

Pupil premium strategy statement – Brayton Academy

This statement details our school’s use of pupil premium (and recovery premium) funding

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	901
Proportion (%) of pupil premium eligible pupils	16.7%
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)	2023-2024 to 2025-2026
Date this statement was published	07/12/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Al Moon (executive principal) Cath Walker (Principal)
Pupil premium lead	Chris Parish (Deputy Head)
Governor / Trustee lead	Jamie Webb-Fryer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,795
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£37,182
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£178,977

Part A: Pupil premium strategy plan

Statement of intent

Brayton Academy is committed to investing funding from the Pupil Premium (and, in previous years, the Year 7 Catch-up Premium) to provide opportunities for all students to achieve their full potential. The Pupil Premium and Year 7 Catch Up Premium has been, and is spent in an integrated and targeted way, to ensure that students receive the opportunity for additional support and access to learning opportunities. We have chosen a classroom approach and intervention strategies which research has shown works. The progress of students in receipt of this funding is monitored throughout the year at each assessment point and the strategies are monitored and reviewed for their effectiveness. The Sutton Trust research indicates that effective support comes from quality first teaching, improving feedback (a whole school focus), reduced class size, early intervention and extending the breadth of the curriculum. Parents will know the progress that their child is making through regular reports and Parents' Evenings. The needs analysis for the Pupil Premium is an ongoing process throughout a student's education at BRAYTON Academy, which includes:

- Transition into the school
- Following the publication of school report data
- During Pastoral Education Plan meetings for 'Children Looked After'
- As part of a review of any other plan or provision.

Furthermore, circumstances for individual students may change, meaning that a needs analysis results in some students becoming eligible for additional support.

What We Believe In

At Brayton Academy, we believe in narrowing the educational attainment gap.

- We believe that it is a priority to unlock the potential of those students entitled to the Pupil Premium and Free School Meals and so narrow any gap between those entitled to this support, and their peers.
- We use performance data to identify gaps. Therefore, we seek to identify students at risk of underperforming and challenge those whose progress needs to accelerate.

- We aim to intervene effectively, track progress and change approach where necessary.
- We aim to listen to students and engage them in dialogue regarding their attitudes to learning.
- We aim to develop effective ways of engaging both students and their parents/carers.
- Crucially we do not accept excuses and seek to evaluate, celebrate and share success.
- We communicate the vision of narrowing the gap and provide the drive and commitment necessary to motivate.
- We should maintain a consistent focus on the key underachieving group of PP/FSM students.
- We have a robust tracking system that provides regular, accurate feedback on the progress of students that helps to shape provision
- We advocate the development of a Growth Mindset, rewarding hard work and resilience. We strongly believe that any student can succeed.

At Brayton Academy, we have implemented a range of strategies which support the students who qualify for pupil premium. No single intervention provides a complete solution to the complex educational needs of any school, and therefore our strategies are as individual as our students are. Our overarching aim is to close the gap in achievement between those students who are eligible for FSM, LAC and Services Children and those who are not. The following examples outline just some of these ways we've committed our pupil premium to try and achieve our goals:

- Provision of daily contact with form tutors who build relationships with members of their form. In the case of remote learning, form tutors check in regularly both virtually and via the phone for pupils who are self-isolating.
- A specialist SEN department who provides support for students with particular educational needs
- A dedicated member of the pastoral team who supports and nurtures; including vulnerable students.
- A Pastoral Manager who supports our most challenging students.
- 1:1 support and intervention for all students who require it.

- Small group intervention and support for all students who require it, including a comprehensive intervention strategy during holidays and after school for examination groups.
- A curriculum under constant review which is designed to offer maximum flexibility to meet the needs of individuals.
- A broad and varied enrichment programme that offers outside of the classroom opportunities.
- Constant staff development and training to ensure that all staff in school are able to provide for each student.
- Specialist EAL intervention for students for whom English is not their first language
- Leadership from a designated member of the senior team.

Disadvantaged and Vulnerable Students

A member of the Senior Leadership Team, Mr C Parish, is responsible for the analysis of data to identify target groups of underperforming, disadvantaged, vulnerable students, Looked After Children and minority ethnic groups. This analysis is then discussed with the Senior Leadership Team and Middle Leaders, and drilled down to groups and individual students in order to facilitate and target action for improvement with a focus on narrowing the gap.

Challenges

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

Challenge number	Detail of challenge
1	Students who are in receipt of Pupil Premium funding have arrived in Year 7 already behind their non-Pupil Premium counterparts in their English and maths skills and knowledge, receiving an average scaled KS2 score of 105 for non-pupil premium and 101 for those with pupil premium status. This largest of the deficit is observed across the reading components of the SATS assessment, this is supported by our internal reading plus data, showing a reading gap of two academic years between PP and non-PP students.

2	Students who are in receipt of Pupil Premium funding make similar progress in their studies to other students in receipt of Pupil Premium funding nationally – but are not necessarily in line with progress made at Brayton.
3	Students who are in receipt of Pupil Premium funding, are on average 11% more likely to experience an exclusion and 10% more likely to experience isolation.
4	Students who are in receipt of Pupil Premium funding, have a lower overall attendance than the average attendance – 87.3% as opposed to an overall average of 94.9%. (this data is subject to termly/yearly fluctuations)
5	Students who are in receipt of Pupil Premium are more often in need of IT support – either in the way of computers to complete work, or dongles to ensure internet access is secure.

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
Students who are in Year 7 who have lower than average, and lower than age-related reading ages, will be able to access the curriculum with their peers.	Reading ages will demonstrate a greater than-chronological improvement over time, and students will be better able to access the curriculum
Students who are in Year 11 will be able to access and engage with the school's intervention and revision programme.	Year 11 Pupil Premium outcomes will move closer to Brayton's overall progress figure.
Students who are in receipt of Pupil Premium will work with behaviour support workers and their heads of year and associate heads of year to reduce incidences of exclusions and isolations	The number of Pupil Premium students who are excluded or in isolation will be reduced.
Students who are in receipt of Pupil Premium will be able to engage with school work at home, ensuring homework and revision is done in a timely fashion	A reduction of Homework comments for pupils, as well as an increase overall for outcomes.

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: £ 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A additional Behaviour Support Worker	Increased anxiety and some school attendance issues identified post Covid.	3,4
Investment in reading plus to promote the closing of the gap in reading ability	Reading gaps between pupil premium and non-pupil premium students is 2 academic years.	1
Staff CPD and research-based pupil premium engagement strategies	Pupil premium students do not make progress inline with their non-pupil premium counterparts.	2

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

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Welfare Officer	The number of students that are on role has grown to 901. As a result, capacity for home visits and other trust initiatives is limited. Some of the work undertaken by the attendance officer will be displaced to increase capacity.	4
Staffing for extra intervention	Students were identified according to the following factors: <ul style="list-style-type: none"> • Overall average on SATS/ Reading plus reading age • Overall average on NGRT spelling age • Receipt of pupil premium • Identified SEN Need 	1
Access to technology	Students' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular,	2,3,5

	lack of access to technology has been a barrier for many disadvantaged children. Continue to work with the DfE/Trust to ensure digital devices for those eligible can be claimed, however where there are still gaps so the school will look to invest in building a small stock of additional devices alongside looking at innovative approaches to provide internet access.	
Rewards/incentives	To boost attendance & motivation during scheduled intervention sessions	2,3,5
Academic mentoring through form tutors	To support pupils – especially pupil premium pupils – in engaging in school and taking up the support on offer for revision	2
Revision books & Materials	Providing additional books and educational resources to students which will engage students in a range of subjects.	2,5
Intervention Sessions (Including Holidays & Saturdays)	Providing time and space outside school hours to support specific interventions and masterclasses.	1,2,3,4,5
Targeted class-based interventions	Provide bespoke intervention plans that aim to identify barriers to learning among our pupil premium cohort.	1,2,3,4,5

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

Budgeted cost: £ 87,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport	Students who did not engage over lock down may be more likely to pick up exclusions if they have fallen behind their peers and decide it's easier to misbehave than admit this. Look at reintroducing guest excursions (for 5 days or less) to support continuous learning in one form or another. Due to recent experiences some students are	2,3,4

	reluctant to return to school. There is a mixture of emotional and financial barriers that some of our students must battle daily. If extra funds or time (support) was available, then a real impact could be had in this area to support students getting back into school	
Careers Advice & Guidance	A lack of in-person education has meant that pupils have not had access to – or knowledge of – many offers that would have been available in the past. To fill the gap, we need to bring in external providers, as well as continue to support students with their post-16 queries.	2,5
Rewards for Attendance, Engagement	Students who may be reluctant to return to school, or who are finding consistent attendance difficult may be encouraged to return and stay in school if rewards are offered. Further, we are reinforcing to all pupils that being in school comes with more rewards as well.	4
Year 7 & 8 Resilience Camp UK and France	We strive to ensure that all students who attend Brayton are offered opportunities to build their team-working skills, to develop their resilience, and to become adept at trying new things. Our Resilience camps offer all three – and allow our students to gain a broader experience than they would have had without these opportunities.	1
High Expectation	One of the key factors for our students in their post-16 choices is whether or not they want to attend university. Our Aspiration drive will allow students the opportunity to engage in higher-level debate, to visit redbrick universities, and to start to see these elite institutions as achievable for themselves.	2

Total budgeted cost: £ 178,977

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The PP outcomes for 2023 demonstrates a closing of the pupil premium gap and continues to validate improving outcomes for pupil premium students against national at GCSE. The cohort for the 2023 leavers is broadly similar in numbers and gender to 2022, but includes a larger proportion of LAP students (34.3 % are LAP, 48 % are MAP, 12.7% are HAP), despite this the pupil premium progress gap has closed from -0.61 in 2022 to -0.3 in 2023. When considering the gains in progress among our pupil premium cohort, it is important to consider context. Analysis of contextualised pupil premium progress data through the FFTaspire dashboard indicates that our pupil premium students have a value-added progress of +0.40. Although we acknowledge our achievements in lowering the progress gap, the data suggests they are not making more rapid progress which may bring them closer to the non-pupil premium outcomes. PP students' outcomes at Brayton demonstrate a positive trend towards the national average and now sit within 0.45 of a grade of the national outcomes for all students. The 2023 cohort of PP students was made up of 22 pupils. 10 LAP, 10 MAP, 1 HAP. The largest gains were observed across our LAP students who demonstrated a progress indicator in line with the national average. The largest of the gaps were observed among MAP students and boys.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.