

# Pupil Premium Strategy Statement 2016-17

## Brannel School



1. Summary information					
Academic Year	2016-17	Total PP budget	£249,890	Date of most recent PP Review	Sept 2016
Total number of pupils	717	Number of pupils eligible for PP	236 (9 LAC)	Date for next internal review of this strategy	March 2017

2. Current attainment		
	Pupils eligible for PP (Brannel School)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	28.8%	64.7%
Progress 8 score average	-0.84	0.12
Attainment 8 score average	34.69	52

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy and Numeracy skills – particularly on entering Year 7 - are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress across all curriculum areas.
<b>B.</b>	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
<b>C.</b>	Behaviour issues for an identifiable group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 91% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

<b>E</b>	At Key Stage 4, student resilience in approach to exam revision, attendance at revision sessions and parental support and engagement prevent students from achieving their potential. (In school, barriers have been lack of whole school consistent approach to targeting students and planning intervention.)
<b>F</b>	The community served by the school is ranked as highly on the Income Deprivation Affecting Children Index (IDACI); it is characterised by insularity and low aspiration which has an impact on how education is valued, on parental engagement and on student motivation.
<b>4. Desired outcomes (desired outcomes and how they will be measured)</b>	
<b>A.</b>	High levels of progress in literacy and numeracy for pupils eligible for PP.
<b>B.</b>	Improved rates of progress across KS3 for high attaining pupils eligible for PP.
<b>C.</b>	Behavioural issues addressed and no longer having a detrimental effect on academic progress.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.
<b>E.</b>	Diagnostic, therapy and testing approach to intervention is embedded across the school.
<b>F.</b>	Strategic programme designed to raise aspirations, student resilience and employability skills is embedded across the school.
<b>Success criteria</b>	
	<p>Make significant steps to close the gap between students in receipt of pupil premium funding and those who are not.</p> <p><b>Minimum gap for 2016-2017 academic year:</b></p> <ul style="list-style-type: none"> <li>• &lt;20% achieving Basics (i.e. in both English and Maths)</li> <li>• -0.2 Progress 8 points</li> <li>• 0.6 Attainment 8 points</li> <li>• &lt;10% 3+ LOP English</li> <li>• &lt;10% 3+ LOP Maths</li> <li>• &lt;18% 3+ LOP (all subjects)</li> </ul> <p>Accelerated Reader, Sound Training assessments and English written assessments demonstrate progress at Key Stages 3 and 4.</p>
	<p>Make significant steps to close the gap between high attaining students in receipt of pupil premium funding and those who are not. Minimum gap for 2016-2017 academic year:</p> <ul style="list-style-type: none"> <li>• &lt;15% 4+ LOP (all subjects)</li> <li>• &lt;20% 3+ LOP (all subjects)</li> </ul> <p>Where targets are not being met, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.</p>
	Fewer behaviour incidents recorded for these pupils on the school system.
	Overall attendance among pupils eligible for PP improves from 91% to 95% in line with 'other' pupils.
	Development and implementation of a strategic Intervention Programme for 2016-17 which targets the correct students and has impact on the students – with specific focus on underachieving pupil premium students. <b>See Intervention Programme Strategy.</b>
	Development and implementation of a strategic programme designed to raise aspirations and develop employability skills. <b>See Fantastic Futures Programme Strategy, Brannel Challenge and Challenge Week.</b>

## 5. Planned expenditure 2016-17

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Strategic lead	When will we review implementation?
A. Improved literacy progress	<b>Accelerated Reader – purchase of 5-year license (£14,930)</b> CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	<ul style="list-style-type: none"> <li>• Components of language identified as an area of weakness from moderation.</li> <li>• Schools in the English network have successfully trialled this approach.</li> <li>• Accelerated Reader has been shown to have a positive impact in independent evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• HOD to oversee resources and scheme development with Literacy Strategy Lead.</li> </ul>	Head of English	Termly
A. Improved literacy progress	<b>Sound Training – purchase of annual (silver) license (£11,900)</b> Embedding use of Sound Training (which is tailored to the appropriate Key Stage) to enhance pupils’ literacy abilities, exam results and work readiness.	<ul style="list-style-type: none"> <li>• Vocabulary development - Through direct instruction, Sound Training overcomes this common barrier to achievement.</li> <li>• Phonological training - Good phonological awareness is a pre-requisite for accurate reading and spelling. Sound Training develops this essential skill through fast, focused and fun activities.</li> <li>• Metacognition - Sound Training ignites students’ thought processes and leads to more active learning. It encourages them to think about their thinking, making them independent learners.</li> <li>• Automaticity - Sound Training ensures students automatically recognise the words they read, freeing up the memory space needed for reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• HOD to oversee resources and scheme development with Literacy Strategy Lead.</li> </ul>	Head of English	Termly

A. Improved literacy progress	<b>Literacy Support – salary cost of HLTA (£20,100)</b> Provision of a full time HLTA to co-ordinate literacy provision for all students with poor reading and writing skills.	Some pupils require targeted literacy support to catch up. Using tried and tested methods, e.g. Accelerated Reader, which have been independently evaluated and shown to be effective in other schools will ensure impact.	<ul style="list-style-type: none"> <li>Teaching Assistant CPD on Accelerated Reader and Sound Training etc.</li> <li>Data tracking of students to show impact of the programme.</li> </ul>	Head of English	Summer term 2017
A. Improved numeracy progress.	<b>Numeracy Support – fund salary cost of HLTA (£19,500)</b> Provision of a full time HLTA to co-ordinate numeracy provision for all students with poor numeracy skills.	Some pupils require targeted numeracy support to catch up. Coordinated and effective intervention to support those who struggle to develop basic numeracy skills has been shown to ‘narrow the gap’ for pupil premium students and enable them to make progress across curriculum areas.	<ul style="list-style-type: none"> <li>Teaching Assistant CPD on effective intervention.</li> <li>Data tracking of students to show impact of the programme.</li> </ul>	Head of Maths	Summer term 2017
A. Improved progress in science and STEM.	<b>STEM Support – fund salary cost of HLTA (£18,100)</b> Provision of a full time HLTA to co-ordinate science and STEM provision for students who need to catch up.	Some pupils require targeted support to catch up. Coordinated and effective intervention to support those who are struggling has been shown to ‘narrow the gap’ for pupil premium students and enable them to make progress, whilst ensuring that other pupils make at least the expected progress.	<ul style="list-style-type: none"> <li>Teaching Assistant CPD on effective intervention.</li> <li>Data tracking of students to show impact of the programme.</li> </ul>	Head of Science	Summer term 2017
<b>Total budgeted cost</b>					<b>£84,530</b>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Strategic lead	When will we review implementation?
E. Diagnostic, therapy and testing approach to intervention is embedded across the school.	<p><b>KS4 Intervention Programme – staff costs (£10,837)</b></p> <p>One-to-one curriculum tuition and specific projects aimed at providing targeted early intervention dependent on individual need. The Intervention Programme also includes Easter/ Half Term Revision School for Year 11s.</p>	Some pupils require targeted support to catch up. A coordinated and effective intervention programme has been shown to ‘narrow the gap’ for pupil premium students and enable them to make progress, whilst ensuring that other pupils make at least the expected progress.	<ul style="list-style-type: none"> <li>• Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</li> <li>• Engage with parents and pupils before intervention begins to address any concerns.</li> <li>• Track data in English and maths at 3 key points, October, March and June.</li> <li>• Track progress 8 data to target ‘the right’ students for intervention and revision sessions.</li> </ul>	Assistant Head (MGO)	Half Termly
A. High levels of progress in literacy and numeracy for pupils eligible for PP – with a particular focus on Year 7.	<p><b>Nurture Unit – salary costs (£35,800)</b></p> <p>This specialist facility bridges the gap between primary school and the demands of the secondary curriculum for a small cohort of PP students with individual needs. A full time teacher supports students who, for various reasons, require more intensive support to catch up with their learning and social skills.</p>	<p>The Year 7 Catch Up Premium (£21,500) is used to fund the Nurture Unit in addition to the £35,800 pupil premium grant.</p> <p>The rationale for the Nurture Unit is based on a large body of research into literacy and numeracy catch-up strategies.</p>	<ul style="list-style-type: none"> <li>• Students are re-integrated back in to mainstream classes by the end of Year 8.</li> </ul>	Assistant Head (MCO)	Termly

F. Strategic programme designed to raise aspirations, student resilience and employability skills is embedded across the school.	<b>Extra-Curricular Subsidies and Learning Resources (£21,420)</b> PPG funding allows us to ensure that individual students are not excluded on a financial basis from accessing selected extra-curricular activities where there is a cost attached. This includes accessing The Brannel Challenge and Challenge Week activities. This funding also allows us to support students with a variety of additional learning resources - dependent on individual need e.g. study materials, revision guides, support from external curriculum providers.	There is a significant body of research which links raised aspirations to raised attainment, and which focuses on the importance of building character, resilience and 'grit'. Cornwall Council has a Raising Aspiration and Attainment Strategy (RAAS).	<ul style="list-style-type: none"> <li>• Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</li> <li>• Engage with parents and pupils before intervention begins to address any concerns.</li> <li>• Track data in English and maths at 3 key points, October, March and June</li> <li>• HODs to observe sessions and provide feedback / support.</li> </ul>	Assistant Head	March 2017
<b>Total budgeted cost</b>					<b>£68,057</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Strategic lead</b>	<b>When will we review implementation?</b>
D. Increased attendance rates	<b>Student Welfare Service (£36,600)</b> EWO employed to monitor pupils and follow up quickly on trancies. First day response provision.	We cannot improve attainment for children if they are not actually attending school. Nfer briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> <li>• Same day calls about progress for target students. Personalised support and mentor assigned to each PA pupil eligible for PP.</li> <li>• Attendance and progress discussed at least fortnightly with pastoral team and mentor.</li> <li>• Letters about attendance to parents / guardians. EWO to visit all PA at home to discuss attendance with parents / guardian and explore barriers.</li> </ul>	Assistant Head (MCO)	Termly

C. Problem behaviour addressed	<b>Pastoral Support Service (£38,653)</b> <b>Inclusion Mentoring &amp; Support Service (£14,800)</b> Pastoral Officer and Inclusion Mentor employed to implement targeted behaviour intervention for identified students.	EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	<ul style="list-style-type: none"> <li>• Ensure identification of pupils is fair, transparent and properly recorded.</li> <li>• Use pastoral team to engage with parents before intervention begins.</li> <li>• Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</li> </ul>	Assistant Head (MCO)	June 2017
F. Strategic programme designed to raise aspirations, student resilience and employability skills is embedded across the school.	<b>Musical Instrument Tuition Subsidies (£4,500)</b> PPG funding allows us to ensure that individual students are not excluded on a financial basis from accessing musical instrument tuition.	Evidence suggests that learning a musical instrument can boost a child's confidence and can encourage the development of listening and concentration skills, appropriate behaviour, self-motivation, communications skills and teamwork.	<ul style="list-style-type: none"> <li>• HOD to oversee resources and scheme development.</li> </ul>	Head of Performing Arts	Termly
D. Increased attendance rates	<b>Great Start! Project (£2,250)</b> PPG funding provides a subsidised breakfasts for eligible students.	There is evidence that lack of access to good nutrition could be a barrier to learning readiness. The objective is to help support the punctuality of vulnerable children and ensure that they start the day fully fed and ready to focus in the classroom.	<ul style="list-style-type: none"> <li>• Catering Manager to oversee resources and scheme development, working closely with the pastoral team.</li> </ul>	Catering Manager	Termly
F. Strategic programme designed to raise aspirations, student resilience and employability skills is embedded across the school.	<b>Supporting Looked After Children (£500)</b> PPG funding provides one extra-curricular group outing or activity per term for students on roll who are Looked After Children.	A body of research reports that Looked after Children show significantly higher rates of mental health issues, emotional disorders such as anxiety and depression, hyperactivity and autistic spectrum disorder conditions. The objective is to build the resilience and self-esteem of these students.	<ul style="list-style-type: none"> <li>• Education Welfare Officer to oversee resources and scheme development, working closely with the pastoral team.</li> </ul>	Education Welfare Officer	Termly
<b>Total budgeted cost</b>					<b>£97,303</b>

## 6. Review of expenditure 2015-16

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
F. Learning to Learn - programme designed to raise aspirations and student resilience across the school.	<b>Educational Psychologist</b> PP funding was used to purchase external support from an Educational Psychologist to support students and parents in need.	Anecdotal evidence suggests that this approach had an impact on the individual students who worked with the external consultant.	Value for money was questioned. The external consultant worked with a small cohort of student body. Staff who worked with consultant improved their teaching but this was limited to small group of teachers. It was agreed that a more sustainable, long-term approach would be to invest in in-house capability and capacity.	£17,000
A. Improved literacy progress	<b>Read, Write Inc.</b> The original intention as to purchase this externally sourced programme to allow our assistant teachers to provide high quality additional support in reading across the school.	Instead of purchasing Read, Write Inc. the school agreed to invest in a broader solution with Accelerated Reader and Sound Training – which has had a positive impact on student literacy.	Have agreed to continue with Accelerated Reader and Sound Training, based on positive results across the school.	£7,938
A. Improved literacy and numeracy progress	<b>Additional Teachers for English, Mathematics and Science</b> Overstaffing of the core subjects of English, mathematics and Science was intended to allow for greater capacity to support students who struggle in these subject areas. The additional time was used to double staff key groups and support small group or one-to-one intervention.	This increased capacity within these departments.	Approach not considered to be sustainable in the long-term.	£124,500



A. Improved numeracy progress	<b>Numeracy Support – fund salary cost of HLTA</b> Provision of a full time HLTA to co-ordinate numeracy provision for all students with poor numeracy skills.	Anecdotal evidence suggests that this approach had an impact on all students and increased capacity within the department.	Agreed to continue this approach for the 2016-17 academic year.	£16,272
A. Improved literacy progress	<b>Literacy Support – fund salary cost of HLTA</b> Provision of a full time HLTA to co-ordinate literacy provision for all students with poor reading and writing skills.	Anecdotal evidence suggests that this approach had an impact on all students and increased capacity within the department.	Agreed to continue this approach for the 2016-17 academic year.	£17,141
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
			Programme of targeted academic intervention planned for 2016-17.	
F. Raising aspirations, student resilience and employability skills.	<b>Specific Support for Students in Need</b> PPG funding allows us to ensure that individual students are not excluded on a financial basis from accessing selected extra-curricular activities. This funding also supported students in financial need with a number of additional resources, as required.	Anecdotal evidence suggests that this approach had an impact on the students who took up the offer.	Agreed to continue this approach for the 2016-17 academic year, with increased budget to provide additional support provided for students to access activities offered as part of Brannel Challenge and Challenge Week.	£9,818
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
D. Increased attendance rates	<b>Student Welfare Officer</b> EWO employed to monitor pupils and follow up quickly on trancies. First day response provision.	Evidence suggests that this approach had an impact on students – in particular the personalised support provided for PA pupils. Working with the cluster primaries also provided early intervention.	Agreed to continue this approach for the 2016-17 academic year.	£27,194

C. Problem behaviour addressed	<b>Inclusion Mentor</b> Inclusion Mentor employed to implement targeted behaviour intervention for identified students.	Inclusion mentor has supported those students who find mainstream classes difficult and providing day-to-day information for school staff on the behaviour of students in order that swift interventions can be put in place.	Agreed to continue this approach for the 2016-17 academic year.	£14,272
F. Raising aspirations, student resilience and employability skills.	<b>Year 7 Transition Camp</b> In order to support students' social integration in to secondary school life, we provided all students with the opportunity to develop teamwork and strategy skills on a camp early on in their time at Brannel.	Anecdotal evidence suggests that this approach had an impact on the students who attended.	Agreed to incorporate this into a more strategic approach as part of the Brannel Challenge for the 2016-17 academic year.	£5,927
D. Increased attendance rates	<b>Breakfast Club</b> Providing places at breakfast club in order to ensure the best possible start to the school day. All students are able to access simple, heavily subsidised breakfast foods to ensure that they are well prepared for the day. Students in receipt of FSM will have free access to this service.	Anecdotal evidence suggests that this approach had an impact on the students who took up the offer. However, take-up was not significantly less than anticipated. One reason cited was the late arrival of buses in the morning, which did not leave students with enough time to eat. Another reason was that students had already eaten breakfast at home.	Agreed to continue this approach for the 2016-17 academic year, with reduced budget for FSM due to low take-up. SLT to liaise with Cornwall Council to try and improve the timings of the buses in the mornings.	£4,000
F. Raising aspirations, student resilience and employability skills.	<b>Transition Events for Students in Years 5 &amp; 6</b> We recognise that students who underachieve at secondary school are likely to begin that underachievement during primary school. To support our primary colleagues and to ensure a smooth transition to secondary school we provide a number of transition days. We provide additional support days for students who are identified as being particularly anxious about the transition from primary to secondary.	Anecdotal evidence suggests that this approach had an impact on new students and helped develop a more collaborative approach across the cluster schools.	Agreed to incorporate this into a more strategic approach for the 2016-17 academic year.	£3,827

