

## Pupil premium strategy statement – BBG Academy

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	BBG Academy
Number of students in school	1050
Proportion (%) of pupil premium eligible students	18.76%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025 to 2027-2028
Date this statement was published	14 <sup>th</sup> November 2025
Date on which it will be reviewed	9 <sup>th</sup> September 2026
Statement authorised by	Danielle Williams Principal
Pupil premium lead	Sharon Brack Vice Principal
Governor / Trustee lead	Chris Newby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,749
Pupil premium for Looked-After Children	£53,184
Pupil premium for Service Children	£2,831
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£252,764
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	

## Part A: Pupil premium strategy plan

### Statement of intent

BBG Academy is committed to investing Pupil Premium funding to ensure that every student has the opportunity to achieve their full potential. Our approach is integrated and targeted, combining whole-school strategies with individual interventions rooted in research from the **Education Endowment Foundation (EEF)** ([The EEF Guide to the Pupil Premium | Education Endowment Foundation](#)) and the Sutton Trust ([School Funding and Pupil Premium 2024 - The Sutton Trust](#))

We implement a range of strategies which support the students who qualify for pupil premium. No single intervention provides a complete solution to the complex educational needs of any school, and therefore our strategies are as individual as our students are. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We recognize that socio-economic disadvantage can influence progress and attainment, with some learners starting secondary education having gaps in prior knowledge and skills. These challenges may include limited access to enrichment opportunities or reduced engagement with school life, which can affect confidence, aspirations, and readiness to learn. Our aim is to remove these barriers and ensure all students have equitable access to the curriculum and the support needed to thrive.

To address these challenges, **high-quality, responsive teaching** remains our most powerful lever for improvement. Through the implementation of the **Excellence Framework**, we ensure that teaching, learning, and feedback strategies are consistently applied and monitored. Precise tracking identifies individuals and cohorts for targeted support, complemented by quality first teaching and interventions that secure foundational knowledge and skills.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed here is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our commitment extends beyond the classroom. We aim to strengthen family engagement and provide enriching experiences that broaden horizons and raise aspirations. This includes opportunities to build cultural capital and access extracurricular activities, ensuring disadvantaged learners are not limited by financial or social barriers.

Pastoral support is central to our strategy. We will reduce exclusions and improve behaviour consistency, ensuring all learners access their curriculum without disruption. Attendance will be a key focus, with proactive strategies to reduce persistent absence and re-engage learners who have missed learning.

The progress of students in receipt of Pupil Premium is monitored throughout the year at each assessment point, and strategies are reviewed for effectiveness. Needs analysis is ongoing and responsive to changes in circumstances, ensuring timely support for vulnerable students, including Looked After Children and minority ethnic groups.

Through these actions, BBG Academy seeks to create an inclusive environment where every learner—regardless of background—can thrive academically, socially, and personally.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Deprivation Impacting the Progress and Attainment Gap</u></b></p> <p>There remains a persistent gap in attainment and progress between disadvantaged and non-disadvantaged students, influenced by factors such as gender and subject choice. To close this gap, we must use precise tracking to identify individuals and cohorts requiring targeted support. At the core of this approach is <b>high-quality teaching</b>, which is the most powerful lever for improving outcomes for all learners. Responsive teaching that adapts to learners' needs is essential for driving progress. Classroom strategies will ensure that the right support reaches the right learners at the right time. Where additional help is needed, this will be complemented by focused interventions aimed at securing the fundamental knowledge and skills that enable learners to access the wider curriculum successfully.</p>
2	<p><b><u>Lower Standardised Scores in Reading &amp; SATs</u></b></p> <p>Students who are in receipt of Pupil Premium funding have arrived in Year 7 already behind their non-Pupil Premium counterparts on standardised tests. The average scaled KS2 score for students in receipt of pupil premium funding is 105.1, with 30% of the cohort falling into the 'low attainment' category for KS2 SATs. Students who are not in receipt of pupil premium funding, however, have an average scaled score of 106.9, with only 8% of students from this year group falling into the 'low attainment' category. This demonstrates a much higher need for intervention to support and accelerate the progress that students in receipt of Pupil Premium funding need to make, in order for them to meet the same level as students who are not in receipt.</p>
3	<p><b><u>Family Engagement and Building Cultural Capital/Enrichment Opportunities</u></b></p> <p>Family engagement with school activities such as parents' evenings, information sessions, progress meetings, trips, and celebration events is currently lower than desired. Disadvantaged families often face barriers such as financial constraints and work patterns, which limit their ability to attend and engage fully.</p> <p>Learners from disadvantaged backgrounds may also have fewer opportunities to build the wider cultural capital enjoyed by their peers. This is often due to the challenges of finance or family working patterns that place barriers to support and access the cultural capital opportunities. This lack of access can reduce background knowledge, limit aspirations, and create uncertainty around career goals. It is not that these learners are less ambitious, but their understanding of what is possible is shaped by limited life experiences to date.</p> <p>A lack of exposure to academically enriching materials and experiences outside school can impact students' ability to develop a wide vocabulary, understand curriculum content and references, and build functional numeracy skills. These gaps can affect aspirations for achievement and success beyond school.</p>
4	<p><b><u>Pastoral &amp; Social Factors meeting Individual Needs</u></b></p> <p>Students who are in receipt of Pupil Premium funding, over the last four years, have had a larger percentage of exclusions and isolations than students who are not in receipt of Pupil Premium funding – with an average of 20% of the cohort comprising suspension sessions as compared to 10% of students not in receipt of pupil</p>

	premium. In addition, students in receipt of pupil premium have a higher percentage of the cohort who have had behaviour incidents resulting in Isolation.
5	<p><b><u>Loss of Learning due to Inconsistent Attendance</u></b></p> <p>Students who are in receipt of Pupil Premium funding, over the last four years at BBG, have a lower overall attendance than the average attendance. In the 2024 - 2025 school year, the attendance for students in receipt of pupil premium funding was 86.3% - as opposed to 95.96% for students not in receipt of pupil premium funding.</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
<i>All key pastoral/behavioural factors (attendance, suspensions, behaviour sanctions, etc) for disadvantaged students to improve so that the gap between disadvantaged and non-disadvantaged pupils is negligible.</i>	The gap in attendance between disadvantaged and non-disadvantaged pupils is reduced, with a particular emphasis on addressing persistent and severe absence among vulnerable cohorts, including those with SEND. Suspension rates for disadvantaged pupils decline, narrowing the gap and ensuring equitable access to learning. Internal behaviour data shows consistency across all groups, so missed learning is minimal and pupils are fully accessing their curriculum lessons.
<i>Students who have lower than average, and lower than age-related reading ages, will be able to access the curriculum with their peers.</i>	Intervention will be consistent and effective, developing reading ages that will demonstrate a greater-than-chronological improvement over time, and students will be better able to access the curriculum.
<i>Students who are in receipt of Pupil Premium will engage with school both in terms of their attendance and in terms of accessing the wider curriculum and non-academic pursuits.</i>	Attendance of Pupil Premium students will improve their overall attendance by 4% - bringing it in line with national. Students identified as PP will engage with the after-school and club offer, at least in line with students who are not PP.
<i>Students who are in Year 11 will be able to access and engage with the school's intervention and revision programme.</i>	Year 11 Pupil Premium outcomes will move closer to non-pupil premium outcomes – which in 2025 was an A8 score of 49.7. Moving the PP students A8 score up by a ¾ of a grade over 10 subjects will result in an A8 score of 44, midway between BBG's non-PP outcomes and the 2025 PP national figure.
<i>Through quality first teaching, disadvantaged learners will make strong and sustained progress, ensuring they achieve outcomes that reflect their potential and enable full access to the curriculum.</i>	Performance data reflects this. (% E&M 4+ and 5+ is in line with non-PP in all years, including KS3). Teaching and intervention staff are able to indicate how interventions in class and beyond are used to help ensure no learners are left behind.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on the 'Excellence Framework', Coaching Model, technology to support classroom	Quality First Teaching—grounded in explicit methods, formative practice, and adaptive strategies—is essential for supporting disadvantaged learners and closing the progress gap in core subjects. <a href="#">High-quality teaching   EEF</a> <a href="#">High-quality teaching through the lens of...   Norfolk Research School</a> <a href="#">Strategies for disadvantaged students</a> <a href="#">Improving children's learning experiences with quality first teaching</a>	1,2,4,5
Behaviour Support Worker	Increased anxiety and some school attendance issues identified post Covid, especially for KS4 students, but with some regularity in KS3. <a href="#">Behaviour interventions   EEF</a>	3, 4, 5
Pastoral Support X1.6, Admin Support for Pastoral X1	Increased anxiety and some school attendance issues identified. Increased workload for Heads of Year because of wider multi-agency support changes (in Kirklees) and SEMH needs. <a href="#">Behaviour interventions   EEF</a>	3, 4, 5
IT support tools - Broadband upgrade - Smartboard replacements for interactivity - Visualisers - Laptops	An increasing need for students to be computer savvy and to have technology available that is on pace with the national picture. Staff need to be able to deliver and support students with these changes – especially those who might have a reduced ability to engage with them due to limited funds within a family setting. <a href="#">EEF Digital Technology Guidance Report.pdf</a>	1,2,3,4,5
Specialist Training for Duke of Edinburgh	<a href="#">Outdoor adventure learning   EEF</a> <a href="#">The DofE and OnSide partner to give young people in deprived areas life-changing skills and opportunities - The Duke of Edinburgh's Award</a>	1,3,4

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

Budgeted cost: £75,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonic Leap & Lexonic Advance	<p>Training ISWs and teaching staff in the delivery of Lexonic Leap and Lexonic Advance in order to fill the ‘reading gap’ for struggling readers. This will, in turn, support their academic progress and ability to interact in lessons, which will increase their attendance as their desire to interact in school will improve.</p> <p><a href="#">Lexonic Advance Literacy Intervention Programme - Lexonic</a>  <a href="#">Lexonic Leap Literacy Intervention Programme - Lexonic</a></p>	1, 2, 4
Additional AWO and support staff member to support with attendance and family outreach.	<p>The number of students that are on role has grown to 1050. Capacity for home visits and other trust initiatives is limited. Disadvantaged learners often miss out on trips, clubs, and enrichment due to cost or logistics. Our AWOs and support team will be able to help families access funding or subsidies, communicate opportunities clearly and encourage whole-family participation by removing perceived barriers.</p> <p><a href="#">Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</a>  <a href="#">Supporting attendance   EEF</a>  <a href="#">4 Evidence Based Attendance Interventions.pdf</a></p>	3,4
Staffing for extra intervention within the school day. Primary specialist tutoring and intervention during the school day.	<p>Students identified by need for second wave intervention both by classroom teacher and by performance on assessments. Some students engage with primary specialist in lieu of option time to ensure gap is being filled for literacy at both KS3 and KS4. Intervention also takes place with a maths specialist in small group settings during lessons. This intervention also extends to include staff who have time set aside to help with reading fluency at KS3.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a>  <a href="#">Small group tuition   EEF</a></p>	1, 2
Access to technology	<p>Students’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. Continue to work with the DfE/Trust to ensure digital devices for those eligible can be claimed, however where there are still gaps so the school will look to invest in building a small stock of additional devices alongside looking at innovative approaches to provide internet access.</p> <p><a href="#">Homework   EEF</a></p>	2,4,5

Rewards/incentives	To boost attendance & motivation during scheduled intervention sessions <a href="#">Arts participation   EEF</a> <a href="#">Extracurricular activities and adjustment among students at disadvantaged high schools: The mediating role of peer relatedness and school belonging.</a>	2,3,5
Progress Championship & Revision Programme	To support students – especially pupil premium students – in engaging in school and taking up the support on offer for revision <a href="#">Social and emotional learning   EEF</a>	2
Revision books & Materials	Providing additional books and educational resources to students which will engage students in a range of subjects.	2, 5
Intervention Sessions (Including Holidays & Saturdays)	Providing time and space outside school hours to support specific interventions and masterclasses.	1,2,3,4,5

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

Budgeted cost: £94,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning Sessions: BBG PLAY!	Creating a dedicated space for basketball and socializing before school encourages students to arrive earlier and start the day positively. Physical activity boosts energy and focus, while social interaction fosters a sense of belonging and community. For many learners—especially those who may feel disconnected—this informal, welcoming environment can reduce barriers to attendance and make school a place they want to be, not just have to be. <a href="#">A 20-Year Systematic Review of Before- and After-School Physical Activity Research (2000–2020) in: Journal of Teaching in Physical Education Volume 44 Issue 1 (2024)</a> <a href="#">The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance</a> <a href="#">Physical activity   EEF</a>	3,4,5
Mental Health First Aid Training	A Mental Health First Aid–trained staff member can identify and respond to early signs of student distress, offering immediate, empathetic support and reducing stigma around mental health. This presence fosters a <b>safer, more trusting school environment</b> , helping students feel understood and valued. For disadvantaged learners—who often encounter additional stressors—a dedicated MHFA-trained person can bridge gaps in wellbeing, encouraging self-regulation, improving	1, 4, 5

	attendance, and enabling greater engagement in learning. <a href="#">MHFA Research and Evidence Base</a> <a href="#">Implementing Mental Health First Aid Training in Schools: A Model for Teacher Preparedness</a>	
Transport	Students who have historically not engaged with school may be more likely to pick up exclusions if they have fallen behind their peers and decide it's easier to misbehave than admit this. There are a mixture of emotional and financial barriers that some of our students must battle daily. If extra funds or time (support) is available, then a real impact could be had in this area to support students getting back into school. <a href="#">5. Deliver targeted interventions to supplement universal...   EEF</a>	1, 4, 5
Careers Advice & Guidance	Many students struggle to 'see' what is on offer for them. A change to how we deliver post-16 options, careers guidance and PSHE will support student choice and aspiration. 1 part-time member of staff allocated specifically for post-16 options, and a raft of support both in Careers Week (Sept) and Apprenticeship Week (Feb) will allow us to bring in external providers, as well as continue to support students with their post-16 queries.	3
Rewards for Attendance, Engagement	Students who may be reluctant to return to school, or who are finding consistent attendance difficult may be encouraged to return and stay in school if rewards are offered. Further, we are reinforcing to all students that being in school comes with more rewards as well.	3, 4, 5
Year 7 Resilience Camp UK	We strive to ensure that all students who attend BBG are offered opportunities to build their team-working skills, to develop their resilience, and to become adept at trying new things. Our Resilience camps offer all three – and allow our students to gain a broader experience than they would have had without these opportunities. <a href="#">Physical activity   EEF</a>	3, 4, 5
Safeguarding Support; X1 Staff member	Ensuring a person is dedicated solely to supporting students and families experiencing safeguarding concerns will mean that there is a better connection between school and home. Safeguarding support can also liaise with the AWO team to ensure guidance and su	3, 4, 5

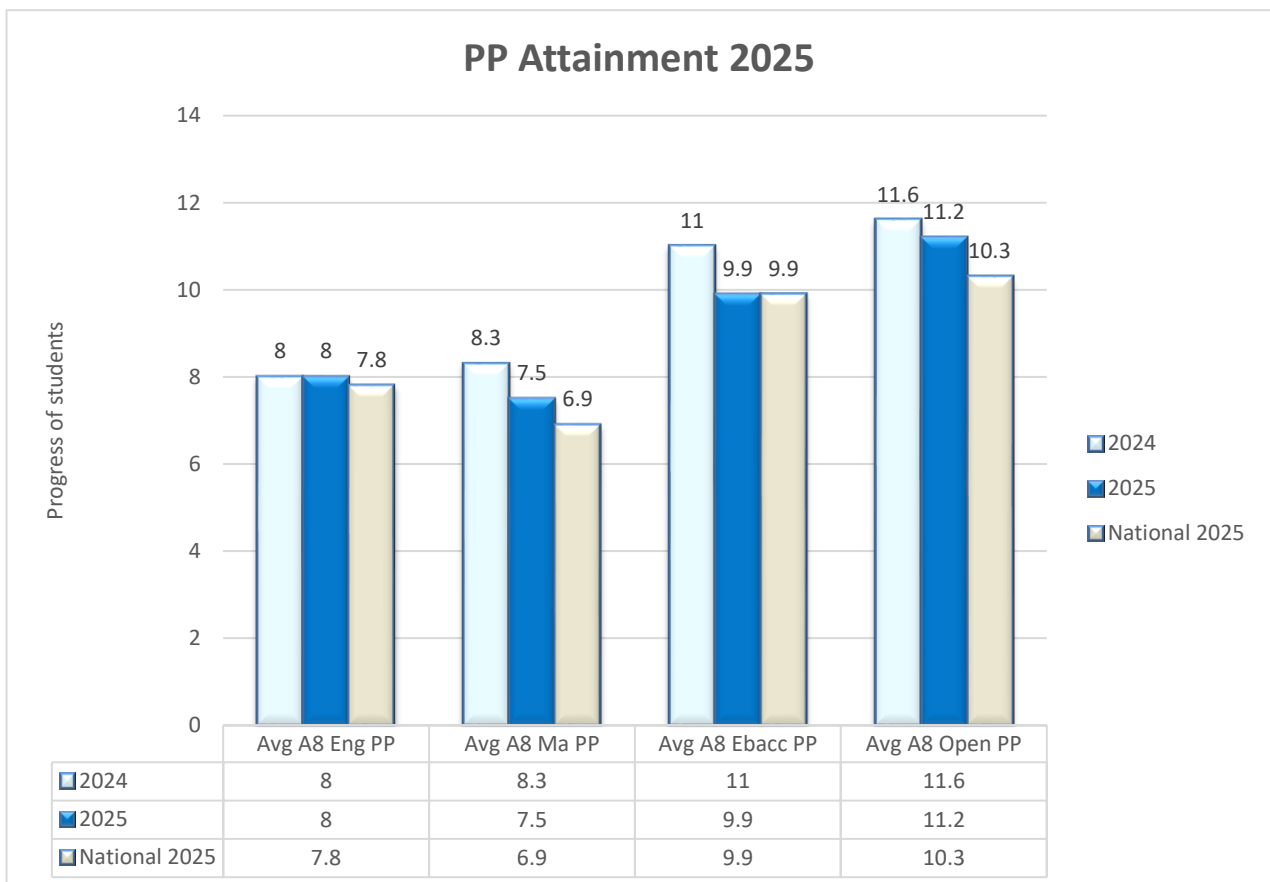
**Total budgeted cost: £252,764**

## Part B: Review of outcomes in the previous academic year

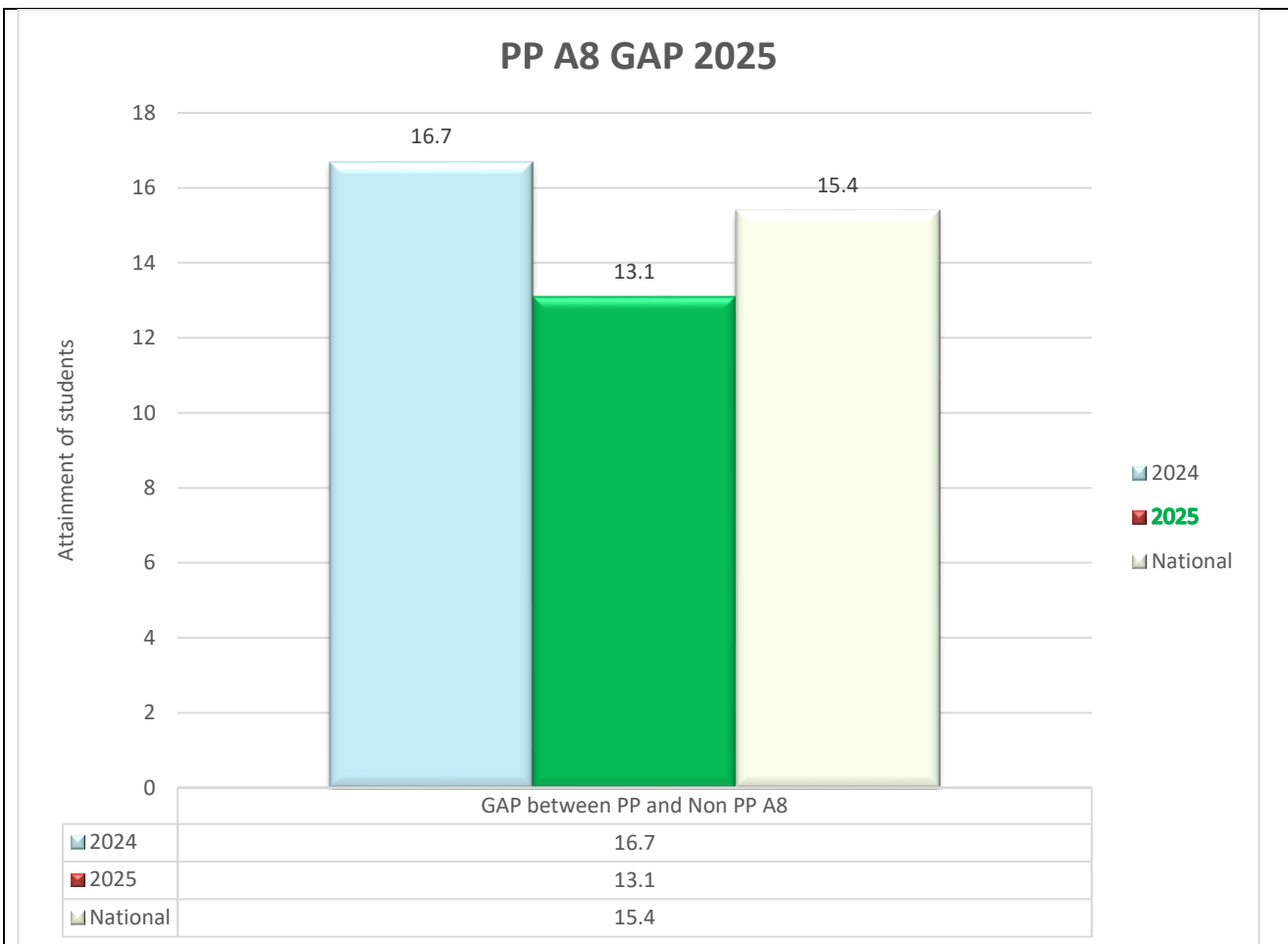
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2024/2025 academic year.

2025 Outcomes for students in receipt of the pupil premium show a narrowing gap between those students who are not in receipt of pupil premium funding, and those who are. There was a drop in attainment from 2024 to 2025 overall, for both groups of students, but the outcomes for pupil premium students were still above national, and still a much narrower gap than previous years, with BBG students who were in receipt of pupil premium funding obtaining stronger outcomes in each of the key areas for attainment: English, Maths, Ebacc and Options.



There were 43 students who were in receipt of pupil premium funding in 2025. Of those students, 4 were educated in alternative settings, with 2 of those students attaining English and/or Maths grades. 3 students in receipt of pupil premium did not attain any GCSEs.



We are pleased that the gap between pupil premium and non-pupil premium students is narrowing, even showing a smaller dip from the 2024 outcomes for pupil premium students than the non-pupil premium students. In real terms, students' outcomes were reduced by 0.2 of a grade from 2024 to 2025 for PP students, which is significantly less than the 0.59 of a grade for the non-PP students in 2025. Having said this, we are committed to ensuring our gap reduces further in 2025/2026.

#### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GCSE Online and Face to Face ( <a href="#">Prices &amp; Cancellations - Tutor In</a> )	Tutor In Leeds ( <a href="#">Tutor In Leeds</a>   <a href="#">Find the Best Leeds tutors   Tutor In</a> )

#### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Enrichment opportunities for students including rewards trips. Subject-specialist support.
What was the impact of that spending on service pupil premium eligible students?	The spending had a positive impact on students by creating an environment where they were fully engaged, socially connected, and comfortable interacting with their peers. The supportive atmosphere encouraged meaningful participation, strengthened relationships, and contributed to an overall sense of wellbeing.