

# Pupil Premium Strategy Statement: The Brittons Academy



1. Summary information					
School	The Brittons Academy				
Academic Year	19/20	Total PP budget	£321,900	Date of most recent PP Review	Nov 2017
Total number of pupils	717	Number of pupils eligible for PP	305	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017)
% achieving 9-4 in English & Maths	40.6	71.2
% achieving 9-5 in English & Maths	18.18	49.4
Progress 8 score	-0.6	0.11
Attainment 8 score	3.6	49.8

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> )	
A.	Low attainment of pupils eligible for PP, particularly those with high prior attainment
B.	Historically poor accuracy of data and assessments leading to improperly targeted interventions
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C.	Attendance rates significantly below the national average
D.	Low aspirations and a disproportionately high percentage of pupils eligible for PP who are classed as “vulnerable”

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Pupils eligible for PP funding make at least expected progress by the end of the year. The gap between our PP student's attainment and progress and the figures for non-PP student's national attainment narrows. Measured in year 7-10 by moderated data collections and in Y11 by GCSE outcomes.
<b>B.</b>	More accurate assessment and data tracking allow more accurate targeting of interventions.	Subject leaders produce appropriate assessments and use moderation and marking activities to develop staff confidence and accuracy in assessment. Measured using accuracy of prediction data and staff voice. Middle and senior leaders use data to target and monitor interventions proactively rather than waiting until the end of a specific period. Measured using pupil progress data for identified groups and staff voice.
<b>C.</b>	The attendance of students eligible for pupil premium funding increases.	Overall attendance for pupils eligible for PP funding improves in line with non-PP students, from 92% to 94.6% (national average). Measured using overall absence figures for the academic year.
<b>D.</b>	Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Students will have had clear guidance through 1-to-1 careers meetings and mentoring and will have a clear plan for their future. Measured through IAG and student destinations data. Students classed as "vulnerable" will have received excellent support that enables them to engage with school. Measured through student attitude to learning scores and safeguarding data.

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Action	Staff lead	When will you review implementation?
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Use of accelerated reader system in year 7 and 8 by the school librarian.	Evidence suggests that improving reading comprehension strategies can increase student progress by approximately 6 months.	Tracking and analysis of attainment data for students in English.	H Handley/ R Richards	July 2020
	Use of online maths program (Hegarty) to support students in all year groups to work independently.	Evidence suggests that effective use of homework can add an additional 5 months of progress. To catch up with their peers nationwide, students will need to make progress at accelerated rates which necessitates working independently.	Tracking of pupil usage, use by heads of year and maths teachers to anchor progress conversations with students and parents. Demonstrations and information at parents' evenings.	D Clarke/ E Rouse	After PPEs for year 11. Termly for other year groups.
	Homework tracking and monitoring using Go4Schools.	As above.	Monitoring of homework set on Go4Schools by HOD, SLT and SAGM. Any PP students who repeatedly receive H1+ (homework not complete) detentions to be directed to homework club by SAGM. (one in the Best Centre, one in 112)	HOD Link SLT SAGM S Clarke	Ongoing.
	Focus on engagement and challenge of PP students through CPD and higher	Most recent PP review and Ofsted report recommend a focus on higher attaining students. Providing a greater level of challenge for all students is likely to have a significant impact on PP students.	Greater use of expertise from across the trust. Monitoring of learning walks, lesson observation, work scrutiny. Directed time set aside to meet with KS 2 schools Revise curriculum maps to increase challenge in the curriculum Staff CPD to increase challenge in lessons	S Pearson J Yates N Smith	Termly monitoring.

	expectations of students.				
	SLT and middle leader lesson observations, book looks and learning walks	Quality of teaching was found to be an issue both in the most recent Ofsted report and in the most recent PP review. Greater monitoring and quality assurance for consistency were recommended.	Ongoing learning walks and book looks by senior leaders and middle leaders. Completion of first round of lesson observation by link SLT members and discussion with middle leaders.	SLT links Middle Leaders	July 2020
	To target underperformance in lessons	If students fall behind in KS 3, reaching their potential in KS 4 becomes more challenging.	Think three classroom strategy.	Teachers Middle Leaders ADM	April 2020
B. More accurate assessment and data tracking allow more accurate targeting of interventions.	Moderation of judgements after each data drop by DOS and SLT.	Accuracy of assessment information was identified as an issue in the most recent PP review.	Line management meeting records. DOS monitoring.	HOD's Link SLT	Termly.
	Data review points to include specific information about PP students.	The most recent PP review found that some interventions were not effectively targeted. A recommendation was made to improve data tracking systems to ensure interventions are focused and used in a strategic way. This information should also be communicated to and used by classroom teachers as recommended in the latest Ofsted report.	Following each assessment window teachers in English, Maths and Science will have to identify reasons for underperformance and suggest actions for all pupils not making expected progress.	HOD SLT Link	Termly following data drops.
					<b>£ 60,543</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Action</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Raising attainment lead appointed	PP students are identified as underachieving against non PP and the National average	BRC to lead on individual and small group academic mentoring for identified students. Establishing good parental links to provide extra academic support for students. To be monitored through weekly meetings and smart target reviews.	BRC	July 2020
	Aspirations champion appointed	It has been identified that students have trouble realising how to achieve their aspirations	Champion to co-ordinate with careers lead to look for opportunities show students where different post 16 route lead. Introduction of 'What's the point?' slides to form time to show career routes from different subjects to help engagement.	ADM	July 2020
	Y11 – targeted form groups focused on students requiring support in Eng/Ma/Sci/Hi/GG	Evidence suggests that small group tuition can improve pupil progress by up to 4 months. Regular input from subject specialists is intended to help those students who are below their targets to catch up.	Monitoring of student's grades after each PPE. Students sorted into the following groups: Numeracy Maths English Combined Science Triple Science History Geography  Launched with parents at parents evenings, and through assemblies with students	GBY	March 2020 post PPE2
	Targeted after school and holiday intervention sessions for selected Y11 students.	As above.	Tracking of improvements in students' grades and predictions. Monitoring of attendance at each session.	DOS	March 2020 post PPE2

B. More accurate assessment and data tracking allow more accurate targeting of interventions.	Mentoring of underperforming students by heads of year.	Taking time with the individual will build a positive relationship which can help with pastoral issues.	Communication with parents to advise them of student underperformance and of the meetings taking place. Continued monitoring of student progress. Changing students where necessary to target those most at risk of underperformance.	HOY SLT	Termly following data drops.
C. The attendance of students eligible for pupil premium funding increases.	Monitoring by tutors, HOY and attendance team following new structure.	Attendance procedures were identified as weak in some areas following the most recent PP review. A new attendance policy and procedure was recommended.	Weekly monitoring sheets produced by attendance team and bi-weekly meetings with year teams to monitor student attendance progress. Meetings with EWO and HOY for parents. Letters home to advise of poor attendance.	S Pearson L Hatch E Collier HOY	Half-termly.
D. Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Buying equipment and uniform for PP students.	Students who do not have the correct equipment often struggle to focus in school. Lack of uniform can also have an impact on attendance. Pupil premium students should not be disadvantaged by being unable to afford specialist items such as ingredients for food and nutrition lessons.	All requests approved and monitored by AP in charge of PP budget. Student and parent voice.	S Pearson	September 2020.
	1-to-1 careers and options meetings for PP students.	Most recent PP review found that pupils were unsure of the options open to them post-16 and did not have a clear plan.	Records kept of meetings and decisions. Destinations data monitored.	P Hissey Careers advisor N Wickenden (post-16)	February 2020 (post-16). April 2020 (options).
	Safeguarding officer and support and guidance managers to be single points of contact for students involved	Historic lack of communication from external agencies and inconsistency in reporting has meant that some students needs have not been met quickly enough and their attendance and progress have suffered as a result.	Monitoring of attendance rates, progress and attitude to learning scores for vulnerable students.	K Seeley S&GMs S Pearson	September 2020.

	with multiple external agencies.				
					<b>£ 74,938</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>Action</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Purchasing of revision guides for Y11 students and Y11 revision workshops.	Evidence suggests that effective revision strategies can enhance retention and retrieval of concepts Pupil voice suggests pupils are worried about how to revise effectively.	PP students have access to revision guides in all subjects and are taught how to use them effectively. Student mentoring records show students have discussed revision techniques.	G Gilbey E Cole J Burch T Whiberely	September 2020
B. More accurate assessment and data tracking allow more accurate targeting of interventions.	PiXL membership and attendance at conferences.	Access to exam specific resources and help with assessment and grading for DOS in key subjects. Network of over 1600 similar schools from which to draw expertise. Allocated "raising standards" leader to support leaders.	Records of attendance at conferences. CPD records from DOS who have disseminated gathered information to their teams. Improvement in rates of progress for students mentored using PiXL resources.	E Cole HOD's	September 2020
C. The attendance of students eligible for pupil premium funding increases.	Education welfare officer to work full time.	Most recent PP review recommended a return to full time for our EWO so students are more closely monitored and absences are followed up.	Meeting records, attendance records of targeted students. PP attendance records.	L Hatch L Cossey	March 2020.
	Attendance reports, letters and calls home and rewards system.	Most recent Ofsted report highlights the attendance of disadvantaged students as a specific area for development.	Monitored by HOY, specific system to be implemented by all members of the attendance team. Attendance records monitored.	L Cossey E Collier HOY	September 2020.

D. Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Support and guidance managers to specialise in areas such as mental health and gang involvement.	The use of support and guidance managers to support disadvantaged students was highlighted as a strength in the most recent Ofsted report.	Attendance at training records. Regular meetings with HOY.	S&GM HOY S Pearson	September 2020.
	Use of CPOMs safeguarding monitoring software.	Historic lack of communication from external agencies and inconsistency in reporting has meant that some students needs have not been met quickly enough and their attendance and progress have suffered as a result.	Monitoring of attendance rates, progress and attitude to learning scores for vulnerable students.	L Cossey S Pearson K Seeley	March 2020.
	Careers advisor and pupil premium administrator.	Providing accurate and timely support for students considering post-16 options was identified as an area for development in the most recent PP review.	1-to-1 meeting records. Destinations data monitored.	S Pearson P Hissey	September 2020.
	Subsidies for trips (including residential trips).	The most recent PP review recommended that students be given access to a wider range of cultural experiences. Evidence also suggests that outdoor adventure learning can improve pupil progress by up to 4 months.	Standard paragraph added to all trips letters to communicate to parents that financial support is available. Monitoring of uptake and PP pupil numbers participating in trips.	E Cole	September 2020.
	A wide range of extra-curricular clubs and activities are available and PP students are encouraged to attend.	The most recent Ofsted report identifies a need to raise pupil aspirations and also that parents and pupils would like a wider range of activities to be offered outside the school curriculum. Evidence also suggests that access to arts and sports education can improve pupil progress by up to 2 months.	Work with staff to ensure variety and consistency in extra-curricular offer. Consistent and regular promotion to students. Monitoring of PP student's attendance at clubs. Social Interactions club take place after school every night, they include Lego, maths, film, handwriting and art. Resource drinks and refreshments provided for students. Staff overtime funded.	E Cole A Rootes S Clarke	Termly



