

Pupil premium strategy statement – Brayton Academy

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 | 988 |
| Proportion (%) of pupil premium eligible pupils | 19.84% |
| 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) | 2024-2025 to 2026-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Paul Carney (Principal) |
| Pupil premium lead | Lisa Thompson (Assistant Principal) |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £153,141 |
| 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> | £0 |
| 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> | £153,141 |

Part A: Pupil premium strategy plan

Statement of intent

At Brayton Academy we believe that pupils are not at risk of underachieving because of a specific label, but because of the multi-faceted impact of socioeconomic disadvantage on their learning. This strategy is designed to include, motivate and empower our disadvantage cohort through a whole school approach, carefully considering pupil need and always focusing on improving pupils as learners. High quality teaching, using a trust wide Excellence Framework model, and strong pastoral care are seen as the bedrock of our efforts to tackle educational disadvantage. We aim to provide pupils with a sense of belonging and a consistent, safe and secure environment where they can develop communication and language skills to help them become better learners. Where students thrive they have social capital, cultural capital and financial capital, we therefore intend to remove any potential barriers to attendance, participation and inclusion or anything that may further hinder this.

We do not make assumptions about the impact of disadvantage, our disadvantage strategy will seek to undertake a comprehensive diagnostic assessment and review of pupil circumstances with a view to addressing barriers to engagement and performance, and informing our ways of working to ensure every child is able to successfully finish their five year journey at Brayton Academy.

As a school, we aim to take collective responsibility for overcoming the barriers faced by our disadvantage cohort, strong relationships between staff and pupils help to develop a feeling of social inclusion. It is our intention that all staff understand the barriers of educational disadvantage, they will be encouraged to recognise and fulfil their role in how they individually support this strategy to take opportunities to challenge the impact of educational disadvantage.

We recognise that it is in the classroom where teachers have the most impact on the development of pupils as learners. The aim is to provide all pupils with high quality first teaching, modelled through our Excellence Framework, alongside a bespoke, research informed staff CPD programme, ensuring our pupils are receiving the best possible education. We are aware that communication and language is a key factor in developing academically as well as improving social and economic wellbeing. In order to support this, we aim to significantly improve the development of oracy and language skills through a whole school literacy strategy, helping students to become better learners and enabling development. We offer a broad, balanced and inclusive curriculum to all pupils. All subject areas offer a robust formative and summative assessment process that informs our classroom practice through a process of diagnostic, reflection and repair and provides opportunities for early class-based intervention procedures with an aim to swiftly close gaps as they emerge.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Attendance</p> <p>Pupils who are in receipt of Pupil Premium funding have a lower overall attendance than the average attendance at Brayton Academy. In the year 24/25 this gap was 5.3% when comparing to the non-PP cohort. The gap is consistent across the year groups with the worst performing being year 10 (6.5%). Analysis of data indicates that the high level of absenteeism is severely impacting on progress and outcomes.</p> |
| 2 | <p>Reading Age</p> <p>Pupils in year 7 who are in receipt of Pupil Premium funding have arrived in year 7 already behind their non-pupil premium counterparts. Following further assessment and observation PP pupils generally have lower levels of reading comprehension than their peers. As a cohort, pupils on entry are on average 33% below their chronological reading age. The average reading age for year 7 is 12/05, for non-PP students this is 12/07 for PP students this is 9/05. The average gap is 3 years.</p> <p>Across the whole cohort in year 7 15% students arrive in school with a reading age below 10 years. In the PP cohort this is 62%. The gap between PP students and their non-PP peers is 47%. This impacts on progress across all subjects within the academy.</p> |
| 3 | <p>Behaviour Sanctions</p> <p>Our assessment of data shows that those students in receipt of the pupil premium funding are, on average 11.1% more likely to experience a suspension from school; 20% more likely to experience isolation and 17.4% more likely to be issued a detention throughout the academic year.</p> |
| 4 | <p>Progress and Attainment</p> <p>Our analysis shows that pupils in receipt of the Pupil Premium funding who access our Brayton Academy curriculum are making similar progress in their studies to other pupils nationally, but not necessarily in line with the progress made by all pupils at Brayton Academy.</p> |
| 5 | <p>Social isolation and ambition</p> <p>Research through student voice, observation, staff feedback and tracking indicate that some pupils do not feel a sense of belonging to the academy. Pupils have historically been significantly less likely to access the extra-curricular offer and some have a limited outlook when it comes to their next steps.</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 |
|--|---|
| To achieve and sustain improved attendance. | Sustained high attendance demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced by 2%. |
| Narrowing of the chronological reading age gap. | Reading tests (NGRT) demonstrate a 30% reduction in the number of pupils working below their chronological reading age. Teachers across the curriculum should see an improvement in engaging with and accessing texts within the classroom and should be actively using the whole school reading strategies delivered through CPD. |
| Reduction in the rates of suspension and isolation for the disadvantaged cohort within the academy's positive discipline system. | The number of pupils who are subject to lost learning in the classroom through PD sanctions is reduced by 20% from 2024 figures. |
| Improved progress and attainment amongst disadvantaged pupils across the curriculum. | Staff have a clear understanding of their role within the pupil premium strategy and have a broader contextual insight into the barriers for Brayton Academy pupils. Through the use of CPD, teaching staff to be trained on and then using class based intervention strategies to support the progress of disadvantaged students. Year 11 pupil premium outcomes will move closer to the overall attainment figure at Brayton Academy. |
| To improve wellbeing and inclusion for all pupils. | 100% of disadvantage pupils are accessing the careers curriculum and are attending careers guidance meetings from year 9. Improved attendance at extra-curricular activities and improved representation of the cohort on trips and visits (above 20%). Student voice indicates positive responses to wellbeing and sense of belonging questions. |

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 |
|---|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments – NGRT and Lexonik</p> | <p>Diagnostic assessments can identify areas for development for all pupils. EEF – Diagnostic Assessment Evaluation of effectiveness of Lexonik as a reading recovery tool. Evaluation of Lexonik Advance National Literacy Trust</p> | <p>2 4</p> |
| <p>Research informed staff CPD:</p> <ul style="list-style-type: none"> • pupil premium engagement • reading strategies to narrow the chronological age gap and enable pupil access to the curriculum. • class-based intervention • Culture/challenges of disadvantage within our academy • Lesson delivery using the trust wide Excellence Framework model. <p>This will mainly be delivered by the academy Quality of Education team.</p> | <p>To avoid any unconscious bias, all staff need to recognise the challenges/barriers our disadvantaged cohort face and their role in tackling this.</p> <p>Teaching metacognitive/reading strategies to pupils can have a profound impact on pupil progress, supporting independence in all pupils.</p> <p>Early identification of poor attainment can allow for reflection and repair strategies to be implemented within the classroom by the teacher. This is evidenced through our class-based intervention documents.</p> <p>EEF – Effective professional development EEF Implementation Guidance report EEF Literacy guidance Now The Whole School Is Reading EEF – Metacognition and self-regulation Culture EEF Reading comprehension strategies</p> | <p>1 2 4</p> |

| | | |
|---|--|-------------|
| Teaching and learning – bespoke CPD and staff coaching offer through the academy’s coaching model looking at best bets for profile of pupils in coaching classes. | High quality teaching is of paramount importance for any pupil premium strategy. We ensure teachers have access to research informed, high quality CPD so that the teaching offer to all pupils is high. EEF guide to PP Great teacher toolkit | 1 2 4 |
| Technology to support high quality teaching | Investment in online learning platforms to support with the closing of reading and other attainment gaps. Reading Plus Sparx Maths | 2 4 |
| One to one tuition for our most at risk students. | High quality, bespoke, one to one teaching to support students in English and or maths via All Star Tutors and teaching staff. EEF one to one tuition | 1 4 5 |
| Use of accurate assessment and class based intervention procedures to identify, reflect and repair any gaps in attainment. | High quality assessments support in the early identification of gaps in knowledge, teachers use this to develop effective feedback and support pupils to reflect and then repair and provide additional support via classroom based intervention. EEF – formative assessment Key pillars of assessment EEF Feedback | 1 2 4 |

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

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Delivering well evidenced, targeted intervention for pupils that require additional support. | When teaching assistant interventions are linked to EEF Literacy guidance EEF Teaching Assistant Interventions | 2 4 5 |

| | | |
|---|---|-------------|
| | EEF Small group tuition EEF maximising the impact of TA | |
| Homework club - ensuring pupils, particularly those from disadvantaged backgrounds have access to resources and support for successful homework completion. | <p>Surveys in England suggest that PP pupils are less likely to have a quiet working space, have a working device or have less parental support. Providing a homework club can help overcome barriers.</p> EEF Homework | 3 4 5 |
| Rewards/incentives | <p>To boost attendance and motivation during scheduled intervention sessions.</p> <p>Awards for achievement and progress to encourage and reward pupils.</p> | 1 4 5 |
| Subject specific intervention sessions for KS4 students to provide bespoke opportunities for pupils to develop and improve their knowledge and skills. | <p>Providing time and space outside of school hours to support specific subject, teacher led interventions.</p> EEF Homework | 2 4 5 |

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

Budgeted cost: £94,141

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Behaviour support worker to work closely with the behaviour lead and prioritise and provide one to one intervention and support for those pupils in receipt of pupil premium and at risk of increased suspension and isolation rates. | <p>Dedicated staff to support pupils struggling with their behaviour in school or to support with pupil emotional barriers and wellbeing.</p> Adolescent mental health | 1 3 4 5 |

| | | |
|--|---|----------------------------|
| <p>Academic/attendance mentoring across year groups by teaching staff for the most at risk students and those with multi disadvantage indicators.</p> | <p>Quality of Education/PP and attendance and behaviour lead to support the mentoring team to engage those with identified barriers to learning and attendance.</p> <p>EEF Mentoring</p> | <p>1 4 5</p> |
| <p>Attendance Welfare Officer to work with pupils and their families to improve attendance, particularly the disadvantage cohort. This will include one to one support for emerging attendance concerns, home visits, attendance workshops, personal interventions and weekly monitoring linked to rewards. The behaviour and attendance lead will work closely with the HOY to monitor those at risk.</p> | <p>Attendance lead to support the pastoral team and engage in intensive work with families to improve attendance. In order to make progress pupils must have high attendance, time missed can have a damaging effect on the understanding required to access the learning in the classroom and progress and outcomes.</p> <p>EEF Working with parents DfE – working together to improve attendance EEF Attendance interventions</p> | <p>1 3 4 5</p> |
| <p>Use of ImpactEd evaluation to identify specific students sense of membership with school and wellbeing</p> | <p>Attendance lead to support the pastoral team in identifying cohorts of students through ImpactEd research. Students need to feel a sense of belonging in school as an attendance driver</p> <p>Students to receive intervention and be tracked throughout the year</p> | |
| <p>Extra-curricular/trip/applied resilience curriculum opportunities</p> | <p>Pupils benefit from participating in enrichment activities to improve social capital, broaden the horizons of our pupils and develop passions and interests.</p> <p>Gov – disparities – extra curricular Social mobility</p> | <p>1 5</p> |
| <p>Careers Advice and Guidance</p> | <p>Careers curriculum in place across both key stages.</p> <p>Provision of an external careers guidance councillor to support with</p> | <p>4 5</p> |

| | | |
|--|--|--------|
| | <p>aspiration and identification of next steps.</p> <p>Ofsted review of careers guidance</p> <p>Importance of careers guidance</p> <p>Gov careers guidance</p> | |
| Year 7 resilience camp | <p>Pupils benefit from participating in enrichment activities to improve social capital, broaden the horizons of our pupils and develop passions and interests.</p> <p>Benefits of school trips</p> | 1 5 |
| Assistant principal – Pupil Premium lead | <p>To work with all members of the senior leadership team to identify barriers and oversee the implementation of strategies to support with narrowing the attainment gap for the disadvantaged cohort.</p> <p>Learning without labels</p> <p>Addressing educational disadvantage</p> | All |
| Access Fund | <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 or to issues of poverty/disadvantage - this includes resource and equipment provision.</p> | All |

Total budgeted cost: £153,671

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The 2025 cohort was:

- 22 students
- 0% HAP (4% decrease on 2024)
- 23% MAP (31% decrease on 2024)
- 59% LAP (17% increase on 2024)
- 18% Unknown (no SATS)
- 32% female, 68% male
- 18% of the cohort were 'multiple disadvantaged' as they were both PP and SEND

Although there are no published headlines on P8 score for 2025, internal forecasts place our disadvantaged cohort at 0.00 which is in line with the usual performance of all students nationally. Our analysis of this overall figure shows two distinct groups; the students who finished Year 11 accessing the whole academy curriculum (19/22) and those who finished accessing either a reduced or an alternative curriculum (3/22). The 19 students finishing the year accessing the full curriculum had a P8 score of +.64, whereas the three students who accessed alternative curriculum pathways had a P8 score of -3.17.

The 2025 Pupil Premium cohort has shown significant improvement in academic outcomes, with their Attainment 8 score rising from 32.04 in 2024 to 35.00 in 2025, now exceeding the national average of 34.6. This upward trend reflects the impact of our targeted interventions and strategic use of funding. Subject-level gains are particularly encouraging: English attainment increased from 6.46 to 7.48, and Maths from 7.25 to 7.83, with further positive movement across both the Ebacc and Open buckets. These results demonstrate the effectiveness of our approach in narrowing the attainment gap and ensuring disadvantaged students are supported to achieve their full potential.

The gap when comparing standard pass GCSE English and GCSE Maths has increased slightly from 39% 2024 to 46% for the 2025 cohort, however strong pass GCSE English and GCSE Maths has narrowed for the third consecutive year with the 2025 results demonstrating a 6% reduction on the 2024 cohort. The 2025 pupil premium EBacc good pass have also improved by 5%, again demonstrating a three-year trend of improvement. Positive trends have also been

observed within the maths department at 4+ with an 11% increase. Further gains have been observed within English and humanities both seeing an 11% increase on their 5+ headline.

Although we acknowledge areas of progress, the data suggests that our whole pupil premium cohort are not making the same rapid progress which may bring them closer to the non-pupil premium outcomes. While those pupil premium students who attend on site provision achieved higher than national average 5+ E&M against their pupil premium peers, pupils who attended alternative provision did not see such gains.

There has been a sustained focus on raising the profile of individual pupil premium students with teaching staff. This has been achieved through their inclusion on our class-based intervention documents. This document encourages staff to reflect on pupil premium progress and identify any barriers to learning before initiating reparatory procedures within the dynamics of classroom delivery. The fact the pupil premium progress for those students who were educated on site is higher than national average for all pupils, indicates that our curriculum and standards of teaching have significant impact on the progress and achievement of our disadvantaged cohort.

In the year 2024 to 2025 141 students had literacy intervention over the course of the year. All PP students with a reading age below 10 were included in at least one intervention per week. Interventions included small group phonics intervention, (Fresh Start) small group reading fluency intervention, (Book spark guided reading) small group reading comprehension intervention (Reading Plus interventions and Scholastic Short Reads comprehension interventions). Year 7 PP students made, on average, 1 year 8 months progress in their reading age, while in year 8 the gains were 2 years on average.

Brayton Academy embarked on a pilot project of academic mentoring with the 2024 cohort. The premise of the project was to harness our high pupil premium performance (based on historic progress 8 data in maths, science and art) combined with leading academic research on methods of feedback, to deploy highly bespoke intervention packages across all subjects. Our work prioritised a large sample of our pupil premium boys as this was an area of deficit in the 2023 pupil premium exam data. Analysis of the summer 2024 data set indicated that the pupil premium students who engaged with the academic mentoring program, experienced the greatest rate of progress between their final mock examinations and their summer exams. Mentored pupil premium students had a rate of growth in both attainment 8 and progress 8, 67% higher than their non mentored pupil premium counterparts.

The attendance for our pupil premium pupils compared to our non-pupil premium pupils has seen a 2.9% closing of the gap. While this is a significant gain, we recognise there are few greater drivers of achievement than attendance and, as such, this will remain a focus for the academic year 2025/26.

Based on all the information above, the performance of our disadvantaged pupils who remained in onsite provision has met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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 Maths | |
| All Stars Tutoring | All Stars Tutoring |
| Reading Plus | Daisy Education |

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***

N/A

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our Pupil Premium strategy is a shared one across all areas of school and will be supplemented by additional activity that supports the progress of our disadvantage cohort that is not funded by the Pupil Premium:

- A robust diagnostic assessment process and research into our pupils 'lived experiences' to identify barriers to learning for the disadvantage cohort.
- Use of performance data to identify gaps. Therefore, we seek to identify pupils at risk of underperforming and challenge those whose progress needs to accelerate.
- Exceptional classroom behaviour through the use of a robust Positive Discipline system, enabling teachers to teach.
- REACH strategy – whole school initiative focussing on collaborative and targeted support for identified KS4 students.
- A marking and feedback policy that is consistent across the academy.
- Tracking of the disadvantaged cohort, ensuring they have consistency in the classroom and are accessing high quality teaching.
- We carry out pupil voice activities such as Brayton Voice and the Principal's Breakfast to listen to pupils and engage them in dialogue regarding their attitudes to learning and any barriers they may face.
- Developing effective ways of engaging parents/carers, improving the attendance of the parents of the Pupil Premium cohort to parent consultation events.
- We have a robust tracking system that provides regular, accurate feedback on the progress of students that helps to shape provision.
- A broad and balanced curriculum offer, including opportunities to learn about resilience, meta-cognition, and aspiration.
- High expectations of all pupils.
- Provision of daily contact with form tutors who build relationships with members of their form.
- A specialist SEND department who provide support for pupils with particular educational needs
- A curriculum under constant review which is designed to offer maximum flexibility to meet the needs of individuals.
- A broad and varied extra-curricular programme that offers outside of the classroom opportunities.
- Constant staff development and training through a bespoke coaching model to ensure that all staff in school are able to provide for each pupil.
- Specialist EAL intervention for students for whom English is not their first language.

- Research projects carried out by staff over the course of a year with a particular focus on diagnosing and then looking at how best to support PP student outcomes and wellbeing.