

# Blackfriars Academy Pupil Premium Three-Year Strategy Statement

This statement details our school's use of Pupil Premium for the academic years 2024 to 2027 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. Please note the terms Pupil Premium and Disadvantaged are interchangeable in this report.

## School overview

Detail	Data
School name	Blackfriars Academy
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	43% (51 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	Termly
Statement authorised by	Jamie Campbell
Pupil premium lead	Carmel Martin
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,300
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£47,300

# Part A: Pupil premium strategy plan

## Statement of intent

The philosophy that underpins all that we do at Blackfriars Academy is that students learn best when they feel valued, where their barriers are understood and catered for, learning is creative and meaningful and they are active participants in their learning journey.

The focus of our strategy for our pupil premium students is to break down the barriers faced, be they physical, psychological, sensory or cognitive, to support them in living as independent a life as possible in adulthood. We work to ensure our disadvantaged students become effective communicators, whatever their challenges, through whole school quality-first teaching and cooperation with multi-agency stakeholders.

We recognise lives are transformed through education in its widest sense – promoting learning, core skills, cultural capital, independence and an enjoyment of learning and life. This is the essence of our pupil premium strategy. Whilst recognising the disadvantages our pupil premium students have, we also realise that the disadvantage impacts on their parents/carers too. Therefore, we are there to support both students and parents/carers.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Communication</b> – Poor social communication skills and/or inability to make themselves understood impacts upon students’ ability to engage in communication. 53% (27 students) in receipt of PP have a communication and interaction target. A subset within this cohort, some 14 students are non-communicative or have very limited ability to communicate, thus their impairments require the use of specialist communication aids.
2:	<b>Physical disabilities (PD)</b> – 24% (12 students) in receipt of PP have a pronounced physical disability in addition to their learning challenges. Their physical disabilities are a barrier to their learning (lack of fine and gross motor skills, auditory and visual impairments etc.)
3	<b>Parental engagement</b> – the majority of parents are extremely supportive of Blackfriars; however, some would benefit from a more proactive approach to supporting their child’s education.

4	<b>Lack of aspiration</b> – some students have low self-esteem, lack of confidence and for some, few - if any role - models.
5	<b>Mental health</b> – 78% (40 students) in receipt of PP have a lack of access to mental health services – students struggle to access the services that they require to enable them to manage their difficulties (e.g., anxiety, eating disorders, depression, self-harm etc).
6	<b>Lack of access to appropriate external accreditation</b> – Access to appropriate assessment routes is becoming limited. Exam boards, following directives from central government continue to impact on the number of courses that are either internally assessed or offer continual assessment e.g. GCSE syllabi and the Functional Skills changes make the syllabus more challenging. Changes to BTEC mirror this trend.
7	<b>Literacy and numeracy levels</b> are low. All students at Blackfriars have a disability that impairs the way that they learn in some way, this may be because they have autism, a mental health condition or global development delay. Over 2/3 of the cohort come to BF from special primary schools where there is an emphasis upon social and communication skills. The majority have been disapplied from SATS. If they have been in a mainstream school, they have very often been working 1:1 mostly outside of the classroom.
8	<b>Attendance</b> barriers for disadvantaged students attending Blackfriars Academy are many and varied: from physical health issues – including life limiting conditions - to anxiety, self-harm issues, separation anxiety and other mental health conditions. Some %12 (6 students) in receipt of PP have attendance challenges. Attendance is robustly monitored to ensure patterns of absence are identified, the barriers to attending school are understood and strategies developed which are reviewed regularly to support both PP students and home.

## 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. \*Due to the very wide range of abilities in our school at times the data needs to be read in terms of 100% of those for whom this is appropriate\*<sup>1</sup>.

Outcome Number	Intended outcome	Success criteria
1: Communication	Students are able to effectively communicate using whatever communication aid is appropriate to them, enabling them to communicate at the very least their needs and wants.	By The End Of Each Year Of Our Current Plan To 2027: <ul style="list-style-type: none"> <li>• 95% Working Towards Or Exceeding Their EHCP Target.</li> <li>• 100% Of PP Students With Limited Or No Speech, Using Specialist Communication Aids Make Progress Towards, Meeting Or Exceeding Their Specific EHCP Target Relating To Equipment *</li> </ul>
2: Physical Disability	Physical disability is not a barrier to learning. Students enjoy physical exercise and they are supported in the delivery of fine and gross motor skills.	By the end of each year of our current plan to 2027: <ul style="list-style-type: none"> <li>• 100% of students with a physical disability reviewed and needs assessed.</li> <li>• Equipment purchased, regularly used and annually assessed to ensure fit for purpose</li> <li>• Teaching and Learning reviews of Pathways indicate effective provision within lessons for students with PD.</li> </ul>

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3: Parental Engagement	Parents are engaged in their child's education. They attend meetings and work proactively with school staff and multi-professional agencies to further this process for their child.	By the end of each year of our current plan to 2027: <ul style="list-style-type: none"> <li>• At least 90% of parents would recommend Blackfriars Academy to a friend</li> <li>• 90% are happy with the provision on offer and the school.</li> <li>• 100% of parents attend EHCP review meetings.</li> <li>• 10% benefit from face to face targeted Parent Support Sessions to develop engagement</li> </ul>
4: Lack of Aspiration	Students in the Questioning Pathway (QP) will know and understand about different career options and have some idea about what they may want to do in the future. For those in the Exploratory and Immersive Pathways there will have been discussions with parents / carers about options for the future such as supported living.	By the end of each year of our current plan to 2027: <ul style="list-style-type: none"> <li>• 100% of students have a Preparation for Adulthood Plan that has been shared with parents / carers</li> <li>• Gladstone class in QP have timetabled work experience</li> <li>• Community Mentor Scheme supporting PP students who have had limited aspirations</li> </ul>
5: Mental Health	Mental health issues are dealt with proactively to ensure they do not become a barrier to students learning and holistic development.	By the end of each year of our current plan to 2027: <ul style="list-style-type: none"> <li>• 100% of PP students regularly meet with in-house Clinical Psychologist*</li> <li>• 100 % of Students with an SEMH EHCP target are working towards or above target</li> <li>• 100% of students are baselined using</li> </ul>

		the SDQ survey by in-house Clinical Psychologist *
6: Lack of appropriate external accreditation	Students for whom it is appropriate will be entered for a range of external qualifications in Key Stage 4 and will be successful in reaching their target grades.	By the end of each year of our current plan to 2027: <ul style="list-style-type: none"> <li>• 100% of PP students in the Questioning pathway will sit a range of external accreditations in this academic year and gain a successful outcome</li> </ul>
7: Low literacy and numeracy levels	All students with cognition and learning EHCP targets will make progress towards meeting their target. (If at end of Key stage, will meet their target)	By the end of each year of our current plan to 2027: <ul style="list-style-type: none"> <li>• 100% of PP students have access to literacy and numeracy interventions and all are working towards or meeting their EHCP targets in this area.</li> </ul>
8: Attendance	Attendance of PP students to be comparable to or exceed non-PP students.	By the end of each year of our current plan to 2027: <ul style="list-style-type: none"> <li>• PP students consistently attend school as regularly as non-PP students</li> </ul>

## 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: £ 10,503

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Twinkl</i>	Education Endowment Foundation (EEF) Toolkit DFE <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a>	1,5,7	£4130
<i>4D room</i>	What Makes Great-Teaching REPORT pdf (Suttontrust.com)  <a href="https://senmagazine.co.uk/content/specific-needs/pmlD/17766/the-magic-of-multisensory-rooms/">https://senmagazine.co.uk/content/specific-needs/pmlD/17766/the-magic-of-multisensory-rooms/</a>	1,2,5.7	£3,500
<i>TLR Exams</i>	EEF Toolkit nasen webinars on QFT and SEND	6	£2873

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

Budgeted cost: £ 23,573

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Clinical Psychologist</i>	Custom and practice over time and data to support this approach in our setting.  <u><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></u> <u><a href="#">Early Intervention Foundation (eif.org.uk)</a></u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,3,4,5,8	£13,727

	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a>		
<i>Adapted Equipment</i>	EEF Toolkit nasen webinars on QFT and SEND	2,5	£2253
<i>Lexia</i>	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	1,2,3,7	£3465
<i>Maths Whizz</i>	<a href="https://link.springer.com/chapter/10.1007/978-3-319-93846-2_85">https://link.springer.com/chapter/10.1007/978-3-319-93846-2_85</a>	1,2,3,7	£4128

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

Budgeted cost: £ 14,774

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Edukey and Showbie</i>	EEF Toolkit <a href="http://200.31.31.137:8080/bitstream/ucasagrande/2714/1/Tesis2891VINp.pdf">http://200.31.31.137:8080/bitstream/ucasagrande/2714/1/Tesis2891VINp.pdf</a>	1,3,4,8	£4024
<i>TLR – Research Informed Practitioner</i>	EEF Toolkit EEF High Impact Strategy	1,2,4,5,7	£1500
<i>Music Therapist</i>	<a href="https://www.researchgate.net/publication/234667039_Music_Teachers_and_Music_Therapists_Helping_Children_Together">https://www.researchgate.net/publication/234667039_Music_Teachers_and_Music_Therapists_Helping_Children_Together</a>	1,2,3,4,5	£4250
<i>Peer Mentor Programme</i>	Whole School SEND, PfA, Self-review <a href="https://www.wholeschoolsend.org.uk/events/preparing-adulthood-earliest-years">https://www.wholeschoolsend.org.uk/events/preparing-adulthood-earliest-years</a>	1,4,5	£500
<i>Parents</i>	Working With Parents to Support Children’s Learning Guidance Report, EEF 2018  Engagement in Achievement for All Award Structure	3	£500
<i>Visits</i>	<a href="https://uk.sagepub.com/en-gb/eur/learning-outside-the-classroom-in-practice">https://uk.sagepub.com/en-gb/eur/learning-outside-the-classroom-in-practice</a>	1,2,4,5	£500
<i>Data Manager</i>	Whole School SEND webinar	1,2,4,6,7	£2200

	<a href="https://www.wholeschoolsend.org.uk/resources/webinar-using-data-sources-inform-best-practice">https://www.wholeschoolsend.org.uk/resources/webinar-using-data-sources-inform-best-practice</a>		
<i>In-house Attendance Officer</i>	<p>wws School Self-Evaluation Framework</p> <p>Using Your Pupil Premium Funding Effectively EEF  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>Working With Parents to Support Children’s Learning  Guidance Report, EEF 2018</p>	8	£1800

**Budgeted cost: £47,300**

## Part B: Review of the previous academic year 2024-25

### Outcomes for disadvantaged pupils

Curriculum Achievement: Outcomes for PP students and non PP students years 7-11

<b>Disadvantaged</b>	<b>% Below Expectations</b>	<b>% In Line with Expectations</b>	<b>School Target %</b>	<b>% Exceeding Expectations</b>	<b>School Target %</b>
<b>English (52)</b>	0%	4%	%	96%	%
<b>Mathematics (51)</b>	2%	33%	%	65%	%
<b>Education Health Care Plans (168)</b>	8%	85%	%	7%	

<b>Non-Disadvantaged</b>	<b>% Below Expectations</b>	<b>% In Line with Expectations</b>	<b>School Target %</b>	<b>% Exceeding Expectations</b>	<b>School Target %</b>
<b>English (66)</b>	0%	2%	%	98%	%
<b>Mathematics (66)</b>	9%	27%	%	64%	%
<b>Education Health Care Plans (222)</b>	3%	5	%	5%	

#### Whole School Outcomes for Disadvantaged Students:

- 100% (96% exceeded) of students met their targets in English
- 98% (86% exceeded) of students met their target in Maths
- 92% (7% exceeded) of students met their targets in EHCPs

In the academic year 2024-25 disadvantaged students lagged marginally behind non-disadvantaged students by 5% in English, while slightly ahead in Maths by 1%. In EHCPs non-disadvantaged students outperformed disadvantage students by some 5%.

“Support for pupils with their communication is exceptional at Blackfriars Academy. Staff take time to understand how to support each pupil’s communication needs. Staff teach pupils how to use communication aids in lessons, at home and in the community. Adults are highly skilled in using a wide range of communication systems. This allows pupils to have a voice and to communicate what works for

them and what does not. Adults use this information well. They adapt their provision to take account of pupils' views. "

"The school's offer to promote careers information, education, advice and guidance is strong. Pupils, for instance, take part in work experience that is well matched to their individual needs. Pupils are well prepared for appropriate outcomes in employment, further training or supporting living. "

"The school is determined to prepare pupils for the world around them. Pupils are offered a wealth of opportunities beyond the academic" (OFSTED Report 10/23)

Profile of qualifications gained across a range of subjects

### English results

- **100% students entered achieved AQA Functional Skills English full award at level 1**, with 67% students achieving their target. (1 student (33%) did not gain their full award). One year 9 student was also entered and achieved his qualification.
- **100% students entered achieved English - Step up to English - Gold Award**, with 60% students achieving their target, 2 students were below target (40%, 1 was entered for Level 1 Functional Skills but did not achieve it and the other student was not ready to be entered at this level). Four year 10 students were also entered and gained their **Step up to English - Gold Award** qualification.
- **100% students entered achieved English - Step up to English - Silver Award**, with 100% students exceeding their target.

### Maths results

- **100% students entered achieved their level 1 AQA Functional Skills in Maths**, with 100% students achieving their target. One year 9 student was also entered and achieved his qualification.
- **100% students entered achieved their AQA Entry 3 Certificate in Maths**, with 29% students exceeding their target, 57% students achieving their target. 1 student (14%) gained his qualification but was below target as he was not ready to be entered for a higher qualification. Six year 10 students and four year 9 students were also entered and gained their **AQA Entry 3 Certificate in Maths** qualification,

### Other results

- **100% students entered achieved a BTEC Level 1 Award in Home Cooking**, with 100% students exceeding their target,
- **100% students entered achieved an NCFE Level 1 Certificate in ITQ**, with 100% students exceeding their target,
- **100% students entered achieved level 1 Award in Art and Design**, with 60% students exceeding their target and 40% students achieving their target. One year 10 student was also entered and gained his qualification.
- **100% students entered achieved Level 1 Performing Arts Certificate**, with 100% students achieving their target. Six year 10 students were also entered and gained their qualification.
- **100% students entered for ASDAN Life Skills History Challenge gained their units**
- **100% students entered for ASDAN Life Skills Science Challenge gained their units**

- **100% students entered for ASDAN Life Skills Work Skills Challenge gained their units**
- **100% students entered for ASDAN PSD gained their Award.**

#### Curriculum Support

- In the E and Q pathways 100% of PP pupils progressed in literacy and maths intervention programmes (Lexia and maths Whizz). 94% of PP students made on average 1 progression of progress on Maths Whizz per week, with some PP students improving their maths age by 60 weeks over the year. 94% of PP students using Lexia made 5 levels progress compared with non-PP students average of 3 levels of progress. 4 PP students made a year + progress in the reading and word level strands
- Lunchtime study clubs supported PP students, with 6 PP students in the QP attending regularly
- Bespoke English interventions focusing on multi-sensory language programmes contributed to the above

#### Communication:

- 96% of PP students met their Communication and Interaction target

#### Physical Disability (PD):

- 100% of PP students met their Physical and Sensory target
- External OT Support, Physical programme, Equipment, Dance, Hydro and implementation of enhanced sensory diets led to greater engagement for all PP students across the school.
- Through targeted provision and visits, including residential visits PP students availed of full range of opportunities. 100% of PP students in the Q pathway took part in external physical activities such as sailing and jujitsu. Of the 42 pupils with a PD some 34 (81%) attended residential and / or day visits to venues including Standon Bowers Outdoors Education Centre Staffordshire, and Barnstondale Activity Centre, Wirral.

#### Parental Engagement:

- 100% of PP students and parents / carers attended EHCP meetings
- 100% of PP students in receipt of a PFA Report that has been shared with parents
- Successful implementation of Preparation for Adulthood (PFA) plans, raised aspirations and a drive for independence for both disadvantaged students and their parent / carers across all year groups as they journey towards adulthood.

100% of PP students are in receipt of a PFA with targets, drafted in partnership with discussions with parents / carers. The offer of meetings either in school / Teams or phone continued to facilitated attendance and engagement.

- Educational Psychologist led PP focus groups which underpinned the above.
- Prioritising PFA targets to be included in official EHCP paperwork for all PP students and distributed to parents /carers. Thus, initiative kept front and centre of discussions. 100% of PP students / carers had the appropriate paperwork available prior to meetings

#### Lack of Aspiration:

- The accommodation the PFA targets within the structured conversations for PP students in the EHCP annual review cycle continues to raise student and parent / carers aspirations. Use of Teams has widened participation. 100% of PP students / carers attended scheduled meetings
- 100% of PP students for whom appropriate had access to high quality work / community experience and career / next steps advice for life beyond Blackfriars Academy.

#### Mental Health

- PP students with Social, Emotional and Mental Health targets are prioritised for 1:1 session(s) with the Educational Psychologist (EP) and group sessions with staff mentored by the EP.\* 90% of PP students accessed this provision\*.
- Disadvantaged students are provided with specific and personalised emotional support programmes for delivery in the classroom or sensory room settings. 100% of PP students, for whom this was a target had bespoke well-being programmes / sensory diet provision

#### Extended Accreditation

- Audit of approved accreditation undertaken from Autumn term 2024 confirmed existing and new routes especially linked to NCFE
- Training courses booked and attended ensured effective preparation and delivery for 2024 -2025 academic year
- Peer review ensured student voice, with PP students views sought and specifically fed into decision making
- 100% of PP students entered for external exams gained accreditation

#### Literacy and Numeracy

- Termly monitoring of intervention programmes assessed against classroom performance and termly data drops confirmed the role they play in closing the gap for PP students in the EP and QP

#### Attendance:

- Attendance of PP students compared with non-PP is 89% to 91% However these figures do not account for students who have high medical needs and are absent because of long term stays in hospital where they are too poorly to access education.
- Personalised records of approaches undertaken ensured rigorous monitoring of attendance, with success ratings / failures noted informing decision making for 100% PP students
- Close working relationships with key staff and VIP ensured a continuing coordinated approach and understanding of the circumstances for particular PP students and families where attendance was a challenge. Use of Arbour facilitated rigorous monitoring of the above.

## 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.*

<b>Programme</b>	<b>Provider</b>
Lexia	Lexia Learning and Solutions Company
Maths Whizz	Oxford University Press
Ultimate Twinkl	Twinkl