

## Pupil premium strategy statement

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	Brinsworth Academy
Number of pupils in school	1494
Proportion (%) of pupil premium eligible pupils	34.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022- 2023-2024
Date this statement was published	28/11/21
Date on which it will be reviewed	30/9/22
Statement authorised by	Greg Raynor Principal
Pupil premium lead	Lorraine Routledge Assistant Principal (Inclusion)
Governor / Trustee lead	Peter Freer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,237
Recovery premium funding allocation this academic year	£60,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£438,267

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all learners, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal. The core aims of the pupil premium strategy are improving the teaching and learning for all learners and raising the profile of disadvantaged learners to ensure that every pupil premium pupil is 'known' across the academy. Our 'disadvantaged first' strategy will ensure that disadvantaged learners are prioritised in 'all we do', leading to improved outcomes, higher levels of attendance, higher aspirations at post-16 & 18 and equal access to extra-curricular, enrichment & resources.

High-quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support, which at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We are adopting the tiered approach recommended by the EEF, which places the greatest focus on high quality teaching, supported by academic interventions and wider non-teaching strategies to support the three-year plan.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure our approach is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils receive high quality teaching and learning across the curriculum
- act early to intervene at the point need is identified

### Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families suggest that the progress of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.

	<p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations. This is indicated across the curriculum.</p> <p>Internal and external assessments show that our disadvantaged pupils perform on average around half a grade lower than their non-disadvantaged peers. The P8 gap in Y11 in 2021 was -0.41 and the average attainment score for disadvantaged pupils was 43.63 compared to 53.07 for their non-disadvantaged peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 17-20% of our disadvantaged pupils arrive below age-related expectations compared to 10-12% of their peers.</p>
3	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3.88 % lower than for non-disadvantaged pupils.</p> <p>Additionally, a significant number of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Analysis of our destinations data, observations and discussions with pupils and families indicates that disadvantaged pupils have lower aspirations in relation to post 16 and 18 pathways and are more at risk of becoming NEET.</p> <p>In 2021 at Post 16 1.3% of our disadvantaged pupils left the academy as NEET compared with 0% of non-disadvantaged peers. In 2021 at Post 18 2.2% of our disadvantaged left the academy as NEET compared with 0% of non-disadvantaged peers</p>
5	<p>Analysis of the attendance data of pupil premium students to extra-curricular clubs and enrichment activities, including period 6 revision sessions, indicates that disadvantaged students are less likely to participate in these experiences which broaden cultural capital and enhance progress through targeted revision programmes.</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
1. Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths and English.	<p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>an average Attainment 8 score of 48.00 and an average point score of 4.8</li> </ul>

<p>2. Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</p>
<p>3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being significantly reduced.</li> </ul>
<p>4. Improved destinations to aspirational pathways to college, university and apprenticeships at post 16 &amp; 18</p>	<p>Destinations data indicates that higher levels of disadvantaged students access aspirational college and university places</p> <p>Destinations data indicates 0% NEET amongst disadvantaged students at post 16 &amp; post 18</p>
<p>5. Improved attendance of disadvantaged pupils to period 6 revision sessions and extra-curricular &amp; enrichment opportunities such as trips and clubs</p>	<p>High levels of attendance to period 6 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Positive rates of attendance</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</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: £283,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on the coaching model to improve teacher practice & consultation for key subject areas to make further improvements in Quality First Teaching delivered by consultant Jamie Lawler	Our professional development programme involves peer to peer collaboration and is structured and monitored to avoid one off inputs with a focus on supporting staff to achieve better outcomes for students  <a href="https://www.educationendowmentfoundation.org.uk/professional-development-summary">Professional-Development-Summary.pdf (educationendowmentfoundation.org.uk)</a>	1&2
Investment in recruitment & retention of quality teachers to ensure class sizes remain below national average and delivery is of the highest quality	Smaller class sizes can impact learning by enabling teacher to have higher quality interactions & minimising disruption & retaining quality teachers is fundamental to the vision for high quality teaching and learning  <a href="https://www.educationendowmentfoundation.org.uk/reducing-class-size-eeef">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1&2
Appointment of 3 TLR roles in EBacc subjects History, Geography and MFL. The key focus of their role is in improving teaching and learning within their subject area	All research points to the importance of quality first wave teaching & the recruited teachers with TLR roles will further enhance the curriculum in each subject area  <a href="https://www.educationendowmentfoundation.org.uk/high-quality-teaching-eeef">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1&2
Appointment of Whole School Literacy Coordinator	Improving literacy rates across the school is a key area of our SIP & the literacy coordinator will develop a wide range of strategies to improve literacy in all year groups  <a href="https://www.educationendowmentfoundation.org.uk/high-quality-teaching-eeef">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1&2
Investment in 'Learners First' programmes enabling teaching staff to develop leadership competencies	We are committed to developing teachers into leaders so that they can lead with impact beyond the classroom	1&2

including NPQML/NPQSL & SENCO qualifications	<a href="#">Teachers' continuing professional development   EEF (educationendowmentfoundation.org.uk)</a>	
CPD on quality first teaching with a specific focus on disadvantaged first strategies	All research points to the importance of quality first wave teaching & CPD will promote this specifically with disadvantaged learners. <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1&2
Whole school CPD on a range of approaches to improve quality first teaching. Purchase and use of Tom Sherrington's 'walkthrus 1 & 2' to develop effective teaching and learning with a focus on questioning, modelling, retrieval & metacognition	'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils'. We are committed to working collaboratively as a teaching team using the instructional coaching approach in the walkthrus publications & Rosenshine's principles of instruction to improve teaching & learning. <a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a>	1&2

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

Budgeted cost: £85,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of learning coaches in Maths, English, MFL & Humanities to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
All teachers offer after school (period 6) revision sessions to Y11 & Y13 pupils to build key	Small group after school tuition can be effective for those falling behind;	1, 2 & 5

knowledge and practise exam skills and techniques	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> Extending the school day to increase the learning time can be effective to close knowledge gaps and prepare for exams <a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	
Appointment of Leader of Peer Mentoring Strategy	The focus of the Leader's work is to train post 16 students to work as mentors and then the peer mentors work predominantly with disadvantaged students to improve a range of skills such as reading, oracy and numeracy skills <a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	1,2 & 5

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice. Staff will receive training to develop and implement disadvantaged first procedures. Attendance/support officers will be appointed to improve attendance & work closely with Pastoral Teams.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
Purchase and use of the 'Unifrog' package to raise pupils' aspirations and awareness of routes into Higher Education/Apprenticeships and Employment	High quality CIAG plays a key role in helping pupils plan their progression routes and avoid the risk of becoming NEET. <a href="#">Information, advice and guidance for young people (nfer.ac.uk)</a>	4

	<a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Appointment of Health & Wellbeing Officer	<p>There is strong evidence nationally and anecdotal evidence at individual school level to support the view that there is a crisis in the mental health of young people - this has been impacted further by the pandemic.</p> <p><a href="https://www.mentalhealthfoundation.org.uk/coronavirus-mental-health-in-the-pandemic">Coronavirus: Mental Health in the Pandemic   Mental Health Foundation</a></p>	3&4
Appointment of HA outreach coordinator	<p>The HA coordinator will work with HA students and HA disadvantaged students will be prioritised. The work will be centred around improving attainment and raising aspirations.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	

**Total budgeted cost: £438,267**

## 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 2020 to 2021 academic year.

#### **Teaching Priorities**

##### **Priority 1 Improved rates of progress to improve outcomes at KS4**

In the academic year 2020-2021 our internal & external assessments indicate an improvement in outcomes at KS4, however, the gap between our disadvantaged and non-disadvantaged students remains significant with a P8 gap of 0.65 and an A8 gap of 9.42. The average grade for non-disadvantaged pupils in Y11 was 5.31 compared with 4.37 for disadvantaged pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by delivery of lessons using Microsoft Teams and Show my Homework.

##### **Priority 2 Improved literacy scores in line with/above national averages**

A wide range of interventions were implemented to support students with low levels of literacy on entry, including Lexia Core 5, Lexia Power-up, Lexonik Leap, Lexonik Advance, Home-School Comprehension & Packs. There were some interruptions (due to Covid) to these interventions but, in spite of this, 84% of the identified cohort either maintained or improved their literacy scores (WRAT5, single word reading test) by at least one mark or more. We recognise that literacy impacts all pupils' ability to access the whole curriculum and is an ongoing key area for improvement for all students. Our planned future interventions will be coordinated to target the whole school as well as specific groups with an identified need.

##### **Priority 3 Ensuring students have the opportunity to learn and contribute beyond the classroom**

This priority was particularly challenging to have significant impact due to the extended periods of school closure and due to the travel ban. This meant that extra-curricular activities and school trips were not feasible. When school was open we were able to run regular period 6 (revision sessions) and our approach was to prioritise key exam year groups in Y11 & 13 to ensure that they were as prepared as possible for their post

16 & post 18 transitions. We recognise that disadvantaged students have missed out on opportunities to broaden their cultural capital and have factored this into our 3 year strategy to improve engagement and access to extra-curricular opportunities.

**Priority 4 To ensure that disadvantaged pupils are accessing and engaging within remote learning**

A larger proportion of our non-disadvantaged pupils regularly accessed online learning than our disadvantaged pupils which is in line with national trends of engagement. The impact was mitigated by the laptops scheme ensuring that all students had access to the required technology, employment of an engagement officer to monitor access as well as daily contact with parents by the teaching and pastoral teams to promote access during this period. A good number of disadvantaged students (including students with EHCPs and vulnerable students) were invited into school so that they were able to receive the support in accessing the online learning.

**Targeted Academic Support**

**Priority 1 Intervention to support Y11 students in preparation for exams – see ‘Catch-Up’ Strategy 2020-21**

A range of interventions were implemented to maximise the progress of Y11 students including the appointment of learning coaches, period 6 revision sessions & the purchase of revision materials for all disadvantaged students. Disadvantaged students were prioritised in all of these interventions. See ‘Priority 1 Teaching Strategies’ for details of impact of interventions on progress of Y11 students.

**Priority 2 Improved literacy /numeracy scores in line with/above national average for KS3 students**

As above - Priority 2 Teaching Priorities

**Wider Strategies**

**Priority 1 Improve attendance rates**

Although overall attendance in 2020/21 was lower than in the previous year at 91.08%, it was higher than the national average. At times when all pupils were expected to attend school; absence among disadvantaged pupils was 3.88% higher than their peers. Persistent absence is also a concern.

**Priority 2 Improve engagement, reduce FTEs and support those with SEMH needs**

I Block (Gateway) Provision was developed to reduce the number of FTEs & permanent exclusions for students with SEMH. Students accessing this provision have an adapted, bespoke curriculum (within statutory guidelines) and an enrichment

programme designed to develop confidence and resilience. The provision was successful in the year 2020-21 in reducing the number of exclusions with only 1 permanent exclusion - this figure is well below local authority and national averages.