

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	Brymore Academy
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Thomas, Headteacher
Pupil premium lead	Jayne Taylor-Lane Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,420
Recovery premium funding allocation this academic year	£11,222
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£104,642

Part A: Pupil premium strategy plan

Statement of intent

Our whole school intent aims to: 'provide boys with a holistic, well-rounded education which stretches them academically, equips them with practical life skills and encourages ambition and pride. We aim to provide a depth of experience beyond the classroom which encourages boys to become fit, healthy, polite, articulate, responsible, resilient, resourceful young men. The school has a long-standing reputation for building reliable, hard-working citizens. Our aim is to blend the traditional British values of respect and manners, with a modern understanding of global issues. Our curriculum builds a 'wrap around' collective identity. In short, it means something to be 'a Brymore Boy'.

Historically, those students who commit to becoming a 'Brymore Boy' and participate in as many of the opportunities available to them as possible, are the ones who achieve the most both in terms of their academic and personal development. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the curriculum by 'buying in' to the school ethos.

In line with research from the EEF, our approach to tackle the attainment gap focuses on quality first teaching, targeted academic support and wider strategies. Specifically, we will focus on improving reading ages at key stage 3, raising achievement in English and maths, promoting becoming a 'Brymore Boy,' building independent learners, supporting those with SEMH and raising the attendance of our most disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>The gaps students in key stage 3 have between their chronological age and reading ages. On average, 49% of each year group at key stage 3 have a reading age below their chronological age. Further investigation reveals:</p> <ul style="list-style-type: none">• 54% of pp students are not engaging adequately in the whole school reading program.• Based on assessment data from the NGRT testing completed in September 2021 the average reading age of a student in KS3 is 11:09 dropping to an average of 10:06 for PP students.

	<ul style="list-style-type: none"> Data from Spring term 2022 suggests 24% of students did not make accelerated progress with their reading in the Autumn Term - of this 20% were PP.
2	<p>To close the gap in terms of progress between PP and non PP in English and Maths. Data from 2018/19 showed that:</p> <ul style="list-style-type: none"> PP students had a P8 score of -0.44 for English Language compared to -0.16 for non PP. PP students had a P8 score of -0.06 for Maths compared to +0.22 for non PP Overall, PP students had a P8 score of -0.02 compared to +0.41 for non PP
3	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum. Their completion of prep (as evidenced by lack of participation in whole school reading scheme) also has a detrimental impact. Skills and confidence for independent learning are lacking.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This has significantly increased since the pandemic.</p>
5	<p>51% of PP students had an attendance of less than 95% from September 2021-January 2022. Whole school attendance is 91.5% compared to 88% for PP students</p>
6	<p>Ensuring that PP students are participating in all areas of 'Brymore life.'</p>
7	<p>Building ambition in terms of academic achievement and future career pathways</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 among disadvantaged pupils across the curriculum at the end of KS4.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average P 8 score of 0.00
Improved reading comprehension	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a</p>

among disadvantaged pupils across KS3.	smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers (NGRT). There will be an improvement in pupil engagement in the whole school reading program.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Prep effort of a B grade or above for PP students 90 % engagement of PP students in the Accelerated Reading programme
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance figures to be in line with whole school attendance.

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: **£24,336**

Activity	Evidence that supports this approach	Challenge number(s) addressed
English, maths and science breakfast sessions	These sessions focus on not only teaching and revising key content but developing the skills needed to be successful in exams, they aim to build a culture of revision and provide them with the skills to learn and retain key information and skills.	2,3
Walk and Talk mocks	Breaking down complex tasks providing support on how to approach them and complete is recommended in Literacy EEF (educationendowmentfoundation.org.uk)	2,3,7
Pay English HLTA as unqualified teacher p/t to teach nurture groups/reduced class sizes	Reducing class size EEF (educationendowmentfoundation.org.uk)	2
To ensure core subjects have class sets of required revision materials		3
Extended myOn library 5,000 books	During the lockdowns it became apparent that many of our students did not have adequate access to books at home. We invested in an online digital library linked to Accelerated Reader and have now extended that so students have access to 5,000 books digitally. reading-for-pleasure-in-secondary-schools-literature-review.pdf (booktrust.org.uk)	1,3
ReadingWise – group literacy intervention 3x 30 minutes per week	The EEF finds that phonics intervention can result in students making an additional 5 months progress. This is run as a whole	1

	class intervention for those in years 7 and 8 who have the biggest gaps in their reading ages. It also builds comprehension skills.	
Homework club – space provided ensures a quiet and calm learning environment with access to adult support if required.	Homework EEF (educationendowmentfoundation.org.uk)	3
Purchase of standardised diagnostic assessments. PASS	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3,4,5
Kloodle – investing in this platform each year for students to reflect and evaluate on their personal development whilst allowing staff to monitor and intervene with additional support or intervention if necessary.		4,6,7
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher’s subject area hosted by the National Literacy Trust ‘Disciplinary Literacy for GCSE’ Courses available for maths, history and geography	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1-7

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

Budgeted cost: **£31,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elevated literacy TA role: co-ordinating, running and monitoring 1:1 and small group literacy interventions	Provide high-quality literacy interventions for struggling students. Phonic intervention has suggested impact of additional 6 months progress. Literacy EEF (educationendowmentfoundation.org.uk)	1,2,7
PP reading group with Librarian (including materials)	Literacy EEF (educationendowmentfoundation.org.uk)	1,2,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: **£48,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elevated TA role (SLC) Elevated TA role (SEHM)	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 3,4, 5, 6
Pastoral manager	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 3,4, 5, 6
ELSA	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 3,4, 5, 6
Lunchtime club		4

Part time PFSA		4,5,6
Contingency fund for acute issues/ external activity providers in the Summer term specifically to work with years 7 and 8.	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.	All

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Despite 2020 relying on TAGs, the outcomes we aimed to achieve in our previous strategies seemed to have an impact with PP outperforming their non-PP counterparts in English Language. Unfortunately, successive lockdowns and periods of absence due to isolations etc saw the partial erosion of our established culture of reading for pleasure and the amount of input and practise students were getting in terms of developing their writing.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years, specifically with regards to reading ages and literacy. The last set of externally verified data in the 2019 exam series showed PP students averaging a progress score in English Language of -0.43 compared to -0.13 for their non PP counterparts; TAGs in 2021 showed a similar gap.

In terms of supporting PP students with well-being and SEMH needs so far the academic year 2021/22 has seen a 56% reduction in fixed term exclusions.

Externally provided programmes

Programme	Provider

