

## **Pupil premium strategy statement – Brentnall 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	201
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs C Horton-Hale Executive Principal
Pupil Premium Lead	Mrs Clyne
Governor / Trustee lead	Mr M Wynne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138225
Recovery premium funding allocation this academic year	£
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p><b>Total budget for this academic year</b></p> <p><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></p>	£138225

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	The number of children arriving at Brentnall with lower-than-average development in speaking and listening therefore impacting phonics.
2	Attendance of Pupil Premium children
3	The number of children achieving ARE in Mathematics in all year groups
4	The number of children achieving ARE in writing in all year groups
5	The number of children achieving combined (RWM) at the End of KS2 (Project 80+)

## 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
1. Increase the proportion of pupil premium children in Year 1 and Year 2 passing the phonics screening test.	All targeted pupil premium children in Year 1 and year 2 pass the phonics screening assessment in Summer 2024
2. Increase the attendance of pupil premium children	To reduce the number of Pupil Premium children who are persistently absent so that it is more in line with national at 17.2%.
3. To increase the proportion of pupil premium children achieving ARE in Maths in all year groups	All targeted pupil premium children will achieve ARE in Maths by the end of the year.
4. To increase the proportion of pupil premium children achieving ARE in Writing in all year groups	All targeted pupil premium children achieve ARE in Writing by the end of the year.
5. To increase the proportion of pupil premium children achieving ARE in Reading, Writing and Maths in all year groups	All targeted pupil premium children achieve ARE in Reading, Writing and Maths

## 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: £25,503

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<p>Continue subscribing to enhanced RWI synthetic phonics for reading and train all TA's and teachers to deliver this, including any additional training throughout the year.</p> <p>Deployment of highly trained staff to deliver phonics lessons to appropriately grouped children.</p> <p>All assessments to be moderated by RWinc trainer.</p> <p>Purchase additional resources that are needed.</p> <p>Link with other successful RWinc schools to observe</p>	<p>This highly-structured synthetic phonic programme enables children to rapidly decode and read English.</p> <p>It also takes a highly structured approach to teaching children how to spell with automaticity which helps with the writing process.</p>	<p>RWI Subscription and training: £4,200</p> <p>Resources: £500</p> <p>Staffing:</p> <p>1 to 1 tutoring 2 hours per day at L2</p> <p>TA : £2000</p>	<p>Challenge 1</p>

good practice.			
Deployment of Phonics lead to team teaching in phonics lessons.	Research shows that supporting continuous and sustained CPD using a balanced approach will support teacher's motivation, technique and embed practice.	Staffing: 1 hour a day UPS 2 £1400	Challenge 1
Develop fast track tutoring so no child falls behind		Staffing: 2 hours per day at L2 £2000	Challenges 1,

<p><i>Introduction of Instructional coaching - SLT member to coach and train coaches.</i></p> <p><i>Teaching and Learning leaders to be deployed to work with teachers.</i></p>	<p>Research shows that supporting continuous and sustained CPD using a balanced approach will support teacher’s motivation, technique and embed practice.</p>	<p>Staffing: £2,500</p>	<p>Challenge 3, 4 and 5</p>
<p><i>Attendance</i></p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). (EEF)</p>	<p>Staffing: 12,903</p> <p>SLT:</p>	



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

Budgeted cost: £47,314

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
To provide focused 1:1 and small group teaching in reading, Writing and Maths	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF)	Staffing: £ 2,400 x 8=19,200	Challenge 3, 4 and 5
To subscribe to LBQ, Wordshark, Numbershark, TTRS  Deliver training to staff  Use data to identify target children.  TA's to deliver appropriate Interventions	Research has shown the highly- structured, small-step interventions offered by a range of third parties to accelerates children's learning and fills the gaps enabling them to better succeed in the classroom.  These interventions link directly to the termly assessments taken by the children.	Subscription: £750  Staffing: L2 TA x 1 hour a week £820	Challenges 3 and 5
Deployment of SLT to Support catch-up and keep up for the academic year.	Research shows that Catch-Up is effective in supporting pupils to fill gaps, provide pre-learning, post- learning and focused 1:1 feedback and support.	Staffing £ £ 2,400 x 8=19,200	Challenges 3,4,5

<p><i>Delivery of blank level questions including enhanced Deployment of speech and language therapist</i></p>	<p>Research has shown the highly- structured, small-step interventions accelerate children’s learning and fills the gaps enabling them to better succeed in the classroom</p> <p>It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum.</p>	<p>Staffing £ 4,500</p>	<p>Challenge 1</p>
<p><i>Delivery of bespoke SEN/EHCP interventions following advice from wider professionals</i></p>	<p>Research has shown the highly- structured, small-step interventions accelerate children’s learning and fills the gaps enabling them to better succeed in the classroom.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p>	<p>Staffing 1.5 hr per day L2: £885</p>	<p>Challenge 3, 4 and 5</p>
<p><i>Delivery of bespoke language interventions following advice from speak and language expert.</i></p>	<p>Research has shown the highly- structured, small-step interventions accelerate children’s learning and fills the gaps enabling them to better succeed in the classroom.</p> <p>Blank level questioning</p>	<p>Staffing 2.5 hours per week L3 £1959</p>	<p>Challenge 4</p>

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

Budgeted cost: £ 24,339

Activity	Evidence that supports this approach		Challenge number(s) addressed
<p>Dedicated Pastoral Support time to ensure enhanced attendance and well-being for disadvantaged children (For example: meet and greet on gate, collection and drop off of children, attendance meetings and monitoring.)</p>	<p>Research shows that when there is dedicated time given by a person with a consistent approach working with a disadvantaged child and their families/carers the building of a strong relationship means that attendance and well-being is boosted.</p>	<p>Ed Psyc: £ 4000 Staffing - 2 staff  1 full-time £32,756  Part time 16,400  SLT:</p>	<p>Challenge 2</p>
<p><i>Access to extracurricular activities</i></p>	<p>Extracurricular activities are an important part of education in its own right. Benefits are gained from exposing children to new experiences which an increase interest and engagement in subject matter to cultural enrichment that pupils might not get a home.</p> <p>Pupils who take part in learning outside the classroom improves their standard of work and increases confidence and self-esteem. - OFSTED</p>	<p>Visits -  Residential - £5,100  ASC: £ 165 per half term x 6  ASC Staffing: £3189</p>	<p>Challenge 1-5</p>
<p><i>Funded Breakfast club</i></p>	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p>	<p>Family Breakfast £ 2000</p>	<p>Challenge 1-5</p>

<p>Communicating and Supporting parents , both formal and informal, for parents' mental health and well- being.</p>	<p>Research shows that if parents have good mental health then they have more capacity to support their child's learning through providing a safe, consistent and supportive home environment.</p>	<p>Wrap around care £16,000</p> <p>School Uniform £3150</p>	<p>Challenge 1-5</p>
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**Total budgeted cost: £ 97156**

*Contingency £41069*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

## 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
TALC	
LBQ	
RWI	Ruth Miskin
Wordshark	
Numbershark	

## 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**

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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