Pupil premium strategy statement – Burton Borough School

This statement details our school's use of pupil premium (and recovery 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	352
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers.	2026-2028
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	C. Bedford (Principal)
Pupil Premium SLT Lead	M. Griffiths (Assistant Headteacher)
Pupil premium Coordinator	M. Griffiths (Assistant Headteacher)
Governor / Trustee lead	Ed Sullivan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314,126
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.*	£ 0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£314,126

Part A: Pupil premium strategy plan

Statement of intent

At BBS, our cohort sits above the national average at 32%. We aim to implement a curriculum that removes the notion of 'disadvantage' and helps all students to achieve, regardless of their circumstances, background or starting point. We are ambitious for all 'disadvantaged' students to reach levels of progress and attainment in line with their non-disadvantaged peers and, ultimately, all students nationally. We are proud of all our students' achievements and support them to move successfully into their next stage of education or training.

As a school, we aim to level the playing field for our disadvantaged students, so they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers, to enable them to pursue a successful future. Our BBS strategy (the 'golden thread') is underpinned by the following key principles: 1. Attainment gap of PP students is closed. 2. PP students' lives are enriched. 3. PP students' attendance is in line with non-PP attendance. 4. PP behaviour data is in line with non-PP data.

Targeted academic interventions and a range of wider strategies provide support to identify, target and break down any barriers to progress that our students face. Leaders at BBS are proud to be aspirational in their aims for disadvantaged students and regularly evaluate the impact of their strategies and actions to ensure that the Pupil Premium Strategy is continuously reviewed and improved.

Our current strategy is aimed at closing gaps in learning identified through robust assessments. We focus on reading and vocabulary development as the key to accessing the curriculum. We also focus on ensuring our PP students retain core knowledge through generative and retrieval practices that are delivered in well-sequenced, broad and balanced curriculums. Likewise, our baseline testing of the Year 7 cohort has shown that pupils have gaps in their numeracy skills. We understand the importance of being numerate to access learning across the curriculum too, and therefore we have academic interventions in both reading and numeracy.

At BBS, we understand the challenges our families face around attendance and wellbeing. We pride ourselves on our ambitious attendance targets for our disadvantaged students and prioritise their wellbeing through targeted and wider support. We ensure funding is used here to support those who need it the most, particularly through our pastoral support system. This includes our safeguarding, mental health and wellbeing leads, school counsellors and designated family support worker.

Finally, the personal development of our pupils is paramount. We are aware that our disadvantaged students may not have had the same experiences as their non-disadvantaged peers. Accordingly, we target funding to support the personal

development of our students in the form of extensive enrichment opportunities, our student leadership programme, and our engagement with post-16 education, training, and universities. At BBS, we are ambitious for all our students and care about their futures. We aim for our students to leave us feeling proud of their achievements, their time at BBS, and the impact they have had on our school and local community.

Challenges

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

Challenge number	Detail of challenge
1	Improve achievement: Gaps in core knowledge and skills of disadvantaged students and other students is identified through summative assessments. Targeted interventions are in place in tutor time, after school for GCSE students and during half-term breaks to close the gaps. The whole school homework strategy is used to target core knowledge too.
2	Improve attendance: Attendance and levels of persistent absence of disadvantaged students nationally and at BBS continue to be a focus. We are targeting disadvantaged students' attendance to be above the disadvantaged national average. We have an Education Welfare Officer, Family Liaison Officer, Family Support Worker, Attendance Officer and Assistant Headteacher leading on attendance.
3	Improve vocabulary: Knowledge, application and retrieval of tier 2 and 3 vocabulary identified through formative assessments in class. This is addressed through a whole school approach to explicit vocabulary (morphology) instruction through oracy, mapping vocabulary within the curriculum, and reading for pleasure in tutor time and English lessons.
4	Improve reading ages: A significant number of disadvantaged students have reading ages below their chronological age. This is addressed through the Lexonic Leap and Advance programmes, Reading Partners and tutor time intervention led by dedicated English teachers. It is also supported by reading for pleasure in tutor time once a week and in English lessons once a fortnight.
5	Promote positive behaviour and attitudes to learning: Our disadvantaged students' positive and negative behaviours are not in line with our non-disadvantaged students. We look to further reduce the fixed term exclusions for disadvantaged students each year and minimise the permanent exclusion rates between 2024-2027. We also look for our disadvantaged students to receive positive behaviour points in line with their non-disadvantaged peers.
6	Improve wellbeing: We are targeting the support of disadvantaged students' and their families' mental health and wellbeing. Disadvantaged students are recognised as a sub-group for monitoring academically and pastorally. This allows us to provide early intervention for mental health and well-being via our waves of interventions, our pastoral team, trained ELSAs and school counsellors.

7	Build aspiration and positive engagement: At BBS, we have developed our Personal Development offering and promote the personal development of our disadvantaged students through the tutor time programme, goal setting, character virtues and school values. Likewise, we have developed a leadership programme and an enrichment programme so that the skills and qualities required outside of school are developed by all students. This is a priority for our disadvantaged students, and we monitor and support their involvement.
8	Prepare for life beyond BBS: We recognise that disadvantaged students need support in identifying their career pathways to make informed choices about their futures. We aim to reduce the NEETs for disadvantaged students to zero through a dedicated careers advisor and a lead teacher of careers who delivers high-quality advice, information and guidance alongside real experiences of colleges, apprenticeships and interview practice.
9	Parental engagement: At BBS, we understand that some parents and carers may need additional information, support and guidance to help their child learn and make progress.

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
Improve achievement: Disadvantaged students' knowledge gaps are closed demonstrating they have retained core knowledge in their long-term memories.	Assessment data demonstrates that pupil premium students' knowledge and skills have increased in line with age-related outcomes. In subject and summative assessments also demonstrate that gaps in core knowledge have been closed.
Improve reading ages: Increase the number of disadvantaged students with reading ages in line with their chronological age.	NGRT testing and SAS will demonstrate that disadvantaged students' reading ages have increased in line with their chronological age
Improve vocabulary: Tier 2 and 3 vocabularies in spoken and written work is known and used by disadvantaged students	In-subject quizzes and summative assessments demonstrate that disadvantaged students know and can use tier 2 and 3 vocabularies within the curriculum.
Improve wellbeing: The wellbeing and mental health of students is monitored and supported through our pastoral team, SLT wellbeing lead, ELSAs and school counsellors. Likewise, our tutor time programme and PSHE curriculum supports the wellbeing and mental health of students.	Student voice will demonstrate that disadvantaged students feel supported with their wellbeing and mental health.

Promote positive behaviour and attitudes to learning: Negative behaviour incidences and exclusions of disadvantaged students is reduced and below the national average for all students. Positive behaviour incidences of disadvantaged students are in line with their peers.	The percentage of disadvantaged students' suspensions for 2024-2027 is below national average. The number of positive behaviour points for disadvantaged students is in line with their peers. .
Improve attendance: Attendance of disadvantaged students is above national average and levels of persistent absence is below national average	A decrease the attendance gap between Disadvantaged and Non Disadvantaged.
Build aspiration and positive engagement: The personal development of disadvantaged students is supported by the enrichment and student leadership programme, the recognition system, PSHE curriculum, and tutor time offering.	The number of disadvantaged students involved in the student leadership programme is in line with their peers' involvement. 100% of disadvantaged students engage with the recognition system, and the values and virtues they have achieved. 75% of disadvantaged students take part in personal development through enrichment activities.
Prepare for life beyond BBS: Disadvantaged students identify career and course pathways and make informed choices about their futures.	No disadvantaged student is identified as NEET. 100% of disadvantaged students are prioritised for and have high quality, regular IAG from Future Focus. 100% of disadvantaged students have an opportunity to visit a college/university.
Parental engagement: Proactive and persistence from all staff in building relationships that provide parents and carers with the opportunity to effectively support their child's learning and outcomes.	Parent and carers' voice is positive regarding their child's learning and outcomes. They feel able to support their child through attendance at parents' evenings. Attendance at school events by the parents and carers of disadvantaged students is in line with that of other students. 100% of Pupil Premium parents engage with school via email, phone and/or 'My Child at School'.

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

Budgeted cost: £*197,876*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of high quality, experienced staff to ensure quality first teaching in every department. This includes ongoing teacher training, lesson observation and support.	Research: EEF High-quality teaching is essential for students to achieve the best outcomes, particular for the most disadvantaged students. The evidence suggests that great teaching is the 'most important lever schools have to improve outcomes for their pupils'.	1,2,5
Instructional Coaching programme introduced whole school. 11 instructional coaches appointed and trained to support the coaching of all teaching staff. Instructional coaching is embedded into all staff members; timetables. StepLab is used to monitor the instructional coaching process.	Research: Jim Knight, Tom Sherrington, Chartered College of Teaching, Kraft, Instructional Coaching is the only form of CPD proven to reliably impact student outcomes (Kraft et al, 2018). All students are hindered when there are gaps in their knowledge, particularly disadvantaged students. This prevents them from being able to make good progress. Staff understand the cognitive science behind teaching strategies to help close these gaps through Instructional Coaching.	1, 3, 4, 5, 6, 7
Early Careers Framework leaders allocated and engagement with the Early Careers Framework programme through Best Practice / UCL. Our appropriate body is STEP. (Fully funded by the Department for Education)	Research: Government-led programme of CPD There are six Early Careers Teachers 2025-2026 at BBS. This helps to ensure that there is an effective teacher in front of every class and that every teacher is supported through their training. This is a priority for the Pupil Premium spending as recommended by the Education Endowment Foundation (2024). The Early Careers Framework also states that it is essential that Early Careers Teachers can develop the knowledge, practices, and	1
	working habits that set them up for fulfilling a successful career in teaching. With 27% of students at BBS being disadvantaged, high quality, evidence-informed practice in ECTs' classrooms is crucial.	

Whole School CPD and resources to assist in vocabulary teaching and learning. Lexonic Leap / Advance	Research: Alex Quigley, OECD and Geoff Barton Alex Quigley states that if we do nothing to close the vocabulary gap then the "word rich get richer, and the word poor get poorer". Similarly, the DfE Reading Framework (2023) emphasises the importance of phonics in the teaching of reading to close the reading gap. Likewise, the report highlights the importance of sufficient vocabulary or background knowledge to access texts	1,2,3,5, 6, 7, 8
Whole School CPD and resources to support the teaching of reading. Role of the Whole School Literacy	Research: EEF, National Literacy Trust, Alex Quigley, OECD and Geoff Barton Alex Quigley states that "our pupils' success will be defined by their ability to read fluently and skilfully" and the EEF Teacher Toolkit states that reading comprehension strategies equates to 6+ months impact on student attainment. This is significant as the National Literacy Trust wrote that 1 in 11 young people do not have their own book. This rises to 1 in 8 in disadvantaged homes, highlighting the importance of our school library and whole school focus on reading. OECD research stated in the DfE's Reading Framework (2023) highlights that reading practices can play an important role in reducing the gap between the reading proficiency scores of students from different socio-economic backgrounds.	1,2, 3, 4, 5, 6, 7, 8
Whole School CPD and development of generative practice.	Research: Generative Learning Theory (Wilhelm-Chapin & Koszalka), EEF The theory suggests that 'intentionality in learning is shared equally between the instructor and the learner'. As a result, when the instruction means that the learner is engaged in the content then it is believed to 'facilitate a learner's creation of relationships.' This has a +7 months impact on progress.	1,2,3,5,7
RADY Programme	Research: RADY (Raising the Attainment of Disadvantaged Youngsters) RADY ensures that the average of the pupillevel targets for disadvantaged children is the same as the average for other children. In other words, our targets for disadvantaged children is such that the average targets for the two groups are the same. These high aspirations, when coupled with high-quality equitable teaching, targeted academic support and a	1, 2 ,4, 5, 6, 7, 8
	range of wider strategies, ensures that we are driven to closing the attainment gap for our disadvantaged learners.	

Whole school homework strategy based on retrieval practice	Research: EEF Homework has an average impact of +5 months on students' progress in secondary schools. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often teaching them strategies to plan, monitor and evaluate their learning (average impact of +7 months).	1, 2, 3, 4, 5, 7
Development of the Maths curriculum, including working with outside specialist support from Craig Barton.	Research: Craig Barton An external review of the Maths curriculum in 2024 has led to a development of the Maths curriculum and pedagogical approach. The school's instructional coaches, Quality of Education team, quality assurance and CPD from Craig Barton is being used to hone and embed these developments.	1, 2, 5, 7, 8
Development of the Science curriculum, including working with outside specialist support from Adam Boxall.	Research: Adam Boxall An external review of the Science curriculum is planned to evaluate and develop the Science curriculum and pedagogical approaches.	1, 2, 5, 7, 8
Identifying gaps in knowledge, skills and application through effective diagnostic testing and formative/summative assessment. Use of standardised assessments in KS3, whiteboard practice, GL assessments. Subject leads' CPD on assessment practices.	Research: EEF, Tom Sherrington Providing feedback is well-evidenced and has high impact on learning outcomes. Effective feedback focuses on task, subject and self-regulation strategies providing specific information on how to improve. The EEF indicates impact of +6 months when implemented effectively. The potential impact of metacognition and self-regulation approaches is high at +7 months additional progress. The evidence indicates that explicitly teaching strategies to plan, monitor and evaluate specific aspects of learning can be effective. Tom Sherrington writes that, "one main purpose of weekly and monthly review is to ensure that previous learned material is not forgotten – to attenuate the natural rate of forgetting". GL assessments have been used to identify literacy and numeracy gaps in KS3.	1, 2, 3, 4, 5, 7, 8

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

Budgeted cost: £*70,074*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School holiday interventions provided for GCSE students in February, Easter and May half-term holidays and Maths Saturday School. Tutor time intervention programme in Maths and English (Y11). After school, targeted Period 6 11 intervention.	Research: EEF, internal student voice The EEF states that small group tuition has an average impact of 4+ months additional progress over the course of a year. Students have said that these additional interventions are useful and build confidence.	1, 2, 5, 6, 7, 8
Reading Partners (peer mentoring) and Lexonic Leap and Advance (HLTA delivered phonics programme).	Research: EEF and Sutton Trust (Potential for Success, 2018), DfE Reading Framework (2023) Sutton Trust research has found that "structured mentoring and tutoring programmes have been found to be beneficial for highly able students". Additionally, the EEF state that, "the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress…there is some evidence that children from disadvantaged background and low attaining pupils make the biggest gains." The DfE Reading Framework (2023) highlights the importance of fidelity to a phonics programme and the importance of closing this gap for students with a reading age below 8. The EEF research indicates that Teaching Assistants can provide a large positive impact on	1, 2, 3 , 4, 5, 6, 7, 8

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

Budgeted cost: £46,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support: Heads of Year and Tutor Team	Research: EEF Parental feedback has highlighted the importance of having a key member of staff for communication and support that is not a teaching member of staff. Engagement of students and positive behaviour reinforcement supports achievement of all students, including disadvantaged students. The EEF toolkit identifies +3 months impact here.	1, 4, 5, 6, 8
Attendance support: EWO, FLO, Family Support Worker	Research: EEF Attendance for disadvantaged students is below their peers. We have increased the capacity of the attendance team to reach more families and improve the attendance of all, including our disadvantaged students. There is a direct correlation between attendance and achievement.	1, 4, 5, 6, 8
Wellbeing support: School counsellors, ELSA trained staff and a whole school wellbeing lead	Research: EEF The EEF toolkit identifies +4 months impact for emotional and social support. There has been an increase in mental health illness within school, and this has been prevalent in disadvantaged students.	1, 4, 5, 6, 8
KS3 and KS4 Achievement Centres, Nurture and Reset Rooms	Research: EEF The EEF toolkit attributes +4 months impact for behaviour interventions on academic performance. The research states that "approaches which focus on self-management…are associated with greater impact". According to the DfE figures, "pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not" and the most common reason for this is "disruptive behaviour". Some of this can be managed through classroom behaviour techniques. However, some pupils require "more specialist support to help manage their self-regulation or social and emotional skills."	1, 2, 5, 6, 8
After School Homework Club	Research: EEF Often, Pupil Premium students have limited access to the correct technology and resources to complete their homework and independent studies. Our school provides	1, 2, 4, 5, 8

	resources and an environment conducive to learning. The EEF indicates +5 months impact from homework and how homework clubs can help overcome “barriers by offering pupils the resources and support needed to undertake homework and revision.”	
Careers Support: Careers Advisor/Future Focus, Assemblies, Careers’ Evening, Your Future Conference, Taster days, DUCTU/Open Doors visits	Research: EEF and The Sutton Trust The EEF drew on nearly 100 different studies and found that teenagers from poorer homes were more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need. Research by the Sutton Trust found careers provision in English schools to be a ‘postcode lottery’ where some young people ‘have access to much better career guidance than others.’ The studies of careers education across OECD countries found that 60% of studies of careers education interventions aimed at improving educational outcomes of pupils had largely positive impacts.	1, 2, 5, 7, 8
Parental engagement: Prebooking Parents’/Carers’ Evening Appointments	Research: EEF The EEF report an average impact of +4 additional months from parental engagement over the course of a year. There are also higher impact	1, 2, 5, 6, 7, 8, 9
Hardship Fund: resources, trips, uniform and equipment. Second-hand uniform shop.	Research: EEF Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement. Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress. School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.	1, 2, 5, 6, 7, 8, 9
Y6-Y7 Transition Programme	Research: EEF Transition is especially important for those from disadvantaged backgrounds. The research suggests that this group are most at-risk of a decline in educational outcomes following the transition to secondary school. Peer interactions, in particular can provide motivation and improve outcomes for all students as it helps to build a sense of identity and belonging.	1, 2, 5, 6, 8, 9

Free peripatetic music tuition for all disadvantaged students who study music at GCSE. (Funded through the Hardship Fund)	Research: EEF The EEF report +3 months progress in academic learning when students participate in the arts. There has been benefits found in both secondary and primary schools. Some arts activities have been linked to specific outcomes. For instance, there is evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits include positive attitudes to learning and increased well-being.	1, 2, 6, 8, 9

Total budgeted cost: £314,126

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 4 Outcomes:

Disadvantaged pupil outcomes have improved significantly and were a notable strength of the school's performance in 2025-26. Attainment 8 for disadvantaged pupils increased by 8 points to 36.4, and Progress 8 improved substantially, reflecting the impact of high-quality teaching, targeted intervention and improved curriculum implementation. The school also secured improvements in English and mathematics outcomes, demonstrating that disadvantaged pupils are achieving considerably better than in previous years. However, attainment gaps remain between disadvantaged and non-disadvantaged pupils. In 2025-26, Attainment 8 for disadvantaged pupils was 36.4 compared with 45.39 for non-disadvantaged pupils, a gap of 8.99 points. English and Maths Grade 4+ was 50.9% for disadvantaged pupils compared with 69.3% for non-disadvantaged pupils, while Grade 5+ was 28.3% compared with 41.5%. Continuing to raise attainment whilst further narrowing these gaps remains a key priority.

Attendance:

	23/24	24/25	25/26	Change
FSM 6	84.4%	83.1%	86.8%	+5.7%
FSM (not 6)	83.2%	82.4%	86%	+3.6%

Attendance remains a significant barrier to achievement for disadvantaged pupils, although notable improvements have been secured. PP attendance increased to 86.8% in 2025-26 and continues to improve from previous years as a result of enhanced attendance systems, pastoral support and family engagement. However, attendance remains below both the whole-school figure of 91.2% and non-PP attendance, creating a gap that continues to affect learning and progress. Persistent absence has also reduced but remains disproportionately high for disadvantaged pupils, with FSM6 persistent absence at 39.9% compared with 23.8% across the whole school. Improving attendance and reducing persistent absence remain key priorities within the Pupil Premium strategy.

Behaviour:

Behaviour outcomes for disadvantaged pupils continue to improve as a result of pastoral support, behaviour intervention and alternative provision pathways. In 2025-26, the number of disadvantaged pupils receiving a suspension reduced to 40, compared with 45 in 2024-25, and the proportion of disadvantaged pupils receiving at least one suspension fell from 19% to 13.2%. This reflects the positive impact of provision mapping, behaviour panels, Focus 15, pastoral support and targeted interventions. However, disadvantaged pupils remain disproportionately represented within suspension data. In 2025-26, there were 167 suspensions involving disadvantaged pupils, accounting for 66.3% of all suspensions. The PP suspension rate was 55.3 per 100 pupils, compared with a whole-school rate of 22.1 per 100 pupils. Leaders recognise that, while improving trends are evident, further work is required to reduce suspensions, strengthen behaviour for learning and improve outcomes for disadvantaged learners.

Post-16:
2025-26 data will be reported officially in November, but currently our Future Focus advisor is working with just 2 PP families who have not secured post 16 places. All of the rest have sustained destinations. Last year, we engaged with DUCTU and Open doors to provide additional experiences for PP / Vulnerable students at risk of NEET in Key Stage 4. Our Future Focus advisor also arranged 1 to 1 and small group visits to providers for our vulnerable learners. We are on track to meet all Gatsby benchmarks, including new PAL regulations. At this point, we are above national average for each benchmark.

Externally provided programmes

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

Programme	Provider
Helping young people in care system overcome childhood trauma	Smash Life
Empowering a brighter future through boxing, mentoring and education	Bright Stars Boxing
Bike Mechanics	Ben Evans
Cooking Therapy	Suzanne Prince
Duke of Edinburgh Award	Pioneer Leadership
Extended Work Experience	The Hub / Hoo Zoo /
Lexonic Leap/Advance	Lexonik
Online mentoring through gaming	Mindjam Mentoring
Small Group Tutoring	HRPE tutoring
Student Engagement programme	House 1
Support students whose parents have been/are in the forces	Beyond the Uniform
Supporting mental wellbeing through Fishing	Albrighton Moat Project
Supporting students in developing skills and confidence needed for Post 16	ANTA
Supporting students through Forest School	Wildlings Forest School
Therapeutic use of Art Therapy adapted to support emotional literacy and educational development	Wren Therapy

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The intake for Burton Borough School from service families is 2.4% or 26 students. The transition process is essential to immerse our young people into the culture of our school as smoothly as possible. Students are, as often as possible, provided with a buddy in the form of another service child, as they understand the emotional impact of moving to new schools. This helps develop friendships and confidence for our new students. Burton Borough School uses SPP money to support our service children's pastoral care. The Head of Year, tutor and subject leads track the progress, attendance, positive behaviour points, involvement in our enrichment programme, and welfare of this group of service children. There is also support from ELSAs and school counsellors to help deal with any difficulties linked to separation and worries.
The impact of that spending on service pupil premium eligible pupils
The impact of spending on a service child's progress has been that service children have attended intervention and pastoral interventions, where necessary. Having a buddy to support with the transition process has also helped them to feel less isolated. Likewise, access to counsellors, ELSAs and the pastoral care system has especially helped when one of their parents is on deployment. In the same way, the enrichment opportunities at BBS enable our students to become fully absorbed into academy life. All of this has helped support their attendance during these difficult times. At BBS, our pastoral team and PP lead continuously monitor this group of students and identify barriers and ways to overcome those specific to their needs.

Further information (optional)

Other activities that we are implementing to support disadvantaged students are:

- Trust PP meetings for sharing and monitoring good practice.
- PP Review by Learning Community Trust to quality assure provision.
- Monitoring and tracking of PP involvement in enrichment activities.
- Using SISRA to track data and target academic intervention for KS4 students.
- Using BBS Subject trackers to track data and target academic intervention for KS3 students.
- Targeted attendance tracking i.e. PP priority for phone calls for SA/PA/UA.
- Targeted parents' and carers' evening appointment booking.
- Planned seating location of PP students in the classroom.
- Behaviour policy supports all learning, including disadvantaged students.
- Recognition and rewards support all learners, including disadvantaged students.
- Purchase of Work Experience clothing, travel and PPE where this is a barrier.