.	<p>Revised assessment systems will allow for early identification of pupils who may be falling behind.</p> <p>Timely intervention already in place, with support both in-class and outside of lessons.</p> <p>Restructure of tutor groups to allow for targeted academic intervention.</p> <p>Use the Education Endowment Foundation's toolkit to ensure DA pupils' literacy is developed in-line with their implementation methodology.</p> <p>Strategy meetings with AHT for Inclusion, AHT for Safeguarding and Attendance (DSL), and Leader of Health and Wellbeing to create strategies and actions for support with SEMH for our young people. Actions put in place for the forthcoming two weeks, with longer term plans in place. This will support academic achievement.</p>
3. The Social, Emotional and Mental Health of DA pupils is a priority and we have measures in place to support any struggling pupils.	<p>Pilot in place in the Haven to ensure pupils are supported in their SEMH and academic development.</p> <p>Employment of skilled staff to support this – teacher, HLTA, TA and Counsellor.</p> <p>Link with other schools to develop Mental Health First Aider programme.</p> <p>Leader of Health and Wellbeing in place to run specific interventions.</p> <p>The Listening Project (volunteer-led) to provide children with a "good listening to"</p> <p>Peer mentoring programme of Sixth Formers supporting younger students with their studying and resilience.</p> <p>Sophisticated approaches to improving attendance with a highly skilled attendance and safeguarding team.</p> <p>Tutor programme and assembly programme, as well as PSHE lessons supporting the SEMH of young people. The programmes also react to local issues as they arise.</p>
4. Opportunities for development of cultural capital, extracurricular activities, and experience of the world around us are a common thread that runs throughout the school. There is no challenge presented to our children's learning	<p>Ensure the curriculum is the main vehicle to develop cultural capital for all.</p> <p>Provide extracurricular enrichment with a target of development of Cultural Capital for all pupils.</p> <p>Ensure that any technology shortfalls are supported by the offer in school.</p> <p>Reserve 25% of places on trips and visits for DA pupils.</p> <p>Pledges to be developed by the associate AHT for personal development.</p>

caused by a lack of technology at home.	Careers Education, Information, Advice and Guidance is a whole school focus, and is linked to the curriculum, wider offer and meetings with parents and carers.
---	---

Activity in this academic year

This details how we intend to spend our pupil premium o address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

English Lead Practitioner £73,664, UPS3 £62,343

Cost of lessons - £2,400 (Tutors £25/hr)

Attendance officer £35,842

Safeguarding and attendance officer £35,842

Part-time attendance and safeguarding officer £32,024

LAC champion £27,657

Budgeted cost: £ 136007

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Lead Practitioner employment	Will allow the further development of whole school reading and literacy strategies.	1, 2, 4
Overstaffing to create smaller classes to allow for more bespoke support.	Smaller class sizes and extra intervention groups in maths, also replicated in science and English, allow for more dedicated attention to individual needs in the classroom, where Quality First Teaching takes place. Getting this right enables us to overcome many of the barriers that our DA pupils face. School led tutoring continuing to be offered in Core and EBacc subjects.	1, 2, 4
Prioritisation of the CEIAG and extra-curricular programmes as vehicles to ensure DA pupils catch up and have equal access to resources and experiences	The uptake of activities. Planned educational visits, including sports fixtures.	1, 2, 3, 4

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

Budgeted cost: £71684

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring – being funded by the school, enabling catch up and “Getting Year 11 ready” and “how to your child succeed” programmes	Funding has allowed specific targeted academic support to be put in place when and where it is needed for a time limited period, with clear impact measures. This is something that the pupils are engaged with. There are a number of different, bespoke initiatives taking place in the school to target specific needs, which are also supported by this. These include tools for development of Modern Languages, Reading strategy programmes, mental health and wellbeing support and action groups, groups for those with protected characteristics and ACEs for example.	1, 2, 3, 4

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

Budgeted cost: £59681

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider work in the school to supplement the Haven Alternative Provision in the school.	A provision has been approved to support EBSA pupils and those at risk of suspension/exclusion. The support is targeted at DA pupils and SEND first. There is in-school support required to supplement the grant from the LA for the pilot.	2
Increased participation in focus groups, support programmes and tailored support for those with protected characteristics or those who are struggling with social, emotional and mental health needs.	These focus groups and support plans are the result of the first activity. Analysis of the impact of these happens, and this becomes a cycle of improvement. The link between SEMH needs at behavioural and SEND level is always made, and the support is recorded and monitored using systems that allow this to happen better each year.	2
The development of a specific provision for pupils who find it difficult to attend school	We have a rigorous and skilled attendance team, who work with pupils at varying tiers of attendance in school. Those “hard to reach” pupils will be	1,2,4,5

due to extenuating circumstances – this is under development at the moment and will be supported by recent structural changes, including increased staffing in attendance and safeguarding.	targeted, especially in light of the removal of the Cornwall Council EWS.	
---	---	--

Total budgeted cost: £ 267372

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 2022 to 2023 academic year.

Strategies to support the improvement in attendance for DA pupils had a positive impact, driven by the use of PP money to appoint a skilled attendance officer.

School Counsellor has had a positive impact on the SEMH of the pupils who she has worked with. This has been targeted at the DA pupils. The listening project has also had an impact on the SEMH of a targeted number of students. Peer mentoring in the Sixth Form with lower school pupils, with the aim of developing their reading skills has had demonstrable impact on their reading ages.

Careers Education, Information, Advice and Guidance has been recognised as excellent by Careers South West. We target CEIAG intervention at our DA cohort. Work experience was a success.

The services provided through the Haven Integrated Health Centre continue to be targeted at the right students.

We have put a large amount of investment into development of technology within school, so that no pupil is disadvantaged by not having the technology to access the curriculum.

School led tutoring was effective, with the largest improvement in overall P8 the school has seen. The DA cohort remains a priority, as the disproportionate impact of Covid-19 on them affected outcomes.

The 2022-23 Pupil Premium Strategy Plan had the following intended outcomes:

Intended outcome	Outcomes from 2022-23
The reading skills of DA pupils are in-line with non-DA pupils, with all pupils' reading skills showing an improvement.	<ul style="list-style-type: none">• Effective strategies for intervention where reading ages are below chronological age and where comprehension needed to improve.• There is a clear impact on the reading ages of our DA pupils, showing that compared to 2019 (pre-pandemic) reading ages have improved significantly.
SEMH support for DA pupils addresses their individual needs at the root cause. Strategy to tackle emotionally based school avoidance, and to avoid it happening in the first place, by timely	<ul style="list-style-type: none">• Strategy meetings with AHT for Inclusion, AHT for Safeguarding and Attendance (DSL), and Leader of Health and Wellbeing to create strategies and actions for support with SEMH for our young people. Actions put in place for the forthcoming two weeks, with longer term plans in place.• School Counsellor employed, and deployed based on needs as they arise.

<p>intervention with families. Proactive attendance staff are able to intervene before a negative impact occurs.</p>	<ul style="list-style-type: none"> • The Listening Project (volunteer-led) to provide children with a “good listening to” • Peer mentoring programme of Sixth Formers supporting younger students with their studying and resilience. • Sophisticated approaches to improving attendance with a highly skilled attendance and safeguarding team. • Proactive approaches to put in place early behaviour interventions and reduce suspensions through being creative with resources. • Careers Education, Information, Advice and Guidance is a whole school focus, and is linked to the curriculum, wider offer and meetings with parents and carers. • Tutor programme and assembly programme, as well as PSHE lessons supporting the SEMH of young people. The programmes also react to local issues as they arise. • Use of the services provided in The Haven, to ensure support is the preferred method of engagement.
<p>Opportunities for development of cultural capital, extracurricular activities, and experience of the world around us are a common thread that runs throughout the school. There is no challenge presented to our children’s learning caused by a lack of technology at home. The in-school technology offer and extracurricular programme mitigates any challenges.</p>	<ul style="list-style-type: none"> • A return to providing educational visits for all pupils. At least 25% of all educational visit places are reserved for DA pupils, and support is provided where possible. • Introduction of Languages trips to Barcelona and Paris, a Ski Trip to France, London visits as part of History, Geography, Business Studies and MFL. • Subject areas extend the cultural capital of all students by providing experiences both within lessons and in the extracurricular offer. • Extracurricular offer is actively aimed at DA pupils. • Massive investment in technology to enhance the experience for all pupils using financial bidding.
<p>The DA achievement gap continues to close, through impactful curricular interventions and school led tutoring.</p>	<ul style="list-style-type: none"> • School led tutoring uptake is good and has increased since parental involvement through our “how to help your child succeed” programme. • Curricular interventions start early at subject level. • Reading strategy relaunched for January 2023, and interventions at all levels in place. • Early reader intervention in place, rooted in quality first teaching, led by SEND and English departments. • Peer mentoring from sixth formers to have a real impact on confidence and reading in peer reading scheme.

Externally provided programmes

Programme	Provider
Lexonik	Learning Centre Middlesbrough
Sparx Reader	Sparx
Sparx Maths	Sparx
Literacy Gold	Engaging eyes
YARC	GL Assessment

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?	We provided access to after school tutoring for students for whom we identified barriers. We also used some service premium to provide equipment for particular extracurricular and enrichment activities that they took part in.
What was the impact of that spending on service pupil premium eligible pupils?	It enabled them to have fair and equitable access to the curriculum and extra-curricular activities.

Further information (optional)

We ensure that in all activities, including enrichment trips within and outside the country, that 25% of places are reserved in case DA pupils wish to attend.

When carrying out the internal Quality Assurance processes in school, we pay first attention to DA pupils, ensuring we mark their books first, and involve them in focus groups at all times. This enables us to target intervention early and effectively.