



## 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  | 1019   |
| Proportion (%) of pupil premium eligible pupils                         | 39.9%  |
| Academic year/years that our current pupil premium strategy plan covers | 2024/25<br>2025/26<br>2026/27                      |
| Date this statement was published                                       |  |
| 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                                    | £ 374,325 (full academic year)<br>£218,356 (Sept 25 to March 26) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0   |
| <b>Total budget for this academic year</b>   | £ 374,325  |



## 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 remains 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

This strategy builds upon the 'Good' judgement from our November 2024 Ofsted inspection, which highlighted our ambition for all pupils and our effective action in maintaining high



standards of conduct and achievement. The report highlighted a number of areas included in the strategy that have had an impact.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Attendance and Persistent Absence at KS3 and 4</b></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><b>Suspension Rates at KS3</b></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><b>Middle attaining students (especially boys) do not make as much progress as their peers.</b></p> <p>Middle attaining disadvantaged pupils (boys in particular) make less progress than their peers 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.</p>   |
| 4                | <p><b>Student's lack of cultural capital can affect their ability to access GCSE examinations and the wider curriculum.</b></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>   |



|   |  |
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|   | <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><b>To continue to narrow the literacy gap and support students with SEND</b></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><b>Improved family and community engagement</b></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"> <li>The overall absence rate for the whole school to be below national by the end of each of the years the plan is running.</li> <li>The school does all that it can to ensure persistent absence to be below the national rate.</li> <li>The gap between disadvantaged students' attendance and their peers will decrease each year the plan is running.</li> </ul> |
| To reduce the number of internal and fixed term suspensions which would illustrate barriers to learning are being rapidly identified and addressed.                | <ul style="list-style-type: none"> <li>Proportion of PP students receiving a suspension will be below the previous year's rate and will reduce year on year by 2027</li> <li>The percentage of students with more than one suspension will be below national average</li> </ul> <p>*Most recent national figures for these cohorts</p>  |
| High quality first teaching promotes increased engagement and active participation in lessons.   | <ul style="list-style-type: none"> <li>KS3 student outcomes show a greater percentage of students reaching the curriculum expectations for the same cohort in subsequent years</li> <li>Reporting shows improved average effort and behaviour scores for students year on year.</li> </ul>  |



|   |  |
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|   | <ul style="list-style-type: none"> <li>• Outcomes at KS4 show sustained improvement for disadvantaged students</li> <li>• This would be seen in improved results for the targeted (middle attaining boys) group of students as well as all pupil premium students with an improved student progress index year on year (23/24: SPI -0.87, 24/25: SPI -0.74). Target an student progress index of -0.5 for current year 11</li> </ul>   |
| <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"> <li>• The school's comprehensive extra curricular offer is expanded further.</li> <li>• This may include activities that develop oracy and participation in learning both in and outside of the classroom.</li> <li>• Engagement of disadvantaged students in these activities (particularly boys) will improve over time.</li> <li>• Aim to ensure 80% of pupil premium students engage in at least one extra curricular activity per term</li> </ul>  |
| <p>Improve literacy and numeracy skills to enable students to access the curriculum - particularly in KS3.</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>• Improvements in reading will lead to enhanced access to lesson content and thus prepare students for external examination.</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 KS3 disadvantaged cohorts (as compared to their peers in school) will diminish to 0 by year 9.</li> <li>• Those students who have significant barriers are provided with effective programs and intervention to support curriculum achievement.</li> </ul> |
| <p>Narrow the homework submission gap</p>   | <ul style="list-style-type: none"> <li>• Current homework submission rate for PP students significantly lags behind that of non pupil premium students (55% vs 76%)</li> </ul>   |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Aim to reduce this gap by 50% by the end of 26/27 to bring PP submission to 66%.</li> <li>• Monitoring indicates a significant increase from baseline PP submission of 55%.</li> </ul>   |
| Improved family and community engagement with the school | <ul style="list-style-type: none"> <li>• Attendance at parents evenings for pupil premium students matches that of non pupil premium students.</li> <li>• The gap between pupil premium students' attendance and their peers will decrease each year the plan is running.</li> <li>• The gap between pupil premium student's academic achievement narrows year on year to their peers.</li> <li>• Increased opportunities for families to visit and be involved in the school community.</li> </ul> |

### 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: £22,495

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| To recruit high quality, experienced staff to ensure quality first teaching in every lesson. This will involve ongoing teacher training, observations and support. | <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> | 1, 2, 3, 4, 5, 6              |
| To develop high-quality teaching and assessment through our whole school CPD programme.  | M&E within school indicates that when staff who engage with school CPD become more effective over time. CPD focuses on staff developing and understanding the educational research behind the REMARKable  | 1, 2, 3, 4, 5, 6              |



|   |  |             |
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|   | <p>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 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>Ongoing CPD programme for staff on Oracy and Academic Talk strategies.</p> | <p>The Education Endowment Foundation (EEF) identifies Oral Language Interventions as a high-impact, low-cost strategy that provides an average of +6 months additional progress.</p> <p>Research shows a strong correlation between "high-quality talk" and improved writing outcomes. By developing oral vocabulary, students are better equipped to use subject-specific terminology in written assessments.</p> <p>The EEF guidance report on <i>Effective Professional Development</i> highlights that teaching quality is the most important lever for improving disadvantaged students' outcomes. Ring-fencing CPD ensures "implementation fidelity," meaning the strategy is applied consistently across all departments.</p> <p>Internal monitoring at Burnside identifies that middle-attaining boys</p> | <p>3, 5</p> |



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|---|--|----------------|
|   | <p>are often reluctant to lead or join in academic discussions. Explicitly teaching "Academic Talk" structures (e.g., using sentence stems) reduces the "cognitive load" and increases participation for this cohort.</p> <p>Targeted oracy work is proven to help "level the playing field" for students who may have less exposure to formal or academic language outside of school, directly narrowing the attainment gap.</p> <p>This will include strategies such as scaffolded talk structures (like sentence stems or "Because-But-So" frameworks) designed to lower the cognitive load for the targeted group of students, middle attaining boys.</p> <p>To support this - £6,500 of the budget is ringfenced to support the target.</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>   | <p>5</p>       |
| <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>  | <p>1, 3, 5</p> |
| <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</p>  | <p>1, 3, 5</p> |



|  |   |               |
|--|---|---------------|
|  | (Education Endowment Foundation, EEF).  |               |
| Ensure restorative practices and positive behaviour management are implemented consistently. | <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> <p>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.</p>  | 2             |
| Promote a culture of reading   | <p>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.</p>   | 5             |
| New 2025/26<br>Develop a Trauma informed Approach  | <p>We are aware of the increasing social and emotional needs of some of our students, and will have staff CPD focused on a trauma-informed approach. This will focus on the following:</p> <ul style="list-style-type: none"> <li>• <b>Adverse Childhood Experiences (ACEs):</b> The approach recognises that many children have experienced ACEs which can significantly impact their brain development, emotional regulation, behaviour, and academic performance. Those students with more than 4 ACEs will be identified on Class Charts.</li> <li>• <b>Behaviour as Communication:</b> Challenging behaviours are viewed often as a symptom or response to underlying trauma for those students</li> </ul> | 1, 2, 3, 5, 6 |



|   |   |                |
|---|---|----------------|
|   | <ul style="list-style-type: none"> <li>• <b>Neurological and Physiological Effects:</b> Trauma can lead to a hyperactive stress response system, affecting a child's ability to feel safe, regulate emotions, and learn effectively.</li> </ul> <p>This can also support middle attaining boys where a reluctance to engage can be a safety/protection mechanism for boys. Training staff to view a boy's silence or "shrugging" as a potential communication barrier rather than just "laziness" aligns the behavior strategy with academic progress goals</p>   |                |
| <p>New 2025/26<br/>Introduction of online homework for all students</p> | <p>Learning at home is an essential part of raising pupil achievement at all key stages. The EEF estimates the impact of secondary homework to be around 5 months. Evidence also suggests that homework relating to classroom learning is important, <i>"In the most effective examples, homework is an integral part of learning, rather than an add-on"</i> (EEF). Homework should be effectively embedded in a subject's curriculum and planned as part of the REMARKable learning framework, to support students to recall and consolidate learning.</p> <p>As such the school has primarily moved to Seneca and SPARX online provisions.</p> | <p>3, 2, 6</p> |



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

Budgeted cost: £149,730

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>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> | <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>Diagnostic data for middle-attaining boys can be used to identify "hidden" underperformance—specifically where their "non-verbal" or "quantitative" scores (logic/maths) far exceed their "verbal" scores (literacy/talk). This provides a data-driven reason why they may be disengaged in discussion-heavy subjects.</p> <p><i>Standardised testing enables effective intervention.</i></p> | <p>2, 3, 5</p>                |
| <p>Improved curriculum offer to reduce the need for alternative provision.</p>   | <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</p>   | <p>1, 2, 3, 5</p>             |



|  |  |               |
|--|--|---------------|
|  | pathways for those at risk of disengagement or becoming NEET.  |               |
| Effective IAG to engage disadvantaged pupils in further education.                             | IAG and engagement activities. 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.   | 2, 3, 5, 6    |
| STEM projects and extra-curricular offer   | Improving opportunity for developing aspirations and impacting upon exam success.<br><br>"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."<br><u>Stem project research</u> | 1, 2, 3, 4, 6 |
| Utilisation of attendance tracking systems   | 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.<br><br>The EEF explains that regular monitoring can help in addressing issues before they escalate.  | 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.<br><br>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: £202,136

| 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 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. | We will maintain 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.  | 1, 2, 3, 5                    |
| Increased use of SEN screening and interventions for pupil premium students failing to make progress or where a pattern of decline is identified.  | 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.<br><br><i>This has been recognised as good practice from the LA secondary support team as part of the 'Keeping children in Schools agenda'.</i> | 1, 3, 5                       |



|  |   |                         |
|--|---|-------------------------|
| <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. (£40,000 ringfenced out of total budgeted cost)</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"> <li>• Provision uniform for learners and their parents in difficult circumstances (£12000 ringfenced)</li> <li>• Covering the full cost of technology materials (food, textiles etc) - this applies to the whole school (£8,000 ringfenced)</li> <li>• Subsidising school trips (£7000 ringfenced)</li> <li>• 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 (£13,000 ringfenced)</li> </ul> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>Dedicated senior progress leader who leads on attendance and works with school attendance officers to closely track all pupil premium students.</p> | <p>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.</p>   | <p>1</p>                |
| <p>Provide our pupil premium students with memorable moments that will enhance their life skills and functionality within modern society.</p>          | <p>"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."</p>  | <p>1, 2, 3, 4, 6</p>    |



|  | EEF Teaching and Learning Toolkit  |            |
|--|--|------------|
| Provide students with incentives for good attendance | <p>The schools rewards programme recognises and celebrates students with good attendance, behaviour and engagement. This can support with both engagement and attendance.</p> <p><i>This has been updated in 2025/26 to recognise the importance of attendance streaks.</i></p>  | 1, 2, 3, 4 |
| New 2025/26<br>Family Gateway                        | <p>Staff from Family Gateway (Howden) attend school to work with targeted students in school to improve engagement.</p> <p>The second part of the programme is the wrap around care that Family Gateway provides to the families of these students. They will work with the family to improve engagement with school and to improve attendance.</p>                      | 1, 2, 6    |
| New 2025/26<br>Fast Forward to Fluency Programme     | <p>Fast-Forward to Fluency, is based on the latest research on reading, effective interventions, and the effective deployment of Teaching Assistants.</p> <p>Fast-Forward to Fluency is a 12-week small group intervention for Year 7 pupils, conducted twice a week during form time. The sessions are tightly structured for maximum efficiency and effectiveness.</p> | 3, 5       |

**Total budgeted cost: £ 374,325**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the 2024/25 academic year the school was inspected. During this inspection it was noted that "The school is ambitious for the pupils and there is a clear focus on raising aspirations". This is true for all pupils including those in receipt of a pupil premium and the following is evidence for the impact of this work.

#### 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.

In 2023-24 attendance improved during the year compared to national but was still well below for the year overall. In 2024-25, the rate of improvement in the school was significantly higher than average and the school was close to national. Both years were above the average for the North East.

|         | Burnside | National | North East |
|---------|----------|----------|------------|
| 2023-24 | 90.1     | 90.8     | 89.9       |
| 2024-25 | 91       | 91.3     | 90.3       |

It is important to note that **DFE recorded attendance data frequently indicates that non-FSM pupils attend better than their non-FSM peers nationally, and FSM students better than theirs.** It is the proportion of these two groups in Burnside that results in an overall figure below the national average.

Attendance strategies focussed on addressing identifying students with low attendance, and implementing a specific approach depending upon need. Barriers to attendance were identified and a range of approaches were utilised. 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
- Reviewed rewards thresholds in place with a focus on rewarding students **attendance streaks** and develop staff practice in regard to attendance intervention

In 2024/25 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:

- **Overall the school is +0.7% 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 +1.7% attendance**
- **FSM students in year 11 recorded a better attendance both against National (+6.6%) and against the North East (+7.3%)**

As well as this:

**FSM6 persistent absence is in line with the North East rate**

## Suspensions and Behaviour

In November 2024 Ofsted noted that "classrooms are calm and orderly places to learn." and that "Most pupils behave well and meet the high expectations that the school has for their conduct. This is particularly the case in lessons...".

This is strong evidence that the school approach to supporting students including those who are disadvantaged is effective. The introduction of the trauma informed approach will only strengthen this position.

A key update to the plan is reflected through leaders at Burnside College acknowledging the widespread impact of trauma on students. School leaders aim to create a safe, supportive, and understanding environment that promotes healing and learning. As such we have adopted a **trauma-informed approach**.

This has been reflected in **whole school CPD** supporting staff in becoming more aware on how to support students with a high number of **Adverse Childhood Experiences (ACE's)** in order for them to become emotionally available adults and adopt the following model to allow students to be able to regulate both inside and outside the classroom:

- Be predictable, consistent, compassionate and kind
- Help the student turn unbearable feelings into thinkable thoughts
- Hold boundaries in a respectful way
- Actively listen to a student to understand what they are thinking and feelings.

There is clear evidence that the actions of leaders are reducing the instances of persistent disruptive behaviour in the school. Year on year the number of C3's being awarded in lessons by staff is continuing to fall.



|              | Total C3 incidents across school 2022/23 | Total C3 incidents across school 2023/24 | Total C3 incidents across school 2024/25 |
|--------------|--|--|--|
| <b>Total</b> | 2319                                     | 1706                                     | 1091                                     |

The rate of suspensions was above the national average in 2024-25 at 24.2%. However, in years 9-11 rates of suspension continued to be lower than the national average. Suspensions are used reluctantly in school, particularly for those students with lower attendance or potentially contributing factors to their behaviour.

There is a thorough process around reintegration from suspension in order to reduce the likelihood of this occurring, and the school is quick to recognise where suspensions are not an effective sanction. Internal strategies which utilise the school's inclusion facilities and support pupils in continuing to attend school every day are preferable to suspension and exclusion.

A focus on reducing suspensions, particularly for those students who are disadvantaged, remains an ongoing priority.

## Achievement

As a school Attainment 8 raised in 2025 to 44 (from 41 in 2024). This supports Ofsted's view that "In the majority of subjects across the curriculum, pupils achieve well" and that "Pupils enjoy working with their teachers at this school, they appreciate their support and guidance."

**Significantly though the attainment 8 of disadvantaged students at Burnside (38) is high compared to national (33).**

When looking at **contextual value added** (pupil progress when compared to similar pupils with similar characteristics in similar schools) **FSM 6 students have a value of +0.25.**

Pupil groups Contextual Attainment 8 high-to-low



This can be broken down further to show the positive impact of teaching and the curriculum on pupil premium students at Burnside College.



| Pupils          | Attainment 8       | Attainment 8 English | Attainment 8 maths | Attainment 8 Ebacc | Attainment 8 open  |
|-----------------|--------------------|----------------------|--------------------|--------------------|--------------------|
| 42 (out of 131) | 3.8 <b>(+0.25)</b> | 4.3 <b>(+0.40)</b>   | 3.5 (-0.01)        | 3.6 <b>(+0.18)</b> | 3.9 <b>(+0.41)</b> |

In terms of the targeted group of middle attainment boys (challenge number 3) when comparing the 24/25 results to the previous cohort, those in the most recent cohort improved both average point score (23/24: 3.8, 24/25: 4.02) and the subject progress index (23/24: -0.87, 24/25 -0.74). The current 25/26 cohort are in line to again improve this.

The time and intervention that that school gives to literacy was again recognised by Ofsted who stated "Pupils' achievement in English is enhanced by an effective reading programme across the school".

A major factor affecting achievement in 2025 remains attendance. In short, if students attend well, they achieve well. Again indicating that the relentless focus on attendance of disadvantaged pupils is vital.

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.

Initial data from the introduction of online homework indicates a positive engagement from pupils with a big increase in completion of these activities.

**Submission rates have increased from 38% to 72 % across the school.**

Submission rates have also increased significantly for **PP students (55%)** although a gap remains in comparison to non PP students (76%). This will remain a focus for school leaders to narrow this gap by 50%.

## Other Information

A key area of focus of the report is community and family engagement (target 6). Burnside College has just been awarded the Leading Parental Partnership Award for the work that it has done to engage with parents and carers of the young people at the school.

The following areas were identified as strengths of the school.

- Leadership from Headteacher, the LPPA co-ordinator, SLT, governors and staff have exhibited a passion and enthusiasm for working with families as partners to drive school improvement forward through the LPPA
- The 'voice' of the parent/carer and the students is listened to, evaluated and used to strengthen practice, policy and procedure
- Communication is a strength especially through the high-quality production from the reprographics team which is used effectively in all communication including in and around the school environment



- Parent/carers, students and staff evaluations demonstrate a strong understanding of the LPPA and the reflective journey
- The induction of new staff and students and the supported transition documentation and meetings (in year transition booklet, tour, planner, learning assessments, progress leads) enable a comprehensive package to be placed around the student which supports parent/carers

This sustained work directly addresses barriers faced by disadvantaged young people. Our family engagement activities included specific external support such as the work that the Family Gateway does. This positive engagement is crucial to school culture and directly supports our achievement results, where FSM6 students achieved a strong contextual value added of +0.25.

## 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                 |
| Bare Foot Programme           | Family Gateway                     |
| Mental Health Support         | Connect Mental Health Support Team |
| New Leaf Programme            | New Leaf                           |