Branston Community Academy

Pupil premium strategy statement

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	1073
Proportion (%) of pupil premium eligible pupils	19% (31% including services)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Joanne Turner
Pupil premium lead	Jo Baker
Governor / Trustee lead	David Dearden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,820
Recovery premium funding allocation this academic year	£49,956
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *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.*	£15,611
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*	£298,387

Part A: Pupil premium strategy plan

Statement of intent

Improving outcomes and life chances for all of our students is at the very heart of what we do at Branston Community Academy. Our work with our disadvantaged students is key to ensure that every single student achieves the best education that allows them to achieve and realise their potential. High quality teaching has been proven to have the greatest impact on closing the attainment gap, and we have high quality teaching at the very core of our strategy. Improving teaching quality and focusing on recruitment and retention of the best teachers enables us to ensure that high quality teaching is integral to our provision and plan. Our clear focus is on closing the attainment gap, and working towards achieving no gap in levels of engagement, effort and attendance.

Our strategy focuses on closing the attainment gap as well as broadening horizons and developing enthusiasm and curiosity. We aim to remove any barrier to enjoyment of learning. We want all students to experience and embrace every opportunity, and we will endeavour to provide all students with a full range of educational and wider experiences. We value opportunities to extend and develop our students' Cultural Capital. School is far more than subject lessons. We offer targeted support to enable all our students to access all that Branston Community Academy has to offer. We will use the Pupil Premium to ensure our students are supported in accessing everything that makes education exciting and inspiring. Raising aspiration and breaking down barriers to success is at the heart of everything we offer within our Pupil Premium strategy.

Our approach is a highly personalised one, removing barriers to ensure that every student is able to access learning and can achieve their very best. We focus on attainment gaps and data, but we also pay close attention to the wider experiences of our students, and support them with a dedicated team of Student support officers.

All students, regardless of their background or any challenges they may face will have access to the highest quality education. Students have access to a broad and balanced curriculum and all students have access to all learning opportunities. We provide equity of opportunity for all, and work hard to remove any barriers to success, whether they be academic, material or self-belief. We have a range of strategies to ensure equity of experience in school.

Challenges

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

Challenge number	Detail of challenge
1	*Closing the attainment gap, esp in English and Maths*
2	Ensuring our teachers have continual access to high quality CPD in order to improve and extend classroom experiences of students
3	Maximising cultural capital and experiences. Living in Lincolnshire often presents with problems accessing high quality cultural experiences. Raising aspirations and ambitions for the future – post 16
4	Improving the mental health / well-being of our students. Emotional and pastoral support.
5	Raising aspirations and ambitions for the future – post 16

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 ensure disadvantaged students make comparable progress to their peers across all subjects. Progress 8 and attainment 8	Continue to narrow the gap
High Quality Teaching is a focus in all departments	All students have access to the highest quality provision across all subjects.
Raising percentage of Grade 5+ in English and Maths	Students gaining level 5+ will be comparable to non PP students.
Focus on well-being and social/emotional education	Raising opportunities / life skills. Ensuring all students are in the best possible position to learn. Raising aspirations
Students have full access to a wide variety of activities and experiences	Enhanced cultural capital / experiences. PP students make full use of the student pledge opportunities

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: £ *47,742*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on closing the attainment gap, ensuring all students can achieve on or above FFT target, thus placing them in line with students of similar ability nationally (KS4 focus)	https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF_Key_lessons_learned.pdf?v=1671044525 https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. EEF CPD focus is on improving the quality of teaching and centres around closing the attainment gap. Subjects report and focus on this throughout close scrutiny of data and whilst target setting within their MSR documents. The focus is structured around how we can continue to close the attainment gap.	1
Focus on High Quality Teaching / effective CPD programme and retention of staff	The school have purchased the Walkthrus CPD programme and will design and create a range of CPD clusters in order to ensure all teachers are continually working on and developing their skill in the classroom. This has been shown to have the most impact in reducing attainment gap. 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf	1, 2

	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. EEF	
Focus on developing reading skills within KS3 particularly.

Development of literacy across the school | PP students are able to choose a text which they are interested in – the student support team then use mentoring sessions to discuss reading and how it is developing. A range of additional texts are made available to students and they are able to swap with each other. In addition, Year 7 students, including PP students are involved in the Bookbuzz campaign. KS3 curriculum includes a reading session each week, and tutorial sessions also include sessions on reading, especially at KS3.

	Yr 7 PP	Yr 7 Non PP
Reading score	92.69	106.43
Spelling score	95.00	112.00

Sept 2022

Word of the week / continual vocabulary extension has been a focus this academic year and will continue to be embedded across all Key stages.

Word of the week has been piloted in Year 7 in 2021, and broadened to include Yr 7 and 8 in Sept 2022. During tutorial time, staff deliver a key Word of the Week to students. Staff read the word and discuss its meaning. Students can then attempt to use the word in a sentence of their own or attempt some of the activities on the second slide.

All staff feature that word in their teaching for that week and in following weeks to consolidate understanding.

This supports development of vocabulary across all curriculum areas, and aims to close the vocabulary gap in KS3, developing literacy and understanding of words.

'Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.' EEF

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1670402473 | 1 |

| | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4

https://educationendowmentfoundation.org.uk/news/socio-economic-attainment-gap-remains-stubbornly-wide-after-pandemic-with-reading-skills-particularly-affected | |

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

Budgeted cost: £ *149,194*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional in class support for KS4 classes – focus on those who are identified as Pupil Premium	A proportion of PP funding is used to fund additional in-class support for PP students – this is in Maths, English and Science. Student support officers work with subject specialists in delivering the curriculum and ensuring personalised support is given during lessons and out of lessons	1
Student support classes	These are small group sessions which run alongside timetabled lessons – identified PP students attend these and additional support is given with homework and the revisiting of class tasks.	1, 4
Provision of revision resources for all subjects at KS4, for all PP students	All KS4 Pupil Premium students are provided with revision resources for each subject plus a discussion with a Student Support Officer about how to use these, including assistance with developing a revision timetable and utilising online revision websites	1, 5
Providing individual tuition for PP students (that would be similar to private tuition)	In conjunction with Covid Catch Up, private tuition type lessons will be delivered to PP students – this will primarily be delivered by in-house specialists but outside tutors can be sourced. Focus for this will be on English, Maths and Science	1, 5
Barriers to learning these priorities address	Resources combat issues surrounding revision 1:1 provision for students who need this – overcomes financial constraints at home Tackling issues around progression and attainment through rewards Tacking issues around attendance through rewards Focusing	

	on the mental health needs using systems in place and taking into consideration some of the challenging circumstances at home	
Supply of full uniform, including PE kit for all PP students.

Supply of all stationery items, including subject specific items at KS4 (such as art folders, DT folders, specialist pens) | Ensure that all PP students are appropriately dressed and are not disadvantaged by uniform costs. Ensures that the barrier of clothing does not impact on learning – replacement items are funded during the year, including shoes, which can be expensive. Working in conjunction with a local supplier for uniform, and also providing specialist equipment at KS4 (such as art folders, DT folders, professional art equipment) streamlining the system, with the use of a QR code so that we are able to monitor the uptake of uniform. Funding of necessary equipment ensures that the costs do not prohibit learning. At KS4 students are supported in subjects which they not only enjoy but are also talented in. This creates opportunities for students to achieve their potential. No barriers to learning due to expense. | 3, 4, 5 |
| Additional parent contact meetings throughout the year

Gathering for core subject information for parents unable to attend parents' evening | Parents of PP students are offered the opportunity for an additional contact point during the year, this is widely used and ensures that a strong relationship is built up between the parents and the student support team. This is vital when looking to triangulate support for an individual Subject specific information is gathered, after parent's evening, for PP students who were unable to attend - this is shared with parents and ensures continued support | 4 |
| Career meetings. Ensuring all students have access to independent career service in school | All students in KS4 have a meeting with an independent careers guidance advisor.
Notes and issues arising from the meeting are shared with tutor and PP SSO team to inform and drive mentor meeting discussions, especially helpful in targeted support for post 16 pathways

https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/

https://www.goodcareerguidance.org.uk/case-study/addressing-the-needs-of-each-pupil | 4, 5 |

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

Budgeted cost: £ *101,451*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual mentoring sessions for PP students, after each progress check – across all Year groups	Every PP student will have at least 3 mentoring sessions across the year – these sessions are to review progress made and assess targets for the coming months. This is also an opportunity to review attendance and behaviour issues. It is a valuable opportunity for 1:1 discussions and ensuring that students are engaging with their education	1, 4, 3, 5
Reward, in the form of vouchers, for students who are making progress / have made improvements / have improved attendance Develop reward system / values awards / ambassador programme to ensure it is consistent – especially for PP and SEND students Review of behaviour mgt system to ensure it is consistent and fair across all student groups	At each progress check pupils have the opportunity to be rewarded for their progress / attendance and behaviour. The vouchers create an incentive to continue working to achieve their best. Focus on attendance ensures improvements in this area. SSO officers work closely with the PD lead to create and enhance opportunities for PP students to become subjects and values ambassadors. Monitoring to focus on ensuring equity for all in experience and reward. Systems scrutinised in application of rewards as well as sanctions. Monitoring 3 year results for patterns and consistency. SSO have attendance and effort at the heart of monitoring and support meetings. Review of progress in gaps to be reviewed each year. Effort grades tend to be 0.2 of a grade lower than Non PP students Attendance tends to be 2-3% below Non PP students	4, 5

Focus on improving attendance and effort for PP students	A proportion of PP funding is used to fund a specific attendance, safeguarding and well-being checks for PP students. Data is reviewed regularly and informs targeted mentoring sessions with the aim to enhance and support engagement and behaviour across the school	3, 4, 5
Providing additional mental health support to PP students	PP funding has been used to fund additional external support for PP students only – this is done on a needs basis – there has been an increased level of anxiety as a result of COVID. Some PP funding is also being used, in conjunction with Covid Catch Up funding to train a person in ELSA – this will then allow increased capacity for early intervention for PP students who are presenting with mental health concerns	4
Well-being book and App library purchased / signposted in the well-being / Student support area	'Shelf-Help' https://readingagency.org.uk/young-people/quick-guides/reading-well/ Well-being and SSO will utilise the shelf help library of books and apps during their sessions with students. Parents can also access advice / help in the form of apps and aid discussions with their children.	4
Developing cultural capital within school	Focus on opportunities to enrich the experience of PP students PP students to have 25% of all places on school trips – these are not to be on a first come first served basis – student support officers will manage this process Gym memberships as part of the PP package – for those students who are taking GCSE PE or who are completing D of E Swimming lessons for PP students who are not yet able to swim well or it has been suggested for their wellbeing Magazine subscriptions for PP students – developing literacy skills Music lessons 50% cost for KS3 and 100% for KS4. Approximately 50% of our students accessing peripatetic music lessons are PP students. Enhancing availability of musical instruments for practise at home Subject specific opportunities across the school e.g. London Theatre residential trip	3, 4, 5
Increase uptake of PP students at extra-curricular activities	Keep a record of students attending extra-curricular activities Mentoring sessions to include a focus on extracurricular activities Actively encourage departments to think about the proportion of PP students attending extra-curricular activities and to looks at targeting students.	3, 4, 5

	Access to wider cultural capital enhancing initiatives such as supporting the Performing arts dept and the school musical. Enhancing opportunities for students to work in theatre groups to rehearse and perform. Access to theatre groups limited in rural Lincolnshire. Working towards the PP pledge, students will maximise their entitlements Increasing opportunities for students to access ambassador programme across all subjects	
Barriers to learning these priorities address	Confidence of students – opportunities to develop leadership skills, opportunities to work with younger students – links between years – shared experiences Healthy lifestyle – working on developing responsibility for mental and physical wellbeing Extra-curricular activities – broadening experiences which cannot be funded from home D of E – pushing students outside of comfort zone – personal challenges – developing further independence Literacy skills to be further developed Music lessons allow development of skills which then encourage students to join the school band, choir etc – all a part of building self-esteem and confidence and a wider part of ensuring that opportunities for personal development are available to all students Not having the correct equipment can impact on attendance and self-esteem, which both impact on outcomes – the removal of this barrier ensures that all students are able to access the curriculum and are not limited by equipment available Willingness of parents to engage with the Academy – strong relationships make this a far more positive relationship and students are therefore better supported by both home and school	

Total budgeted cost: £ *298,387*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The overall progress 8 score for our Year 11 Ever6 PP students was -0.52. The overall progress 8 score for our current PP students is -0.3. Attainment 8 for PP students is 40.5

All but one of our students went on to access further education, employment or training. Our Upper band disadvantaged students have a higher Value Added than Non FSM students of similar ability. and this trend continues for non-white students. Raising attainment in English and Maths remains a focus, supported by focused, small group intervention sessions as part of our recovery programme. Attainment in Eng / Maths at level 5+ is a focus. Maths, English and Science have targeted intervention / support for PP students. Lunchtime intervention as well as use of tutoring has been put in place in order to focus on and continue to close this gap. Our recovery programme focuses on provision of small group focused interventions in English, Maths, Science, MFL and Humanities. 40% of our timetabled curriculum support groups are PP students. Alongside the timetabled small group provision, sessions are also held at both lunchtime and after school. These are well attended and provide targeted, small group tuition that has been proven to be most effective in raising attainment.

Both reading and spelling scores on entry are lower in our Y7 PP students compared to non-PP. We have a KS3 wide vocabulary builder programme, which runs during tutorial time. This supports development of vocabulary across all curriculum areas, and aims to close the vocabulary gap in KS3, developing literacy and understanding of words.

The impact of covid on our PP was significant, with less engagement in online classes. We monitored and encouraged all of our PP students to attend as normal when lockdown measures were introduced across the country. The Specialist student support officers made regular contact with all our disadvantaged students, ensuring they were accessing learning. Regular parental contact and engagement has continued since lockdown ended, and forms a large part of our provision from Student Support Officers. All PP students were provided with a laptop during lockdown, and we have continued that provision.

Effort grades are consistently lower for PP lower across all years, often by around 0.2 of grade. Attendance is 2-3% lower in PP vs non-PP, although this figure is hard to compare given the COVID situation. This will be an ongoing focus throughout the next 3 years. Effort and attendance are focused upon during regular PP mentoring reviews which are held after each progress check, 3 times a year with every PP student.

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**
Provision of revision guides to support GCSEs. One to One academic mentoring personalised to the students' needs focussing on effort, areas for development and providing strategies as required. Individual tailored support and help, informed by each progress check. Support and encouragement to access extra-curricular activities. Access to Student Support officers via open door service as needed, particularly when family members are deployed.
The impact of that spending on service pupil premium eligible pupils
Student Voice Students are making use of revision resources and strategies discussed to engage with the curriculum This is shown in positive attitudes, good progress, effort grades and high levels of engagement in extra-curricular activities such as D of E and Clubs Financial contributions have been provided to some student on request and granted on a case by case basis.