

# Pupil premium strategy statement

## School overview

| Metric                                      | Data                         |
|---|------------------------------|
| School name                                 | Branston Community Academy   |
| Pupils in school                            | 1048 (Years 7-11)            |
| Proportion of disadvantaged pupils          | 19% (30% including Services) |
| Pupil premium allocation this academic year | £214,320                     |
| Academic year or years covered by statement | 2020/21 2021/22              |
| Publish date                                | Sept 21                      |
| Review date                                 | July 22                      |
| Statement authorised by                     | Joanne Turner                |
| Pupil premium lead                          | Caroline Hewardine           |
| Governor lead                               | David Dearden                |

## Disadvantaged pupil performance overview for last academic year

|   |       |
|---|-------|
| Progress 8                                  | 0.07  |
| Ebacc entry                                 | 23%   |
| Attainment 8                                | 38.66 |
| Percentage of Grade 5+ in English and maths | 26%   |

## Disadvantaged pupil performance 2018/19 (last year of external exams)

|   |       |
|---|-------|
| Progress 8                                  | -0.33 |
| Ebacc entry                                 | 41%   |
| Attainment 8                                | 42.35 |
| Percentage of Grade 5+ in English and maths | 24 %  |

## Strategy aims for disadvantaged pupils

| Aim          | Target  | Target date |
|--------------|---|-------------|
| Progress 8   | Continue to narrow the gap between disadvantaged and non disadvantaged students | Aug 22      |
| Attainment 8 | Continue to narrow the gap between  | Aug 22      |

|   |   |        |
|---|---|--------|
|   | disadvantaged and non disadvantaged   |        |
| Percentage of Grade 5+ in English and maths | Continue to work on moving level 4 – 5 (ensuring the match between English and Maths) | Aug 22 |
| Ebacc entry                                 | Ensure a sustained level of students taking Ebacc subjects                            | Aug 22 |

## Teaching priorities for current academic year

| Measure  | Activity   |
|--|--|
| <p>Priority 1</p> <p>The focus on Upper Band student, identified as PP, so that they are able to achieve on or above FFT target, thus placing them in line with students of similar ability nationally (KS4 focus)</p> | <p>Whole school focus on Upper band within departments targets for the academic year</p> <p>Whole school CPD focused on the Upper Band – developing strategies to work with students identified as Upper Band, including those identified as PP</p> <p>Additional mentoring, in line with the Covid Catch Up plan – this will focus on study skills, time management, revision etc – focus on Year 11 pupils initially and then moving to Year 10 students</p>                           |
| <p>Priority 2</p> <p>Focus on developing reading skills within KS3 particularly</p>  | <p>KS3 Pupil premium 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</p> <p>A range of additional texts are made available to students and they are able to swap with each other</p> <p>In addition, Year 7 students, including PP students are involved in the Bookbuzz campaign</p>   |
| <p>Priority 3</p> <p>Additional in class support for KS4 classes – focus on those who are identified as Pupil Premium</p>  | <p>A proportion of PP funding is used to fund additional in-class support for PP students – this is in Maths, English and Science. Students support officers work with subject specialists in delivering the curriculum and ensuring personalised support is given during lessons and out of lessons.</p>  |
| <p>Priority 4</p> <p>Student support classes</p>   | <p>This is small group which run alongside timetabled lessons – identified PP students attend these and additional support is given with homework and the revisiting of class tasks</p>  |
| <p>Barriers to learning these priorities address</p>   | <p>Aspirations – the willingness to achieve the best that they can – additional 1:1 support allows a personalised approach with a focus on long term targets too – helps to improve outcomes in all curriculum areas</p> <p>Weaker literacy skills which has an impact on all curriculum areas</p> <p>Issues with application outside of the classroom – the use of student support means that students are supported with their independent work and do not fall behind their peers</p> |
| <p>Projected spending</p>  | <p>£34,291</p>   |

## Targeted academic support for current academic year

| Measure | Activity |
|---------|----------|
|---------|----------|

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|--|--|
| <p>Priority 1</p> <p>Provision of revision resources for all subjects at KS4, for all PP students</p>  | <p>All KS4 Pupil Premium students are provided with revision resources for each subject plus a discussions with a Student Support Officer about how to use these, including assistance with developing a revision timetable and utilising online revision websites</p>   |
| <p>Priority 2</p> <p>Individual mentoring sessions for PP students, after each progress check – across all Year groups</p>                         | <p>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</p>  |
| <p>Priority 3</p> <p>Reward, in the form of vouchers, for students who are making progress / have made improvements / have improved attendance</p> | <p>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.</p>   |
| <p>Priority 4</p> <p>Providing additional mental health support to PP students</p>   | <p>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.</p> <p>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.</p> |
| <p>Priority 5</p> <p>Providing individual tuition for PP students (that would be similar to private tuition)</p>                                   | <p>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</p> <p>Focus for this will be on English, Maths and Science</p>  |
| <p>Barriers to learning these priorities address</p>   | <p>Resources combat issues surrounding revision</p> <p>1:1 provision for students who need this – overcomes financial constraints at home</p> <p>Tackling issues around progression and attainment through rewards</p> <p>Tacking issues around attendance through rewards</p> <p>Focusing on the mental health needs using systems in place and taking into consideration some of the challenging circumstances at home</p>                   |
| <p>Projected spending</p>  | <p>£107,160</p>  |

## Wider strategies for current academic year

| Measure  | Activity   |
|--|--|
| <p>Priority 1</p> <p>Development of wider school peer support for PP students</p>  | <p>Peer mentoring Sixth Form to KS3 – to work on skills around work ethic, friendships, self esteem etc</p> <p>This is valuable for both those in KS3 – a great way to have an older person in school, as a contact – creates a network of communication.</p> <p>Sixth formers are able to share their own experiences – good way to develop aspirations and build confidence</p>  |
| <p>Priority 2</p> <p>Developing cultural capital within school</p>   | <p>Focus on opportunities to enrich the experience of PP students</p> <p>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</p> <p>Gym memberships as part of the PP package – for those students who are taking GCSE PE or who are completing D of E</p> <p>Swimming lessons for PP students who are not yet able to swim well or it has been suggested for their wellbeing</p> <p>Magazine subscriptions for PP students – developing literacy skills</p> <p>Music lessons 50% cost for KS3 and 100% for KS4</p> |
| <p>Priority 3</p> <p>Increase uptake, of PP students, at extra –curricular activities</p>  | <p>Keep a record of students attending extra-curricular activities</p> <p>Mentoring sessions to include a focus on extra-curricular activities</p> <p>Actively encourage departments to think about the proportion of PP students attending extra-curricular activities and to look at targeting students</p>  |
| <p>Priority 4</p> <p>Improving KS3 pathway outcomes for PP students</p>  | <p>Sixth form tutoring on a Sat morning – to run in the Easter term for 4 weeks – focusing on core skills which are limited progress for some students</p> <p>Tutoring is in very small groups and allows students to work on a number of specific areas</p> <p>Focus is on English and Maths</p> <p>Sixth Formers develop personal skills too – communication, planning etc</p>   |
| <p>Priority 5</p> <p>Supply of full uniform, including PE kit for all PP students</p> <p>Supply of all stationery items, including subject specific items at</p> | <p>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 and also</p>   |

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| <p>KS4 (such as art folders, DT folders, specialist pens)</p>   | <p>streamlining the system, with the use of a QR code so that we are able to monitor the uptake of uniform.</p> <p>Funded 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.</p>  |
| <p>Additional parent contact meetings throughout the year</p> <p>Gathering for core subject information for parents unable to attend parent's evening</p> | <p>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</p> <p>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</p>   |
| <p>Barriers to learning these priorities address</p>  | <p>Confidence of students – opportunities to develop leadership skills, opportunities to work with younger students – links between years – shared experiences</p> <p>Healthy lifestyle – working on developing responsibility for mental and physical wellbeing</p> <p>Extra-curricular activities – broadening experiences which cannot be funded from home</p> <p>D of E – pushing students outside of comfort zone – personal challenges – developing further independence</p> <p>Literacy skills to be further developed</p> <p>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</p> <p>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</p> <p>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</p> |

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|--------------------|---------|
| Projected spending | £72,869 |
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## Monitoring and implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Teaching         | <p>Engagement in additional tuition and intervention</p> <p>Attendance</p> <p>Department focus on PP students and outcomes, including further individual focus on Upper Band students</p> | <p>Targeted mentoring</p> <p>On-going tracking of progress and this group of students</p> <p>Incentives to reward excellent attendance</p> <p>Use of department agenda and minutes to ensure continued high profile of PP within school</p> <p>Clear identification of who the students are – regular monitoring by SLT</p>  |
| Targeted support | <p>Tutor availability</p> <p>Increased issues with mental wellbeing</p> <p>Staff managing continued issues with student mental health</p>   | <p>Use national list, as well as local tutors</p> <p>Continue to utilise resources in school, including peer support, pathways groups at lunchtime, ELSA and external support – ensure that the funded place is used effectively</p> <p>Pastoral team and key staff to be given time for supervision so that they are able to manage their own wellbeing – ensure that this is monitored</p> |
| Wider strategies | <p>Difficulty running trips in Covid world</p> <p>Identification of students to take part in extra curricular activities</p>  | <p>Start with local trips – look at how these can be better facilitated</p> <p>Department meetings as a starting point – keeping a central list of clubs and making this an active part of mentoring discussions</p> <p>Departments to ensure that a list of PP students, attending clubs, is kept up to date</p>  |

## Review: last year's aims and outcomes

| Aim   | Outcome  |
|---|--|
| PP students have the technology available to work remotely and also access blended learning   | All PP students were supplied with a laptop and / or printer – wifi dongles were also made available   |
| Development of provision for blended learning for PP pupils   | Provision of technology to allow blended learning<br>Use of CC sessions to enhance further opportunities for blended learning  |
| Year 6 transition – to ensure a smooth move to BCA for PP pupils  | An enrichment week of activities aimed at developing independence and a familiarity with the site – sport, clay work, cooking and music, as well as literacy and numeracy<br>A celebration was held at the end of the week and students were awarded with certificates for participation |
| Year 7 and 8 PP students to have enrichment activities – they have not had the same opportunities as previous years due to the pandemic | An enrichment week was arranged for these students – they were able to take part in a range of additional activities, including yoga, swimming, music and drama, as well as literacy and numeracy  |
| Continued provision of high quality mentoring of PP students  | Despite the difficulties of Covid, the mentoring continued to take place at all progress checks – needs were identified at these sessions and then addressed accordingly   |