



Pupil premium strategy statement

Burnside College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	966
Proportion (%) of pupil premium eligible pupils	38.2%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	13.12.24
Date on which it will be reviewed	Reviewed regularly through Governor subcommittees.
Statement authorised by	School Governors
Pupil premium lead	M Swain
Governor / Trustee lead	L Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 378,255 (full academic year) £220,649 (Sept 24 to March 24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 378,255



Part A: Pupil premium strategy plan

Statement of intent

Our Aim:

Our aim is to ensure that students **attend well**, experience **great teaching**, develop the **character and skills** needed to be successful in life, whilst creating a **happy** place to work and learn.

Our Values:

Pride: we take pride in our work, appearance, and actions

Respect: we treat each other with kindness and understanding, acknowledging our individuality

Achievement: we persevere through challenges and aim for personal and academic excellence

At Burnside College we want 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 student 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 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.

Challenge number	Detail of challenge
1	<p>Attendance and Persistent Absence at KS3 and 4</p> <p>At Burnside College, we recognise that attendance and persistent absence are significant barriers faced by many of our disadvantaged pupils. Given our context as a large secondary school in a deprived area, it is crucial to implement effective strategies that align with our vision of Pride, Respect, and Achievement.</p> <p>By focusing on high-quality teaching, targeted academic support, and wider strategies, we can enhance pupil engagement and attendance, ensuring that every pupil receives the best possible educational experience.</p> <p>Our attendance data over the last 3 years indicates that persistent absence among disadvantaged pupils is higher than their peers. In addition overall attendance for our students is lower compared to their peers nationally.</p> <p>There was a drop against headline measures in 2024 and this is linked to severe or persistent absence of a minority of students (this is disproportionately affected by students moving at non-standard transition points). Achievement of students who are not persistently absent is in line with national.</p>
2	<p>Suspension Rates at KS3</p> <p>At Burnside College, we recognise that suspension and exclusions can significantly impact the educational experience and outcomes for our disadvantaged pupils. It is crucial to implement effective strategies by focusing on high-quality teaching, targeted academic support, and wider strategies. This way we can create a more inclusive environment that supports all pupils in their learning journey.</p>
3	<p>Middle attaining students (especially boys) do not make as much progress as their peers.</p> <p>Middle attaining disadvantaged pupils (boys in particular) make less progress than their peers and observation and feedback from staff would</p>



	<p>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.</p>
4	<p>Student's lack of cultural capital can affect their ability to access GCSE examinations and the wider curriculum.</p> <p>Pupil premium students often have less 'cultural capital' that they bring to their education. This is often due to having more limited experiences out of school.</p> <p>This often presents a barrier to accessing and understanding learning material and examination questions.</p> <p>Pupil premium students are also less likely to participate in the extracurricular opportunities which can support their social and emotional needs, their mental health and wellbeing, and post-16 progression.</p>
5	<p>To continue to narrow the literacy gap and support students with SEND</p> <p>High quality work needs to continue with these pupils to ensure that previous success can be built upon. This will require staff to identify and address on entry any literacy needs or barriers that students may exhibit after initial screening and to work on strategies to develop students oracy and literacy skills, taking into account additional SEND information.</p> <p>All students in the school will be screened in terms of reading ability and literacy levels. There will be targeted Literacy lessons in Key Stage 3 which will support improvements in key assessment measures across the year.</p>
6	<p>Improved family and community engagement</p> <p>We recognise that improving family and having a wider community engagement is crucial for supporting our disadvantaged pupils. Fostering strong connections with families and the local community can significantly enhance pupil outcomes and overall school culture. By implementing effective strategies across different tiers, we can ensure that our intent is realised for every pupil.</p>

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"> The overall absence rate for the whole school to be below national by the end of each of the years the plan is running.



	<ul style="list-style-type: none"> • The school does all that it can to ensure persistent absence to be below the national rate. • The gap between disadvantaged students' attendance and their peers will decrease each year the plan is running.
<p>To reduce the number of internal and fixed term suspensions which would illustrate barriers to learning are being rapidly identified and addressed.</p>	<ul style="list-style-type: none"> • Proportion of PP students receiving a suspension will be below the previous year's rate and will reduce year on year by 2027 • The percentage of students with more than one suspension will be below national average <p>*Most recent national figures for these cohorts</p>
<p>High quality first teaching promotes increased engagement and active participation in lessons.</p>	<ul style="list-style-type: none"> • KS3 student outcomes show a greater percentage of students reaching the curriculum expectations for the same cohort in subsequent years • Reporting shows improved average effort and behaviour scores for students year on year. • Outcomes at KS4
<p>High quality extra curricular engagement promotes active participation in lessons and wider school life leading to improved resilience, confidence and relationships of the school's PP student.</p>	<ul style="list-style-type: none"> • The school's comprehensive extra curricular offer is expanded further. • This may 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 year on year.
<p>Improve literacy and numeracy skills to enable students to access the curriculum - particularly in KS3.</p>	<ul style="list-style-type: none"> • 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.



	<ul style="list-style-type: none">• Improvements in reading will lead to enhanced access to lesson content and thus prepare students for external examination.• 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.• 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).• Writing age gaps for KS3 disadvantaged cohorts (as compared to their peers in school) will diminish to 0 by year 9.• Those students who have significant barriers are provided with effective programs and intervention to support curriculum achievement.
Improved family and community engagement with the school	<ul style="list-style-type: none">• Attendance at parents evenings for pupil premium students matches that of non pupil premium students.• The gap between pupil premium students' attendance and their peers will decrease each year the plan is running.• The gap between pupil premium student's academic achievement narrows year on year to their peers.• Increased opportunities for families to visit and be involved in the school community.



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To recruit high quality, experienced staff to ensure quality first teaching in every lesson. This will involve ongoing teacher training, observations and support.</p>	<p>The EEF Teaching and Learning Toolkit states “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>2023/24 headline data showed that when students attended well, they achieved well.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>To develop high-quality teaching and assessment through our whole school CPD programme.</p>	<p>M&E within school indicates that when staff who engage with school CPD become more effective over time. CPD focus on staff developing and understanding the educational research behind the REMARKable framework in order to better support all pupils including pupil premium students and those with additional educational needs.</p> <p>The EEF states “Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop</p>	<p>1, 2, 3, 4, 5, 6</p>



	<p>specific techniques, and embed new approaches.”</p> <p>This should also include CPD on family engagement - CPD for staff on effective communication with families and strategies to involve them in their children's education. This may include workshops on cultural sensitivity and understanding challenges faced by disadvantaged families.</p>	
<p>Participation in the baseline No More Marking project</p>	<p>Comparative marking methods to establish a national ‘bank’ of year 7 writing that Burnside students will participate in and be benchmarked against.</p> <p>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.</p>	5
<p>Use formative assessment to monitor engagement, literacy</p>	<p>EEF states that “Regularly assessing pupil understanding and engagement through low stakes quizzes and feedback sessions. This can help identify pupils who may be disengaged and at risk of poor attendance”.</p>	1, 3, 5
<p>Ensure structured routines and clear expectations are implemented.</p>	<p>Establishing consistent classroom routines can help pupils feel secure and understand what is expected of them, which can improve attendance. Research shows that clear expectations can lead to better pupil engagement (Education Endowment Foundation, EEF).</p>	1,3,5
<p>Ensure restorative practices and positive behaviour management are implemented consistently.</p>	<p>Use restorative approaches to resolve conflicts and build relationships, which can help reduce the need for suspensions. This involves training staff to facilitate restorative conversations that focus on repairing harm and restoring relationships.</p>	2



	Clear expectations for behaviour and consistently applied positive reinforcement strategies encourage good behaviour. This includes students being aware of the schools tiered rewards system that recognises and celebrates positive contributions.	
Promote a culture of reading	The school will continue to encourage a love for reading by integrating diverse and engaging texts into the curriculum. Students will continue to have access to a well stocked and relevant library and a librarian who supports and encourages their love of reading. DEAR time will remain a key area of school life.	5

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

Budgeted cost: £151,302

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.	Results from CAT4 can be used to inform individual and group teaching, for target setting and monitoring the performance of groups of students. 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.	2, 3, 5



	<i>Standardised testing enables effective intervention.</i>	
Improved curriculum offer to reduce the need for alternative provision.	<p>To consider the use of work placement as a motivational tool to re-engage students who are at risk of exclusion or persistent absence.</p> <p>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 a vocational offer to enable bespoke part and full time pathways for those at risk of disengagement or becoming NEET.</p>	1, 2, 3, 5
Effective IAG to engage disadvantaged pupils in further education.	<p>IAG and engagement activities.</p> <p>University/college activity days just for all disadvantaged pupil premium students. More regular interviews for PP students and preparation for next steps to reduce those at risk of being NEET.</p>	2, 3, 5, 6
STEM projects and extra-curricular offer	<p>Improving opportunity for developing aspirations and impacting upon exam success.</p> <p>"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."</p> <p><u>Stem project research</u></p>	1, 2, 3, 4, 6
Utilisation of attendance tracking systems	<p>By using systems such as FFT Aspire, the school has access to a wide scope of data to identify pupils with attendance issues and provide targeted intervention.</p> <p>The EEF explains that regular monitoring can help in addressing issues before they escalate.</p>	1



Continue to use and develop small group interventions	Target small group interventions can support students who may display poor learning behaviours. These can focus on academic skills and social and emotional learning to address underlying issues. Examples of this in school include Kalmer Counselling, NUFC outreach.	1
Continue to innovate with the use of programmes such as LEXIA, Flash Maths and No More Marking	With a robust portfolio of professional learning, curriculum, and embedded assessment solutions, Lexia helps schools connect educator knowledge to classroom practice to accelerate literacy gains.	5

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

Budgeted cost: £204,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 3, 4, 6
Regular review of progress for cohorts using case conferences to explore progress across all curriculum areas	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.	1, 2, 3, 5
Effective transition activities that enable early identification and support of those with literacy / numeracy / learning barriers.	A transition coordinator, designated transition space and effective collaboration with primaries showed success in previous years.	1, 2, 5
Progress leaders for signposting and	We will maintain our Ed Psych Service Level Agreement (SLA) to ensure we can	1, 2, 3, 5



<p>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>	<p>offer small group therapeutic intervention and purchased a school based councillor for 3 days per week.</p>	
<p>Increased use of AEN screening and interventions for pupil premium students failing to make progress or where a pattern of decline is identified.</p>	<p>Use of speech and language progression tool and CAT4 testing modules 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>	<p>1, 3, 5</p>
<p>Maintain school's 'Health and Wellbeing Award' through appointment of an associate senior leader</p>	<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 2023 reaccreditation of the Wellbeing award was achieved.</i></p>	<p>1, 2, 3, 6</p>
<p>Access fund available to students to ensure barriers to learning are removed.</p>	<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"> ● Provision of school meals and uniform for learners and their parents in difficult circumstances ● Covering the full cost of technology materials (food, textiles etc) - this applies to the whole school ● Subsidising school trips 	<p>1, 2, 3, 4, 5, 6</p>



	<ul style="list-style-type: none"> • The purchase of learning resources such as textbooks and equipment such as tablets / chromebooks • Purchase of additional Education Psychology resource for therapeutic use • Outreach programs such as NUFC • All students who are considered disadvantaged are supported with free music lessons. 	
Dedicated senior progress leader who leads on attendance and works with school attendance officer to closely track all pupil premium students.	Appointment of a designated senior progress leader who oversees attendance of all pupils and provides interventions where necessary such as contacting parents, picking up students from home and bringing them to school.	1
Provide our pupil premium students with memorable moments that will enhance their life skills and functionality within modern society.	“Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation... learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.” EEF Teaching and Learning Toolkit	1, 2, 3, 4, 6
Provide students with incentives for good attendance	The schools rewards programme recognises and celebrates students with good attendance, behaviour and engagement. This can support with both engagement and attendance.	1, 2, 3, 4

Total budgeted cost: £ 378,255

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

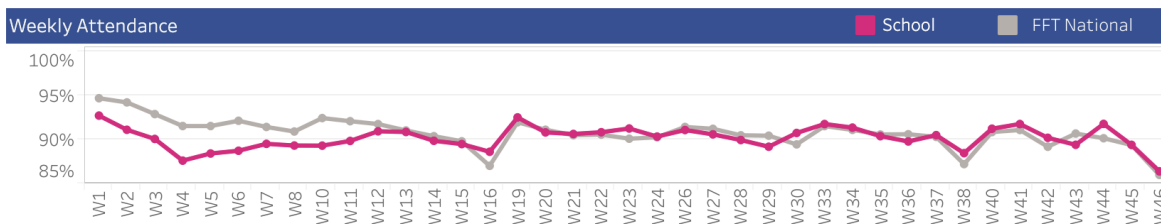
Attendance

The attendance gap continues to remain a high priority for the school.

The school's leadership of attendance has historically been highly effective, with good attendance during the pandemic, and notably strong attendance during post pandemic recovery.

However, rates of attendance begin to decline sharply in 2022-23 as a result of much publicised local and national pressures. Absence rates have gone up significantly in the school as a result. In response to this the school has invested significantly in our attendance staffing and strategy and we are now seeing the impact of that work:

Attendance Headlines		YEAR TO DATE				4 Sept 23	19 Jul 24
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees		
90.1%	90.0%	90.2%	85.5%	92.8%	31.3%		



Whilst previous PP attendance strategies remain in place there is a need for additional action to tackle the current ethos in regard to school attendance. This includes:

- Focus on attendance for the new school development plan to include actions to ensure improvements
- Continued breakfast club offer
- School minibus transport to and from school
- Working with the local authority to tackle persistent absence cases
- Attendance working group reviewed policies, rewards thresholds and develop staff practice in regard to attendance intervention

In 2023/24 attendance has improved from autumn term through to summer term due to poor attendance being consistently and effectively challenged.

This has resulted in improved overall attendance as follows:

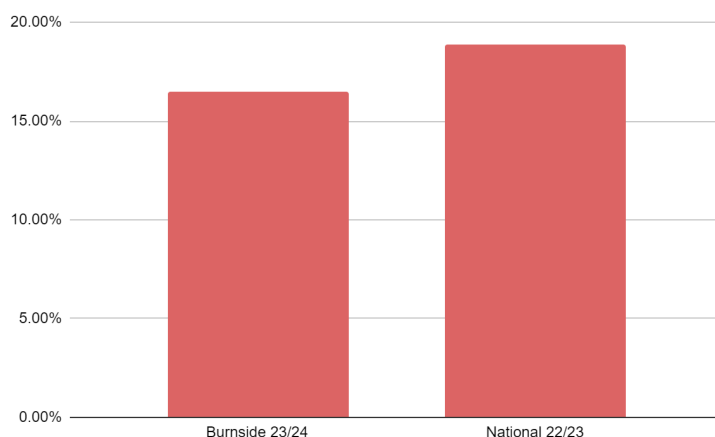
- +0.2% above the North East rate of attendance
- FSM students are in line with national and are better than similar groups in the North East at +1.3%
- SEN K students are attending better than their peers nationally +0.3% and +1.5% above the North East rate
- EHCP students have significantly better attendance as compared to national +3.2 and +4.3 above the North East rate



As well as this:

- FSM6 persistent absence is in line with the North East rate
- SEN K persistent absence rate is below national by 3% and below the North East rate by 6%

Suspensions have risen markedly in the past two years though the rate of suspension is lower than the latest reported national figures.



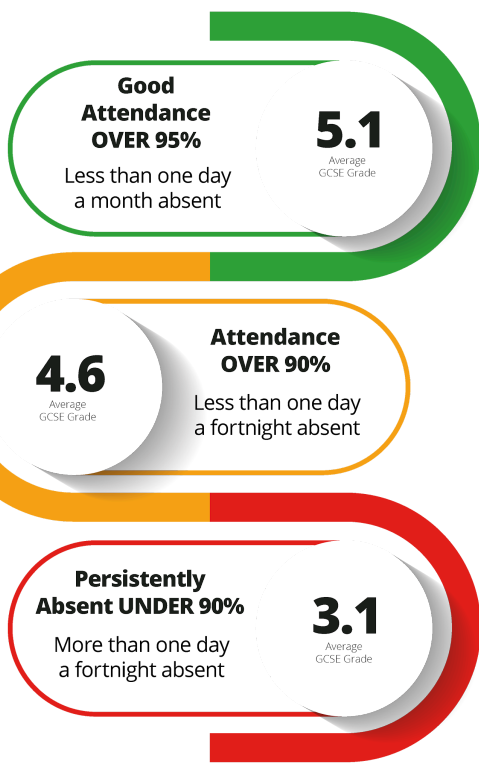
Although disadvantaged student suspensions are above national for 2023/24 they are decreasing over time with two important factors to note:

- Suspension rate for disadvantaged boys is decreasing over time
- 14 suspensions in one year group were issued to four students who joined at non standard transition points

There is clear evidence that the actions of leaders are reducing the instances of persistent disruptive behaviour in the school.

Table 1	Total C3 incidents across school 2022/23	Total C3 incidents across school 2023/24
Total	2319	1706

In comparison for September 2023, 176 C3s were given out by staff in lessons in September 2024 that number fell to 79. This links to a fall of 58% of suspensions being issued in 2022/23 for PDB to 53% being issued for PDB in 2023/24.



40% of the previous cohort received pupil premium funding, this is disproportionate compared to the national figure.

The single biggest factor affecting achievement in 2024 was attendance. Students who were not persistently absent made progress in line with national. In short, if students attend well, they achieve well. Again indicating that the relentless focus on attendance of disadvantaged pupils is vital.

Students who are non FSM6 had a higher average attainment 8 score compared to their FSM6 peers. Likewise the P8 score for FSM6 students is lower than their non-FSM6 peers.

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 was a particular issue within the 2023/24 year 11 cohort. Despite significant support and significant focus on attendance linked to SEMH this work remained ongoing until the end of the summer exam period.

Externally provided programmes

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

Programme	Provider
NUFC	Newcastle United Foundation
School Counselling	Kalmer Counselling
1 day SEMH regulation support	Foundation Futures
Counselling as needed	Carol Barwick
Growing cultural and social capital, and boosting confidence and self esteem.	Hand of
Mental Health Support	Connect Mental Health Support Team
New Leaf Programme	New Leaf



**Burnside
College**