

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	Brittens Academy
Number of pupils in school	618
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	(1 st review July 2022) Sept 2023
Statement authorised by	W Thompson, Principal
Pupil premium lead	E Cole, Assistant Principal
Governor / Trustee lead	Harriette Cradock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,965.00
Recovery premium funding allocation this academic year	£44,712
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,184.96
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	£334,861.96

Part A: Pupil premium strategy plan

Statement of intent

Our school believes in the motto '**Aspire, Act, Achieve...**' for pupil premium students. We feel this philosophy is one that can apply equally to all staff as well as students. Our intent is that:

- Disadvantaged students, to achieve consistently high outcomes as a result of quality first teaching
- Disadvantaged students, to receive high quality pastoral care.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also contributes to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. In addition to this, the issue of ICT access for all students will be addressed.

Challenges

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

Challenge number	Detail of challenge																												
1	Student outcomes are below that of non-disadvantaged students. <table border="1"><thead><tr><th></th><th colspan="6">Results Yr 11</th></tr><tr><th></th><th>Disadv 2020</th><th>Non-disadv 2020</th><th>Disadv 2021</th><th>Non-disadv 2021</th><th>Disadv 2022</th><th>Non-disadv 2022</th></tr></thead><tbody><tr><td>A8</td><td>4.0</td><td>4.9</td><td>4.1</td><td>4.9</td><td>3.9</td><td>4.5</td></tr><tr><td>Eng & MM 4+</td><td>42%</td><td>71%</td><td>55%</td><td>70%</td><td>40%</td><td>62%</td></tr></tbody></table>		Results Yr 11							Disadv 2020	Non-disadv 2020	Disadv 2021	Non-disadv 2021	Disadv 2022	Non-disadv 2022	A8	4.0	4.9	4.1	4.9	3.9	4.5	Eng & MM 4+	42%	71%	55%	70%	40%	62%
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	Eng & MM 5+	25%	52%	31%	47%	15%	39%	
2	Disadvantaged student's attendance is below that of non-disadvantaged students (Particularly PA)							
	Cohort	2019-20	2020-21	2021-22				
	All (2021-22 NA 89%)	93.8%	93.3%	93.6%				
	PP	92%	90.8%	92.3%				
	Non PP	96%	95%	94.7%				
	PA	19.6%	21.6%	20.5%				
	PP PA	31%	35%	28.2%				
3	Following periods of lock down disadvantaged student's engagement and attitude to learning has been recognised as an issue.							
4	Assessments on entry to year 7 indicate that a significant number of disadvantaged students arrive with below age-related expectations in literacy and numeracy.							
5	Discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Disadvantaged student's social and emotional barriers to learning (such as anxiety) are currently an issue.							
6	During periods of lock down the pastoral teams identified low levels of ICT provision and access to home learning for disadvantaged students, and to a lesser extent non-disadvantaged students.							
7	A significant number of our disadvantaged students and non-disadvantaged students have low cultural capital, employability skills and aspirations.							

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
For disadvantaged students to access an ambitious and knowledge rich curriculum.	Disadvantaged students to make progress in line with or better than non-disadvantaged students.

For disadvantaged student's attendance to be line with or better than non-disadvantaged.	For disadvantaged attendance (and PA) to be above national average and in line with, or better than, non-disadvantaged.
To improve subject specific outcomes for Brittons students.	<p>By the end of our current plan in 2024/25, 80% or more of disadvantaged pupils will study Eng Lang, Eng Lit, Combines/triple science, and either history or geography.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 4.9 <p>For PP students to access an ambitious and knowledge rich curriculum. Improved attainment scores. The majority of disadvantaged students to achieve an attitude to learning score of 3 or more. An increase in numbers of PP students in enrichment activities. Pupil Premium students to have access to all revision resources where needed.</p>
PP students to overcome any social and emotional barriers to learning.	<p>Low levels of poor punctuality. Disadvantaged attendance to be 95% or above. (disadvantaged attendance above the national average) Disadvantaged PA figure in line or better than with the national average. The majority of disadvantaged students to achieve an attitude to learning score of 3 or more. Disadvantaged (and non-disadvantaged) students to be referred to appropriate and relevant agencies to support social/emotional issues. Reduced number of repeat school behaviour sanctions.</p>
To improve literacy levels.	<p>Improved Years 7 -9 reading ages over the course of each academic year. Improved English attainment scores. Improved Accelerated Reader scores over the course of each academic year. For small group intervention to improve student's confidence and literacy. Attainment difference at all key stages continues to narrow/diminish</p>
For PP students to have ICT access at home	All identified disadvantaged students to have ICT access at home, and engage with home learning.

	Reduction in number of homework detentions set. Improved outcomes for students
To improve numeracy skills	Improved attainment levels in maths across all year groups. For small group intervention to improve student's confidence in maths (cancelled Sept 2022 with an increased focus on literacy) Attainment difference at all key stages continues to narrow/diminish
Pupil Premium students to develop their cultural capital.	Financial barriers do not prevent disadvantaged students from attending school trips and events.
For PP students to receive appropriate careers advice and to access the next level of education.	NEET at 0% Disadvantaged students enroll and engage with next stage college/ school/ apprentices' placements.

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: £ 66,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff CPD with a focus on curriculum intent and implementation.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching is a key aspect of successful schools.	1,4
To reduce class sizes in Science, English and Maths	The EEF indicates that the gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive	1,4
Hegarty maths programme	Hegarty Maths is an online platform which gives pupils of all abilities and backgrounds the opportunity to improve their mathematical knowledge. Skills are broken down into manageable steps with high quality video tutorials which guide students through each topic. As such, students from disadvantaged backgrounds have access to exemplar material which they can interact with from home.	1,4

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

Budgeted cost: £ 85,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Attainment lead to support and mentor students at KS4 in actively engaging in learning. Implement strategies that enhance	Gutman (2015) indicates that mentoring, programs can promote positive development and prevent problematic behaviours, and that mentoring appears to be more beneficial for disadvantaged.	1,2,3,5

<p>students approach to independent study and preparation for exams.</p>	<p>A recent large random-assignment evaluation of school-based mentoring programme (Herrera, Grossman, Kauh, Feldman, & McMaken, 2007) revealed similar findings. At the end of the school year, there were significant improvements in participants' academic performance, perceived academic ability, school misconduct, and attendance relative to non-mentored youth.</p>	
<p>NTP tutors in English focusing on KS 3</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,4</p>
<p>Academic mentoring in English Maths</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	<p>1,4</p>
<p>1:1 tuition from the SEND department.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	<p>1,4</p>
<p>Learning Support interventions</p>	<p>Rigorous monitoring and tracking of pupil progress through both faculties, and SLT link. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)</p>	<p>4</p>
<p>Mentoring programme to support targeted students in enhancing / improving their independent study skills in preparation for GCSE examinations.</p>	<p>Gutman (2015) indicates that mentoring, programs can promote positive development and prevent problematic behaviours, and that mentoring appears to be more beneficial for disadvantaged</p>	<p>1,2,3,5</p>
<p>Whole school literacy and accelerated reading programme to be embedded in school culture.</p>	<p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class. As the vocabulary gap mirrors the attainment gap deliberate vocabulary development is key. (Sherrington, Teacher Walkthroughs)</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case</p>	<p>4</p>

	<p>when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 165,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
HOY and SAGM to monitor attendance and implement strategies to support student’s attendance.	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across KS4, the lower the likely level of attainment at the end of KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15- 20% of KS4 lessons 	1,2,3,5,7
Support and Guidance Managers to identify vulnerable and students at risk of exclusion and provide appropriate support on an individual basis.	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>Disadvantaged students are 4X more likely to receive FT exclusion (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)</p>	1,2,3,5,7

	<p>Ensure parents of disadvantaged students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Support and guidance managers arrange appointments at all parents evenings</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress. •</p>	
Education Welfare Officer	<p>Reid (2012) notes that while truancy is caused by combinations of the student's own characteristics, their social and institutional circumstances, it can be resolved through early intervention, individualised curriculum and genuine interest from teachers and EWOs.</p>	2
Full time safeguarding officer in post	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months</p>	2,5
School Librarian to support and run literacy initiatives and promote the use of the library through a planned literacy calendar.	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p>	4
Careers advisor to meet all disadvantaged students in Yr 10 and 11 at least once a year to provide careers advice and support.	<p>The review of research on the impact of careers and guidance related interventions says that well-developed career exploration skills, and clear career goals and expectations, are important in helping young people to achieve their potential whilst at school and to make successful transitions post-16. Good-quality CEIAG has an important role to play in the development of these skills.</p> <p>The report also notes that many disaffected young people are characterised by a number of recurring themes and risks. The cost of being NEET, especially long-term NEET, is not only to the health and economic well-being of the individual but also to society. The Baker Clause states that schools must act impartially and not show any bias towards any route.</p>	7
Counselling	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each</p>	2,5

	<p>year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. COVID 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p>	
<p>School Trips and events</p>	<p>Cultural Capital: disadvantaged students don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it. (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Toolkit - +4 months for outdoor adventure learning</p>	<p>7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ £334,861

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See published strategy review:

[Microsoft Word - BRITTONS - PP 2020-2021 Review \(4\).docx](#)

Externally provided programmes

Programme	Provider