Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brannel School
Number of pupils in school	857
Proportion (%) of pupil premium eligible pupils	31% (265 students)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-4
Date this statement was published	31/10/21
Date on which it will be reviewed	31/01/22
Statement authorised by	Chris Liles
Pupil premium lead	Laura Hocking
Governor / Trustee lead	Sarah Carbis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,210
Recovery premium funding allocation this academic year	£35,960
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	£278,170

Part A: Pupil premium strategy plan

Statement of intent

> *We will ensure equity for all students, regardless of socio-economic background, prior attainment or learning need. This will be through high quality first teaching, targeted academic and wider interventions. As a result, disadvantaged students will make expected or above expected progress, in line with or above national averages and will be well-equipped for the next steps in their learning journey. We aim to create a sustainable, evidence-based approach to developing powerful learning and teaching that improves outcomes for all pupils – in particular, those who are disadvantaged.*

Challenges

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

Challenge number	Detail of challenge
1	Attendance gap for PA PP students
2	Low self-esteem, low resilience and lack of engagement
3	Students do not make informed or ambitious choices about the next steps in their education and training
4	Poor literacy across the curriculum, including a vocabulary gap and reading age gap
5	Students lack metacognitive knowledge and agency in their own learning

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
PP students will achieve in line with or above national average	P8 gap of 0 and in line with national average.
Students of all abilities and backgrounds will engage in learning and make good progress.	All students know what their personal goals are in subject area All students understand the strategies that they need to use to achieve their personal learning goals.

Students will make informed choices about KS4 options and Post-16 education and training.	Options advice and guidance ensures that all students are appropriately matched to KS4 courses. Post-16 advice and guidance ensures that all students take up places in appropriate education or training.
Students will access learning across the curriculum and be able to articulate their learning using appropriate and subject specific vocabulary.	All students are reading at their chronological age or are on a pathway to meet target. Tier 2 and tier 3 vocabulary is explicitly taught across the curriculum. Opportunities for guided, subject-specific reading and oracy are built in across the curriculum.
Students will be strategic learners.	Students are able to use diagnosis, therapy and testing to address gaps in their skills and knowledge. Students are able to plan, monitor and evaluate their own learning and are given regular opportunities to do so.

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: £ £85,000 per year

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on strategies for explicitly teaching reading comprehension skills **Resources:** Literacy Co-ordinator to lead and deliver Staff directed time External training from EEF	EEF toolkit (+6 months) Closing the Vocabulary Gap (A Quigley)	4
CPD and collaborative staff coaching focuses on strategies for explicitly teaching metacognition and self-regulation. **Resources:** Teaching and Learning senior leadership time. Staff time Coaching journal IRIS license.	EEF toolkit (+ 7 months) Instructional Rounds- impact of explicit teaching of metacognitive strategies Visible Learning (J Hattie) Lab Schools (Prof D Hopkins)	5

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

Budgeted cost: £84,535 per year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision- targeted literacy, numeracy and social skills intervention to support those students who are not secondary ready **Resources:** Nurture teacher and AT.	EEF Toolkit- small group tuition (Potential +4 months)	4, 2, 5
Literacy interventions across KS3 for low attaining disadvantaged pupils, including AR, vocabulary training and Read, Write Inc. **Resources:** AR licenses. Vocab training, RWI and Toe-by-Toe resources.	EEF Toolkit (comprehension strategies +6 months/ Phonics +4 months) Cross-trust Reading review of best practice Closing the Reading Gap/ Vocabulary Gap (A Quigley) Progress data from previous cohorts	4
Academic Coaching- Targeted coaching. **Resources:** School coaching lead and CPD time. Assistant Head of Year Time.	EEF Toolkit (mentoring and coaching +5 months) Student voice Progress data from previous cohorts	2, 5, 3
Targeted interventions including Personal Bests Challenge and Tutoring. **Resources:** Tutor/ Personal Bests Coach time	EEF Toolkit (One-to-One Tuition +5 months/ Small group Tuition +4 months) Progress data from previous cohorts	4

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

Budgeted cost: £86,438 per year (this allocation subsidises and does not cover the costs in full)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Reports/ attendance tracking/ home-school liaison by HOY and CHU **Resources:** Attendance officer time	Attendance data from previous cohorts	1
'Ready to Learn' to tackle and deter low level disruption. **Resources:** Ready to Learn Mentors x2 plus 2x support staff	EEF Toolkit- behaviour interventions (+ 3 months) Behaviour data	1
SSB and Pastoral Support to support student resilience, self-esteem and wellbeing **Resources:** SSB mentor	Instructional Rounds (impact of authentic relationships with students) Behaviour data Student and staff voice	1 and 2
Cross-phase poetry project **Resources:** Project management. Community liaison time.	Literacy data post-lockdown. Mental health data, including CPOMs entries.	2 and 3

Total budgeted cost: £274,407

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 pupils in the 2021 to 2022 academic year.

Exam results for 2022 indicate a P8 score of-0.26 with PP students achieving -0.56 . There is a gap of -0.46 between PP and non PP, which will continue to strive to close.

2021-22 targets are reviewed below.

Teaching priorities for current academic year

Intended outcome	Success criteria
PP students will achieve in line with or above national average	P8 gap of 0 and in line with national average.
Students of all abilities and backgrounds will engage in learning and make good progress.	All students know what their personal goals are in subject area All students understand the strategies that they need to use to achieve their personal learning goals. All students know their target areas, but more work is needed to support students with identifying the strategies that they need to use (continued focus on metacognition in 2022-3)
Students will make informed choices about KS4 options and Post-16 education and training.	Options advice and guidance ensures that all students are appropriately matched to KS4 courses. Post-16 advice and guidance ensures that all students take up places in appropriate education or training. To review data from NSSW in Autumn Term 2022.
Students will access learning across the curriculum and be able to articulate their learning using appropriate and subject specific vocabulary.	All students are reading at their chronological age or are on a pathway to meet target. Huge progress made in this area, with a dedicated literacy team in place. Need to ensure that this is sustained and that interventions begin target specific gaps in learning. Tier 2 and tier 3 vocabulary is explicitly taught across the curriculum. Opportunities for guided, subject-specific reading and oracy are built in across the curriculum. Oracy part of BC programme. Need to embed cross-curriculat reading and then work on a whole-school approach to improving extended writing.
Students will be strategic learners.	Students are able to use diagnosis, therapy and testing to address gaps in their skills and knowledge. Students are able to plan, monitor and evaluate their own learning and are given regular opportunities to do so. We have made progress with this, but its needs to be embedded and consistent so that students engage in this cycle for assessments in all subject areas.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on strategies for explicitly teaching reading comprehension skills **Resources:** Literacy Co-ordinator to lead and deliver Staff directed time External training from EEF	EEF toolkit (+6 months) Closing the Vocabulary Gap (A Quigley)	4
CPD and collaborative staff coaching focuses on strategies for explicitly teaching metacognition and self-regulation. **Resources:** Teaching and Learning senior leadership time. Staff time Coaching journal IRIS license.	EEF toolkit (+ 7 months) Instructional Rounds- impact of explicit teaching of metacognitive strategies Visible Learning (J Hattie) Lab Schools (Prof D Hopkins)	5

Targeted academic support for current academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision- targeted literacy, numeracy and social skills intervention to support those students who are not secondary ready	EEF Toolkit- small group tuition (Potential +4 months)	4, 2, 5

Resources: Nurture teacher and AT.		
<mark>Literacy interventions across KS3 for low attaining disadvantaged pupils, including AR, vocabulary training and Read, Write Inc.</mark>Needs embedding and sustaining. **Resources:** AR licenses. Vocab training, RWI and Toe-by-Toe resources.	EEF Toolkit (comprehension strategies +6 months/ Phonics +4 months) Cross-trust Reading review of best practice Closing the Reading Gap/ Vocabulary Gap (A Quigley) Progress data from previous cohorts	4
<mark>Academic Coaching-Targeted coaching.</mark> Programme tweaked to target less students but with greater impact, through use of assistant HOY. **Resources:** School coaching lead and CPD time. Coaching log-books	EEF Toolkit (mentoring and coaching +5 months) Student voice Progress data from previous cohorts	2, 5, 3
<mark>Targeted interventions including Personal Bests Challenge, tutoring and online tuition.</mark> School-led tutoring introduced in Summer 2022. Needs some tweaks to ensure maximum impact on target students. Funded partly by School-Led tutoring grant (75%). **Resources:** Tutor/ Personal Bests Coach time	EEF Toolkit (One-to-One Tuition +5 months/ Small group Tuition +4 months) Progress data from previous cohorts	4

Wider strategies for current academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Reports/ attendance tracking/ home-school liaison by HOY and CHU Better than national average, despite Covid. **Resources:** Attendance officer time	Attendance data from previous cohorts	1
'Ready to Learn' to tackle and deter low level disruption. Internal exclusion model needs to be separate to RTL. Behaviour mentors to be appointed to have individual plans for repeat offenders. **Resources:** Ready to Learn Mentors x2	EEF Toolkit- behaviour interventions (+ 3 months) Behaviour data	1
SSB and Pastoral Support to support student resilience, self-esteem and wellbeing Work is needed to ensure clear separation of SSB and ARC provision to maximise impact. **Resources:** SSB mentor	Instructional Rounds (impact of authentic relationships with students) Behaviour data Student and staff voice	1 and 2
Cross-phase poetry project **Resources:** Project management. Community liaison time.	Literacy data post-lockdown. Mental health data, including CPOMs entries.	2 and 3

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
Metacognition and Self Regulated Leaning CPD programme	EEF
Accelerated Reader	Renaissance Learning