Pupil premium strategy statement – [*Brannel 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	931
Proportion (%) of pupil premium eligible pupils	31.9% (300 students)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2021-24 - 2025/36
Date this statement was published	31/10/21
Date on which it will be reviewed	01/09/22 and 01/12/23 and 01/09/24
Statement authorised by	Chris Liles
Pupil premium lead	Rebecca Blizzard
Governor / Trustee lead	RIG group

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,183
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£77,280
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*	£234,463

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 THRIVE- for more than just Year 7- more flexible for some who have temporary need **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 Lexonik Advance, Sparx Reader, Fresh Start, Accelerated reader **Resources:** Lexonik Advance, Sparx reader, Fresh Start, Accelerated reader	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.	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 CHU to prioritise PP first for first day absence. **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
Challenge Week and extra curricular **Resources:** Subsidise music lessons, trips and resources for disadvantaged students and Year 7 camp for all.	Beyond the classroom opportunities post-lockdown. Cultural capital and the impact on wellbeing as well as academic achievement.	1, 2 and 3.

Total budgeted cost: £ _255,973_

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite encouraging progress in some areas, disadvantaged students continue to lag behind their non-disadvantaged peers.

Exam results for 2023 reveal that disadvantaged students achieved a P8 score of -0.4, compared to -0.24 for the whole school. This gap of -0.16 highlights the need for more focused interventions to support disadvantaged students.

The achievement gap is even more pronounced among disadvantaged SEN K students, who achieved a P8 score of -0.74. This is significantly lower than the P8 score of -0.53 for non-disadvantaged SEN K students and the P8 score of -0.3 for the whole cohort.

While reading intervention has yielded positive outcomes, further targeted measures are required. NGRT testing will replace Accelerated Reader, and targeted interventions will include Sparx Reader, Lexonik Advance, and Fresh Start.

Professional development (CPD) has resulted in the development of the Super Seven teaching toolkit, which aims to foster a culture of challenge, hard work, and student agency in learning. Consistent implementation of this toolkit across the school will be a key focus for 2023-24.

Currently, there is no specific tracking of disadvantaged students' engagement in after school revision, enrichment activities, behaviour incidents and careers engagement. This will become a priority for 2023-24.

Overall attendance of disadvantaged students was 3% above the national average. Sustaining this positive trend is crucial, and the focus for 2023-24 will be on ensuring consistent attendance across all year groups.

Key Recommendations:

- Implement targeted interventions to address the achievement gap between disadvantaged and non-disadvantaged students.

- Ensure consistent implementation of the Super Seven teaching toolkit across the school.

- Track disadvantaged students' engagement in after-school revision, enrichment activities, and careers engagement.

- Maintain above-average attendance rates for disadvantaged students.

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
Sparx reader	Sparx Ltd
Toe by Toe	Keda Publications
Lexonik reader	Lexonik
Fresh Start	Read Write Inc.
NGRT	GL Assessment
Accelerated reader	Renaissance Learning