



## 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	Burnside College
Number of pupils in school	894
Proportion (%) of pupil premium eligible pupils	324 PP = 36.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	31.12.21
Date on which it will be reviewed	Routinely as part of a governor's sub committee meetings
Statement authorised by	Governors
Pupil premium lead	C Jenkins
Governor / Trustee lead	L Wright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/23)	£334,105
Recovery premium funding allocation this academic year	£47,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£381,695

## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is that all pupils, irrespective of their challenges, make good progress and achieve high attainment across the curriculum which will enable them to access the same opportunities as their peers to thrive academically and prepare them with the attributes to be successful and contribute to their community in a positive and purposeful way.*

*The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for boys. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who have AEN (additional educational needs). The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*

*Attendance and high-quality teaching are our main priority, we know that students who attend well achieve better at Burnside. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.*

*Our approach will be responsive to whole school challenges and also pupils' individual needs, rooted in robust diagnostic assessment, evidence from school reports and investigating the impact of attendance and lost learning pre and post Covid.*

*The approaches we have adopted complement each other to help pupils achieve their potential. To ensure they are effective we will:*

- ensure disadvantaged pupils and those with barriers to learning receive high challenge and graduated support where needed.*
- Use data routinely to assess impact of the challenges faced by pupils and groups of pupils so that we can act rapidly*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils and those facing barriers to learning.

Challenge number	Detail of challenge
1	<p><b>Attendance and Persistent absence at KS3 and 4</b></p> <p>Attendance during and post Covid 19 has resulted in lost learning for some of our disadvantaged pupils. Our attendance data over the last 2 years indicates that persistent absence among disadvantaged pupils is higher than their peers. During 2020-21 the PA for disadvantaged pupils was 27.3% which was higher than non disadvantaged peers at 14.5%.</p> <p>Engagement data suggests that a large proportion of these students did not engage as well as their peers (including some students with AEN -social emotional and mental health issues) in the full time virtual timetable suggesting they have larger gaps in their learning.</p> <p>We know at Burnside that attendance at school is important as our GCSE cohort in 2018-19 who made the least progress had an average attendance of 88%.</p>
2	<p><b>Exclusion Rates at KS3</b></p> <p>There has been a higher level of internal exclusion and fixed term exclusion among year 8 disadvantaged students (FTE rate 17.5% for this cohort as compared to whole school DP cohort average of 11.6% in 2020-21) and the current year 7 disadvantaged students (this cohort currently has an exclusion rate of 18.1% as compared to the whole PP cohort rate of 11.6%).</p> <p>Using internal monitoring data, observations and discussions with pupils and families we suggest that disadvantaged students have been impacted by school closures to a greater extent than for other pupils. They are struggling to adapt to school routines and a proportion have challenging behaviour outside of school. These findings have also been identified as concerns within the Local Authority with missed opportunities for enhanced transition.</p> <p>Whilst we currently offer live lessons to students who are internally or fixed term excluded they do not engage as well and this will have resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>

3	<p><b>Disadvantaged pupils not meeting age related expectations in Literacy and Numeracy at KS3.</b></p> <p>In year 7, historically we have a large cohort of students who are not Secondary ready on entry, which on average represents approximately 40% of the cohort). A large proportion of these students are designated Pupil Premium. In 2019-20 year 7 students in this cohort made some progress however, this cohort was not as successful as peers in previous years due to lockdown for Covid19.</p> <p>Findings from an innovative national writing age project shows that data for year 7 is a significant concern and suggests (especially when looked at alongside other information such as behaviour data) that our current year 7 cohort may have been more significantly impacted by the pandemic than peers in the same year group elsewhere. This is particularly true of boys who show the biggest gap compared with their peers nationally.</p> <p>High quality work needs to continue with these pupils to ensure that previous success can be built upon and that similar strategies are adopted with the current year 7 and 8. This is a particularly important priority post Covid19 as students did not complete their Y6 program of study and this complicates rapid identification.</p>
4	<p><b>Middle attaining disadvantaged boys do not make as much progress as their peers due to a lack of participation in talk in the classroom</b></p> <p>Middle attaining disadvantaged pupils (boys in particular) make less progress than their peers (-0.15 difference in p8 at GCSE 2020/21) and observation and feedback from staff would suggest that this cohort across school are more reluctant to engage in discussion across school.</p> <p>Improving the quality of talk so that students are able to communicate their ideas effectively in all contexts and use vocabulary (including subject specific) effectively in talk and writing. This is particularly important for our KS4 cohort who showed greater reluctance to engage in live lessons during lock down.</p> <p>The Ofsted report in 2020 stated: This means some pupils' grasp of key vocabulary is not as strong as it needs to be. In addition, the lack of talk time leads some pupils to lose interest.</p>
5	<p><b>Students with SEN K designation make less progress than their peers at GCSE</b></p> <p>GCSE data 20/21 shows that students who are SEN K make less progress than their peers. Students with SEN had an average P8 of -0.6 whilst their peers had a P8 of +0.12, representing a gap of -0.72. Students with SEN status have missed key activities and experiences that enable them to</p>

	<p>develop skills and confidence to participate in the school and wider community. There are four issues that have been identified:</p> <ul style="list-style-type: none"> <li>- Some students struggle with appropriate social and emotional regulation and have therefore struggled to settle into the mainstream school environment due to a lack of social experiences/access to education during Covid 19 lockdowns particularly in year 7 and 8.</li> <li>- There is a lack of historic SEMH intervention for some of our cohorts and their barriers to education have not been readily addressed due to Covid 19 gaps in service provision including CAHMs, Educational psychology and wider therapeutic services. This represents 20% of the current SEN K cohort of 129 students. All are considered disadvantaged.</li> <li>- A high transience within the student population - currently 2.1% of the school population joined since September 21. This is a similar pattern over the last 2 years. These students have the largest gaps in diagnostics and support.</li> <li>- We have evidence from lesson observation, homework and engagement data to suggest that these students lack self regulation strategies.</li> </ul>
--	---

## 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
Ensure barriers to attendance (over time and emerging) are readily identified and that data is used effectively to ensure that we sustain attendance improvements.	<ul style="list-style-type: none"> <li>- The overall absence rate whole school to be below national by the end of year 2023/4</li> <li>- Persistence absence to be below the national rate.</li> <li>- The gap between disadvantaged students' attendance and their peers will decrease from 12.8% and will decrease year on year.</li> </ul>
To reduce the number of internal and fixed term exclusions which would illustrate barriers to learning are being rapidly identified and addressed.	<ul style="list-style-type: none"> <li>- Proportion of PP students receiving FTE will be below 2019-20 rate (9.34%) and reduce year on year by 2024</li> <li>- The % of students with more than one exclusion will be below national average of 1.87%</li> <li>- Year 7 and 8 exclusion rates will be below 5% in 2021/22*</li> <li>- Year 9 and 10 exclusion rates will be below 6.7% in 2022/23*</li> </ul>



	*Most recent national figures for these cohorts
<p>Improve literacy and numeracy skills to enable students to access the curriculum - particularly of the year 7 and year 8 cohorts. Improvements in reading ages would lead to enhanced access to lesson content and thus prepare for external examination. Also ensure that the large proportion of students who have significant barriers are provided with effective programs and intervention to support curriculum achievement.</p>	<ul style="list-style-type: none"> <li>- Continuing improvement in reading ages above functional literacy levels, leading to an increase in students with a reading age above their chronological age; reading age of Pupil Premium students improving by an average of 6 months.</li> <li>- Use of Cat4 scores to track problem solving and non-verbal reasoning skills. Improvements in these areas to be tracked and interventions developed so that any gaps diminish over the life of this plan.</li> <li>- Maths and English tracking data shows the gap between disadvantaged pupils and their peers diminishing as they proceed through the school. (Tracked year on year).</li> <li>- Writing age gaps for year 7 disadvantaged cohorts (as compared to their peers in school) will diminish to 0 by year 9.</li> </ul>
<p>High quality first teaching and extra curricular engagement promotes active participation in lessons through effective classroom talk so that middle attaining disadvantaged boys make as much progress as their peers.</p>	<ul style="list-style-type: none"> <li>- Development of a oracy merit tracking data will illustrate improvement in rates of oracy across academic years particularly for boys</li> <li>- The extra curricular offer is expanded further to include activities that develop oracy and participation in learning both in and outside of the classroom. Engagement of disadvantaged students in these activities (particularly boys) will improve over time. The gap between disadvantaged pupils and their peers in terms of attendance in extracurricular activities will reduce.</li> <li>- The impact of CPD will be measured through improving oracy data for students.</li> </ul>



The gap between SEN K students and their peers reduces for each year group year on year as they progress through the school.

- The achievement gap of SEN K students (as compared to their peers) will decrease to -0.4 which would represent significantly more progress than peers nationally.
- 100% of students who are SEN K at KS4 will have additional connexions support to develop aspiration and engagement in further education or training.
- Qualitative data from student and staff voice illustrates that quality first teaching is better supporting students to develop their emotional regulation.
- Behaviour data illustrates a year on year improvement for all SEN cohorts in terms of reduction in C3 and internal exclusion.
- The attendance data gap (between SEN cohorts and their peers) for extra curricular activities reduces over the life of this strategy.



## 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: £ 19,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to develop Oracy and Literacy across the curriculum with a focus upon standard English	<p>We identified that students needed to develop confidence in oracy and discussion skills as well as reading and writing in order to progress in line with national standards at KS4. The impact some far can be measured in the writing age data collected in Sep 2021.</p> <p><i>Current Y9 students are exceeding national expectations with writing age averages in line with chronological age as well as national benchmark.</i></p> <p>Standard English is prioritised to ensure students leave us with the ability to speak, read and write in line with peers nationally. Monitoring has identified areas to develop further, including the use of colloquialisms and local dialect. The most recent monitoring indicates that the majority of staff are modelling this in lessons.</p>	3
Code breaker project with English Department	<p>This secondary phonics trial has been developed to encourage students to use phonics to read more fluently, thus improving the standard of their reading and comprehension. Staff feedback from the training was positive and we are trialling this programme with our current year 7 cohort.</p> <p><i>Year 7 arrived with transition data indicating literacy support would benefit broadly 30% of the cohort as they were identified as requiring 'significant support with literacy and reading'.</i></p>	3



Participation in the baseline Secondary writing project	Comparative marking methods to establish a national 'bank' of Y7 writing that Burnside students will participate in and be benchmarked against. A national 'average' can be used to formulate scaled scores, writing ages and even predicted GCSE grades for individual pupils. This also allows us to track progress over time more accurately in absence of KS2 data	3
Bespoke CPD to develop teacher skills in dealing with ADHD and students exhibiting social and emotional needs.	Working memory is a requirement of assessment and students with such issues require a toolkit to enable access due to working memory deficit. By increasing teacher knowledge this enables lesson differentiation which develops these strategies and thus will become their normal way of working. We have an increasing proportion of SEN support students who exhibit these issues.	1,5

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

Budgeted cost: £ 126,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic CAT 4 assessments and reading age tests to ensure data supports accurate assessment and identifies any gaps to readily inform key interventions.	<p>Results from CAT4 can be used to inform individual and group teaching, for target setting and monitoring the performance of groups of students.</p> <p>CAT4 assesses the ability to reason with and manipulate different types of material. CAT4 comprises four batteries of tests that assess the main types of mental processing that play a substantial role in human thought. Together, these four batteries provide schools with a comprehensive understanding of the core abilities related to learning by assessing a student's capabilities when dealing with each type of processing.</p> <p><i>Standardised testing enables effective intervention.</i></p>	2,3,4,5

<p>Maths tutoring for students identified through reporting cycles and data collections as needing additional support.</p>	<p><i>The EEF shows that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	<p>3,4,5</p>
<p>English tutoring for students identified through reporting cycles and data collections as needing additional support.</p>	<p><i>The EEF shows that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	<p>3,4,5</p>

	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
Reading Recovery program	<p>Reading comprehension strategies have a positive impact on pupils' ability to understand text across the curriculum. This is an EEF project alongside Queens university in Belfast.</p> <p><i>The Reciprocal Reading programme was delivered successfully over approximately 6 months in a sample of 315 students from 14 schools in five English districts with high socio-economic disadvantage. Positive Effect Sizes were observed in the secondary outcome measures of overall literacy and reading accuracy, and the overall reading performance of the students.</i></p>	3,5
CNE BU project to develop social and emotional resilience and develop positive friendships.	<p>Data has shown that the BU course makes a significant impact on childrens' social and emotional wellbeing and self regulation skills. These impacts are specifically on children's ability to manage their feelings and behaviour, maintain their friendships, it has improved confidence and self-esteem, and improved their education and learning.</p> <p><i>The children's self-reports state they are more confident, could manage their feelings better including stress and anger, felt understood, enjoyed talking to people about their feelings and made new friends.</i></p>	1,2,3,5
CNE Mentoring and Social inclusion project for year 7	<p>As recommended as an action through the poverty proofing audit. Peer mentors to offer academic support remotely and in person over summer terms. This is a 3 year project to develop transition activities for those with more significant barriers to education.</p>	1,2,5

	<i>In 2017-18 a sixth form mentor project showed improvement in 95% of the cohort (year 7 students) in terms of progress towards target grade across the 6 month period.</i>	
Purchase of provision map to enable development of new accessible learning passports that equip teachers to support quality first teaching and differentiation for those on the AEN register and those designated SEMH.	<p>Learning passports contain information that enables lesson differentiation as well as contextual information. If a child has a diagnosed condition there are links to online training and resources to enable teachers to better cater for the students' needs.</p> <p><i>Qualitative feedback from staff suggests that learning passports that hold data and qualitative information on engagement and learning during lockdown enabled staff to most effectively support learners who struggle with wider access to learning and homework.</i></p>	1,3,5
An improved curriculum offer to reduce the need for alternative provision.	<p>To use work placement as a motivational tool to re-engage students who are at risk of exclusion or persistent absence. Burnside has a proven track record on positive outcomes and engagement in offers such as Barnardo's as identified at local authority level.</p> <p>To further develop the Tyne Met college to offer bespoke part and full time pathways for those at risk of disengagement or becoming NEET.</p> <p><i>In the academic year 20-21 no students completed KS4 as part of alternative provision cohorts and disadvantaged students made more progress than their peers.</i></p>	1,3,5
Effective IAG to engage disadvantaged pupils in further education. PL to be allocated to year 10 and 11.	<p>IAG and engagement activities.</p> <p>University/college activity days just for all disadvantaged Pupil Premium students. Also more regular interviews for PP students and preparation for next steps to reduce those at risk of being NEET.</p> <p><i>Within 2018-19 there were in year improvements in attendance and all who engaged attended all exams. This includes students attending alternative provision.</i></p>	1,4,5
Develop the extra-curricular offer within school to enable participation and buy-in.	In response to the school Ofsted report we aim to raise the cultural capital of students to enable better access to opportunities in the future and further raise aspirations.	1,2,4

	<i>In the Autumn term 21/22 a total of 592 students (66%) have participated in an extracurricular activity. 53% of all disadvantaged students have participated. During the same period there has been a 59% reduction in C3 behaviour referrals and of these the gender gap has diminished especially for PP students. There is also a significant increase in those students who are eligible for reward activities as compared to previous non- Covid 19 school years.</i>	
STEM projects and extra-curricular offer	<p>Improving opportunity for developing aspirations and impacting upon exam success.</p> <p><i>STEM projects appear to halt the decline in students' motivational beliefs about science that typically occurs during KS3, indicating that afterschool programs can be one way to help students maintain their motivation in science.</i></p> <p><u>Stem project research</u></p>	1,2,4

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

Budgeted cost: £ 169,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly attendance and behaviour review meetings for each year group to ensure early identification of students struggling to access the curriculum ( DP and SEN K students).	<p>More rapid and bespoke intervention offered which aims to reduce disengagement from school. Since the introduction of case conferences ( increased rigour in early identification).</p> <p><i>There has been a 4 year decline in behaviour referrals (C3) and exclusions suggesting that rapid intervention reduced risk of behaviour decline.</i></p>	1,2,5
Attendance rewards half termly.	<p>Recognising improving attendance and positive engagement with families improves attendance over time.</p> <p><u><a href="https://www.attendanceworks.org/resources/toolkits/san-francisco-toolkit/recognize-good-and-improved-attendance/">https://www.attendanceworks.org/resources/toolkits/san-francisco-toolkit/recognize-good-and-improved-attendance/</a></u></p>	1,5

Progress Leaders (non teaching) to ensure bespoke intervention after data collection with a focus on Pupil Premium students as compared to their peers within school.	<p>Increased non-teaching support and availability resulted in <i>smaller gaps between Disadvantaged students and their peers at KS3 and reversed the previous trend of decline in year 9.</i></p> <p>However, case conferences for Pupil Premium students in all year groups ensured a whole school focus shared between year leaders and curriculum staff.</p> <p><i>This supported improved progress (due to high quality teaching) for this cohort who made more progress than their peers at GCSE 20/21</i></p>	1,2,3,4,5
Regular review of progress for cohorts using case conferences to explore progress across all curriculum areas	<p>Curriculum areas to have greater awareness of the strengths and difficulties faced by each disadvantaged Pupil Premium student who is showing underachievement. This happens across all year groups.</p> <p><i>In 2018-19 Progress 8 improved from -0.9 to -0.71, more significantly those who were educated within the mainstream progress was -0.21. Illustrating effective whole school understanding of students at risk. In 20-21 disadvantaged students made more progress at GCSE than their peers.</i></p>	1,2,3,5
Effective transition activities that enable early identification and support of those with literacy / numeracy / learning barriers.	<p>A transition coordinator, designated transition space and effective collaboration with primaries showed success in the 2019-20 strategy.</p> <p><i>The students designated as disadvantaged made more progress than their peers in 2018-19.</i></p> <p><i>In 2018-19 all students receiving intervention made at least 1 level of progress on exit from intervention.</i></p>	1,2,3,5
Development of specific pathways for students who have experienced gaps in learning due to SEN/SEMH in Primary school - bridging the gaps post Covid19	<p>Development and use of a transition tool that identifies all barriers to learning. Multi Agency meetings and additional primary transition parents evening to enable better information sharing and more rapid intervention.</p> <p>Students illustrating greatest need have an enhanced extended transition to enable comprehensive assessment and behavioural outreach support developed in collaboration with primary partners.</p>	1,2,3,5



	<i>Model adapted from post Covid response Sept 20 which has illustrated success in terms of positive behaviour ratios and attendance as compared to previous cohorts. Also lower C3 behaviour incidents as compared to previous years.</i>	
Key workers for signposting and increased access to counselling services/educational psychology for students exhibiting difficulty. All students exhibiting difficulty have a key worker and SEN or SEMH learning passport ensuring staff are aware of how to best cater for their needs.	<p><i>Students making the most progress in terms of A8/P8 are those who receive bespoke support (EHCP). Particularly for our lowest attainers at all data collections.</i></p> <p>We are therefore applying similar principles to those students exhibiting SEN /SEMH. We have increased our Ed Psych Service Level Agreement (SLA) to ensure we can offer small group therapeutic intervention and purchased a school based councillor for 3 days per week.</p> <p><i>In 2018-19, 43 Pupil Premium students accessed counselling - all showed improvements in exit data according to Streetwise, on average students showed a decline by 9 risk points (BPS verified tool).</i></p>	1,2,5
Increased use of AEN screening and interventions for pupil premium students failing to make progress or where a pattern of decline is identified.	<p>Use of speech and Language progression tool and Cat 4 testing modules (term 3 2019) has enabled more rapid identification of additional need and more effective referrals for support to other agencies.</p> <p><i>This has been recognised as good practice from the LA secondary support team as part of the 'Keeping children in Schools agenda'.</i></p>	1,2,3,5
Recruitment and training of mental health champions, led by a member of staff seconded to the senior team.	<p>There may be an increased need for students to recognise deterioration in their own mental health and signposting to other services. This will enable more rapid intervention and better tailoring of in house services.</p> <p><i>In Autumn term 2021, 24 students were referred to school counselling by signposting services and 46 LGBTQ+ students to drop in sessions and focus groups.</i></p>	1,2,5



Maintain school's 'Health and wellbeing award' through appointment of an associate senior leader	<p>To audit the school provision and seek advice from the National Children's Bureau to explore mental health issues and barriers and assess future need for interventions.</p> <p><i>In 2019 Burnside was regarded as a gold standard in terms of the wellbeing award and achieved all criteria. All outstanding practice was recognised by external auditors. Comprehensive and positive student voice contributed to the assessment.</i></p>	1,2,3,5
Access fund available to students to ensure barriers to learning are removed.	<p>Whilst all pupil premium students will have access the strategies / activities above the additional fund is available to support:</p> <ul style="list-style-type: none"> <li>• Provision of school meals and uniform for learners and their parents in difficult circumstances ( including those disadvantaged by Covid 19)</li> <li>• Covering the full cost of Technology materials (food, textiles etc) - this applies to the whole school</li> <li>• Subsidising school trips</li> <li>• The purchase of learning resources such as textbooks and equipment such as tablets / chromebooks</li> <li>• Purchase of additional Education Psychology resource for therapeutic use</li> <li>• Outreach programs such as NUFC</li> <li>• All students who are considered disadvantaged are supported with free music lessons.</li> </ul>	1,2,3,4,5

**Total budgeted cost: £ 315,429**

## 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.

Due to school closure and restrictions in school many of the 2020-21 activities planned were changed/ altered and significant work undertaken post school reopening. The key priorities identified illustrate impact of the pupil premium spend/ Catch up spend:

#### Catch up spend to date:

##### Access to online suite of live lessons

The school's catch-up strategy was intended to overcome the barriers created by the periods of closure of the school during the 2019-20 and the 2020-21 academic year as well as the required periods of self isolation for students.

The school approach was to ensure that students had access to an uninterrupted curriculum both for those who were in school and those who were forced to isolate. The school remote education provision was therefore essential to be used to support those students. As such initial spending was on supporting this through the purchase of IT equipment such as Chrome books, providing mobile internet access and visualisers for every classroom. The provision of remote education was a success for the school and was evaluated by senior leaders through the [Remote Education Evaluation](#).

All students who had to isolate in term one were asked to complete a [student voice](#) exercise on their experience, this information was shared with staff and helped shape our provision.

During this time we provided the following equipment.

Year group	Chromebooks provided	For disadvantaged students	Support for internet
7	58	32 (55% of chromebooks given to students)	14 students
8	62	33 (53%)	17 students
9	46	22 (48%)	8 students
10	57	29 (51%)	8 students
11	51	27 (53%)	2 students

12	10	3 (30%)	7 students
13	5		0 students

We also provided 14 staff with chromebooks to support their delivery of live lessons.

The school initially purchased 30 chromebooks at a cost of £4974.30 with other chrome books supplied by the DfE. As well as this the school spent £2280 on the purchase of mobile internet to support families without access. Further purchases took place as required.

The school also purchased individual visualisers for every classroom at an initial cost of £3350.18.

During the course of 201/22 the school

### **Pupil premium spend**

In 2021/22 disadvantaged pupils and those designated SENK had attendance rates better than those groups nationally (using FFT Aspire). The attendance rates of year 11 and 8 were significantly above national. The in school gap in attendance has declined, there is now a difference of 4.9% between disadvantaged pupils and their peers. Their attendance as a cohort is improving more rapidly than their peers. The interventions and strategies in place ensure good attendance and a lower proportion of students who are disadvantaged being designated as persistent absentees as compared to national trends. Evidence would suggest that these strategies are impactful and should remain in place to ensure further improvements as compared to national data.

Suspensions (previously fixed term exclusions) have declined with an overall suspension rate of 7.4%. This shows that the rate of suspensions is still low compared to the last reported national figures for a full year 2018-19 (10.75%) and significantly below the figures for the North East (13%). The national rate for 20-21 was 8.48 (though schools were closed for spring term). Our 2021-22 is still below this. The disadvantaged pupil exclusion rate has fallen from 11.6% in 2020-21 to 10% in 2021-22. Previously year 7 and 8 cohorts had high exclusion rates at the end of term 1 21-22. These rates declined across the year with a fall by 8.1% in year 7 and 1.6% in year 8. Interventions were appropriately targeted at a small cohort of learners with repeat exclusions in each cohort, this reduced the overall rates.

In the 2022 GCSE exams disadvantaged pupils' attainment improved at a greater rate as compared to both historic school outcomes in external examinations and as compared to national data for the same cohort in 2022. The curriculum adaptations and online provision during Covid absence minimised lost learning and ensured that pupils achieved a greater proportion of 4+ in Maths / English.

In year 7, historically we have a large cohort of students who are still not Secondary ready on entry, which represents approximately 40% of the cohort). A large proportion of these students are designated Pupil Premium (45%). In 2019-20 year 7 the not-secondary ready students made some progress however, this cohort was not as successful as peers in previous years and this in part is due to attendance due to Covid19. This was and remains a particularly important priority post Covid19 as students did not complete their Y6 program of study and this complicates rapid identification. Students within these cohorts are now making progress over time but the gap is decreasing between them and their non disadvantaged peers- there is no gap between Burnside students and those nationally in the current year 9. This has been verified by a comprehensive data set and analysis of writing age (122,329- national sample size) / reading age data. This data suggests that the school significantly improves the quality of written communication for students in the school and that boys.

There remains an increase in the number of transient students who move into the school outside of normal transition and within this cohort those designated as pupil premium students (the majority) can often have significant SEMH which can impact upon attendance and therefore progress. There is still a gap in attendance and engagement between transient disadvantaged students and those who are not transient. This is a particular issue within our current year 10 cohort (2022-23). Despite significant support and significant focus on attendance linked to SEMH this work is still ongoing. There have been some improvements in behaviour for learning within this cohort with a decline in C3 and internal exclusion referrals ( as compared to term 1: 2021/22).

## 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
NUFC	Newcastle United Foundation
BU project	Children Northeast
School counselling	Kalmer Counselling

## 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?	The students who belong to service families (6) are engaged learners with good attendance. Each spend was bespoke to their needs in terms of



	educational resources, funding to access external provision/ extra curricular opportunity- such as academic summer schools and virtual STEM experiences.
What was the impact of that spending on service pupil premium eligible pupils?	There has been no decline in behaviour, effort or attendance as a result of Covid19. All maintain good progress over time.