

## Pupil premium strategy statement – The Brunts 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	1469
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2022/2025
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	<i>Rachel Sutcliffe,</i> Headteacher
Pupil premium lead	<i>Lindsey Maycock,</i> Senior Deputy Principal
Governor / Trustee lead	<i>Claire Leitheiser</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,282
Recovery premium funding allocation this academic year	£97,980
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£454,262</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At The Brunts Academy, one of our core values is inclusivity. We are committed to improving the life chances of all our students, irrespective of their background or the challenges that they face. Our intent is that all students make good progress and achieve high attainment across the curriculum, including in Ebacc subjects. We aim to support every student to achieve the qualifications they need to progress confidently to the next state of education, employment or training.

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. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure that there is quality first teaching with a challenging and inclusive curriculum
- act early to intervene at the point need is identified using bespoke academic interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Engage in wider approaches to improve engagement, attendance and attitude to learning
- Use evidence based approaches and a range of data to inform interventions

### Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1.	<p><b>Academic Progress and Attainment</b></p> <p>Disadvantaged students typically have lower KS2 results and engagement in school than their non-disadvantaged peers. This often leads to lower levels of progress and attainment for these students by the end of Key Stage 4.</p>
2.	<p><b>Aspirations and Engagement</b></p> <p>Low levels of social mobility in the area are a barrier to higher outcomes particularly for disadvantaged students. Low levels of social capital mean that students lack the connections to networks that might offer opportunities i.e. high quality work experience placements. Some students in particular disadvantaged students can lack confidence and self-belief which if unchallenged leads to low aspirations. As a result too few disadvantaged students get the benefit of opportunities further afield whether this is university or high quality degree equivalent courses or higher level apprenticeships (UCAS data analysis by Sutton Trust identified teenagers from East Midlands are the least likely to go onto a 4 leading University, and disadvantaged students are the least likely within this group 2019)</p>
3.	<p><b>Lack of cultural capital</b></p> <p>Students have poor levels of cultural capital overall and this is particularly the case with disadvantaged students. The low socioeconomic demographic of the communities the school serves along with the location of the school in a suburban area of a deindustrialised town in the East Midlands means students have little access to diverse cultural experiences. This makes it more challenging for students to engage as effectively with the curriculum as their non-disadvantaged peers. Many students lack the knowledge, skills and behaviours to perform well in school, how to talk in different social groups or societies, to access higher education, and to be successful in work or a career.</p> <p>Disadvantaged pupils are less likely to participate in extra curricular activities.</p>
4.	<p><b>Attendance</b></p> <p>Students' progress is impacted by poor attendance. Disadvantaged pupils attend less well than their non-disadvantaged peers in our academy.</p>
5.	<p><b>Attitudes to learning, behaviour and exclusion levels</b></p> <p>Disadvantaged pupils are more likely to be suspended than their peers. Pupil premium students receive less recognition points than their non-disadvantaged peers and a greater proportion of behaviour points.</p>

	<p>Pupil premium students are over-represented in removals from lessons and therefore do not access quality first teaching in a consistent way.</p> <p>Pupil premium students are more likely to require support with their ability to respond to social and emotional issues.</p>
6.	<p><b>Literacy</b></p> <p>Sir Kevan Collins, former CEO of the EEF explains: 'Literacy is fundamental for success in school and beyond. Young people who leave school without good literacy skills are held back at every stage of their lives.'</p> <p>PP students on entry to The Brunts Academy have lower literacy levels, reading ages and comprehension than non-PP students. This gap remains steady during pupils' time at our school. This impacts student progress in most subjects.</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
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4.	<p>The progress and attainment gap between disadvantaged pupils and their non-disadvantaged peers at Brunts closes.</p> <p>PP students achieve in line with their peers nationally in terms of progress and attainment measures.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	All disadvantaged students complete NGRT testing twice per year. Disadvantaged students have a standardised age score from the NGRT reading tests of at least 100 and no lower than their peers and those who are below national reading ages close the gap by the end of KS3.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning, across all subjects. Through effective CPD, teachers are thoughtful to ensure students do not feel cognitive overload and that there are no gaps in knowledge and misconceptions are addressed.
Numbers of FTS decreases for disadvantaged pupils. Rewards and sanctions for disadvantaged students reflects the same proportions as	Staff clearly recognise and use the behaviour strategies required to ensure all disadvantaged pupils are a priority in all aspects of the school's work. Staff understand the challenges and the barriers specific to PP students. The Curriculum model will support high quality teaching for disadvantaged pupils and impact behaviour. Disadvantaged students are not over represented in academy FTS figures; FTS rates are lower than national disadvantages figures.

non-disadvantaged pupils.	Disadvantaged students receive rewards in line with their non-disadvantaged peers and are aligned in terms of their positive: negative ratio.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged pupils is in line with national and the gap at Brunts Academy closes.
Increased cultural capital - numbers of trips and experiences for students in school increase year on year, Numbers of students attending clubs and societies in school increases year on year.	The number of PP students attending trip and after school clubs is reflective of the % of PP students at our academy. There is an increase in the representation of PP students on trips and at extra curricular clubs.
High quality pastoral care and careers guidance meets the needs of all disadvantaged students encouraging higher aspirations and expectations for PP students. Students engage with their learning, enrichment opportunities and their potential future progression routes.	Career pathways are easily accessible for all and readily provided. Confidence and therefore aspirations grow as a result, which is shown in the Academy NEET figure. This will impact upon a greater proportion of PP students attend more aspirational post 16 destinations.

## 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: £227,131

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>PP pupils targeted through effective planning (planning for progress model) and delivery of a broad and ambitious curriculum that prepares students for their next steps in life. Continue developing Teaching and Learning through the embedding of the Pupil Premium First ethos. Develop strategies to improve the Academy's culture of success. This includes the purchasing of mini whiteboards for assessment and visualisers for modelling purposes.</p>	<p>The EEF 'PUPIL PREMIUM GUIDE 2019 states: 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.' 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium'. EEF</p>	<p>1,2,5</p>
<p>Robust and bespoke CPD programme offered to all staff. CPD programme focussing on academy priorities and linked to QA, PDR and assessment cycle. CPD on gap teaching and planning for progress.</p>	<p>Quality teaching for all has the greatest impact on raising level of progress of all pupils, and especially disadvantaged pupils, according to EEF Toolkit (2019).</p> <p>'Providing opportunities for professional development on whole class teaching—for example, to support curriculum planning to challenge all pupils—is likely to be valuable'.</p>	<p>1</p>
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a></p>	<p>6</p>
<p>Using data to raise aspiration and improve adaptive teaching, feedback, intervention, and curriculum flexibility in response to assessment. Assessment will help identify areas for recovery for individual pupils in individual subjects.</p>	<p>EEF research provides extensive evidence that high quality feedback can improve progress by up to 6 months. <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	<p>6</p>

<a href="#">Improving Literacy in Secondary Schools</a> guidance.	<a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">word-gap (Oxford University Press)</a>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £110,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1
Delivering well-evidenced literacy interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants/support staff deliver high-quality structured interventions which deliver short sessions, over a finite period. <a href="#">Improving Literacy in Secondary Schools   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	6

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

Budgeted cost: £116,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing current systems (including rewards and	DfE research found that pupils with no absence are 2.2 times more likely to	2,5

sanctions) to target attendance of disadvantaged pupils.	achieve 5 or more GCSEs or equivalent at grades 9-4 including English and mathematics and 4.7 times more likely to achieve the English Baccalaureate than pupils missing 10-15 per cent of KS4 sessions.  <a href="http://www.gov.uk">Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</a>	
Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a> .  Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Improve opportunities to participate in curriculum enrichment activities and extra-curricular activities for all pupils (with an additional focus on disadvantaged pupils).	EEF research provides moderate evidence that participation in the arts can improve progress by up to 3 months. Parental and student feedback highlights the affordability of enrichment activities as a barrier.	2,3
PP students to have full access to resources (in school and at home). Uniform, PE kit, essential revision guides, catering ingredients, calculators, cameras, art kits, laptop and internet access to remove barriers to learning or attendance.	Providing a range of resources to PP students removes the barrier to fully access the curriculum e.g. uniform, stationary and exam material	1,4
The Brilliant Club. – external Provider Raising achievement among HAP PP students.	The Brilliant Club mobilises the PhD community to support less advantaged students to access the most competitive universities and succeed when they get there.	1,2
Music Peripatetic Lessons. Free instrument lessons for students who have played an instrument at primary school or who show an	Research suggests that participation in Arts, Sport and outdoor learning can contribute to pupils' progress by up to 4 months. (EEF)	3



interest or aptitude that has not yet been developed.		
The attendance team to operate a strategic and targeted provision to improve the attendance of PP students to be in line with all others /national.	Regular attendance is important. Pupils are more likely to succeed when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities. Embedding principles of good practice set out in DfE's Improving School Attendance advice.	4

**Total budgeted cost: £454,262**

## 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 DfE has strongly discouraged comparison of a school's 2022-23 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below national.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, 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. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Further information

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class, and conversations with parents, students, and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We have implemented a robust evaluation framework for the duration of our five-year strategy and will adjust our plan over time to secure better outcomes for pupils.