

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brinsworth Academy
Number of pupils in school	1404
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	28/11/21
Date on which it will be reviewed	1/12/24
Statement authorised by	Greg Raynor Principal
Pupil premium lead	Lorraine Routledge Vice Principal (Inclusion)
Governor / Trustee lead	Sam Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£431,940
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£431,940

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all learners, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal. The core aims of the pupil premium strategy are improving the teaching and learning for all learners and raising the profile of disadvantaged learners to ensure that every pupil premium pupil is 'known' across the academy. Our 'disadvantaged first' strategy will ensure that disadvantaged learners are prioritised in 'all we do', leading to improved outcomes, higher levels of attendance, higher aspirations at post-16 & 18 and equal access to extra-curricular, enrichment & resources.

High-quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support, which 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. We are adopting the tiered approach recommended by the EEF, which places the greatest focus on high quality teaching, supported by academic interventions and wider non-teaching strategies to support the three-year plan.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure our approach is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils receive high quality teaching and learning across the curriculum
- act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families suggest that the progress of many of our disadvantaged pupils has been impacted to a greater extent by the difficult circumstances that many pupils will have experienced over the last few academic years through disruption caused by the pandemic than for other pupils. These findings are

	<p>backed up by several national studies. The figures published by the DFE showed that disadvantaged pupils had GCSE grades on average half a grade lower than non-DA pupils.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations. This is indicated across the curriculum at Brinsworth Academy.</p> <p>Internal and external assessments show that our disadvantaged pupils perform on average around half a grade lower than their non-disadvantaged peers. The P8 gap in Y11 in 2021 was -0.41 and the average attainment score for disadvantaged pupils was 43.63 compared to 53.07 for their non-disadvantaged peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 17-20% of our disadvantaged pupils arrive below age-related expectations compared to 10-12% of their peers.</p>
3	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3.88 % lower than for non-disadvantaged pupils.</p> <p>Additionally, a significant number of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Analysis of our destinations data, observations and discussions with pupils and families indicates that disadvantaged pupils have lower aspirations in relation to post 16 and 18 pathways and are more at risk of becoming NEET.</p> <p>In 2021 at Post 16 1.3% of our disadvantaged pupils left the academy as NEET compared with 0% of non-disadvantaged peers. In 2021 at Post 18 2.2% of our disadvantaged left the academy as NEET compared with 0% of non-disadvantaged peers</p>
5	<p>Analysis of the attendance data of pupil premium students to extra-curricular clubs and enrichment activities, including period 6 revision sessions, indicates that disadvantaged students are less likely to participate in these experiences which broaden cultural capital and enhance progress through targeted revision programmes.</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
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<p>1. Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths and English.</p>	<p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 48.00 and an average point score of 4.8
<p>2. Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</p>
<p>3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being significantly reduced.
<p>4. Improved destinations to aspirational pathways to college, university and apprenticeships at post 16 & 18</p>	<p>Destinations data indicates that higher levels of disadvantaged students access aspirational college and university places</p> <p>Destinations data indicates 0% NEET amongst disadvantaged students at post 16 & post 18</p>
<p>5. Improved attendance of disadvantaged pupils to period 6 revision sessions and extra-curricular & enrichment opportunities such as trips and clubs</p>	<p>High levels of attendance to period 6 demonstrated by:</p> <ul style="list-style-type: none"> • Positive rates of attendance • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £254708

Activity	Evidence that supports this approach	Challenge number(s) addressed
To recruit high quality, experienced staff to ensure quality first teaching. Investment in recruitment & retention of quality teachers to ensure class sizes remain below national average and delivery is of the highest quality	Smaller class sizes can impact learning by enabling teacher to have higher quality interactions & minimising disruption & retaining quality teachers is fundamental to the vision for high quality teaching and learning Reducing class size EEF (educationendowmentfoundation.org.uk)	1&2
Continued curriculum development work of 3 TLR roles in EBacc subjects History, Geography and MFL. The key focus of their role is in improving teaching and learning within their subject area.	All research points to the importance of quality first wave teaching & the recruited teachers with TLR roles will further enhance the curriculum in each subject area 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1&2
Continuation of role of Whole School Literacy Coordinator & Achievement Support Practitioner to coordinate literacy interventions for SEND students.	Improving literacy rates across the school is a key area of our SIP & the literacy coordinator will develop a wide range of strategies to improve literacy in all year groups 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1&2
Investment in 'Learners First' programmes enabling teaching staff to develop leadership competencies including NPQ leading teaching/behaviour & culture/NPQSL & SENCO qualifications	We are committed to developing teachers into leaders so that they can lead with impact beyond the classroom Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)	1&2
CPD on quality first teaching with a specific focus on disadvantaged first strategies	All research points to the importance of quality first wave teaching & CPD will promote this specifically with disadvantaged learners.	1&2

	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	
Whole school CPD on a range of approaches to improve quality first teaching & to develop effective teaching and learning with a focus on questioning, modelling, retrieval & metacognition	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils'. We are committed to working collaboratively as a teaching team using the instructional coaching approach in the walkthrus publications & Rosenshine's principals of instruction to improve teaching & learning.</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	1&2

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

Budgeted cost: £78613

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional capacity in Science & Maths department timetabled for Y11 pupils in need of targeted intervention. Additional capacity in MFL department timetabled to support EAL pupils.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
All teachers offer after school (period 6) revision sessions to Y11 & Y13 pupils to build key knowledge and practise exam skills and techniques	<p>Small group after school tuition can be effective for those falling behind;</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Extending the school day to increase the learning time can be effective to close knowledge gaps and prepare for exams</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 2 & 5

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

Budgeted cost: £98,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff will receive training to develop and implement disadvantaged first procedures. Attendance/support officers will play a significant role in improving attendance & work closely with Pastoral Teams.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Embedding the principles of good practice is set out in DfE's Improving School Attendance advice.</p>	3
<p>Purchase and use of the 'Unifrog' package to raise pupils' aspirations and awareness of routes into Higher Education/Apprenticeships and Employment</p>	<p>High quality CIAG plays a key role in helping pupils plan their progression routes and avoid the risk of becoming NEET. Information, advice and guidance for young people (nfer.ac.uk) Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Appointment of Health & Wellbeing Officer & Health & Wellbeing Support Worker</p>	<p>There is strong evidence nationally and anecdotal evidence at individual school level to support the view that there is a crisis in the mental health of young people - this has been impacted further by the pandemic. Coronavirus: Mental Health in the Pandemic Mental Health Foundation</p>	3&4
<p>Appointment of 2 Associate Assistant Principals with a focus on DA students at post 16</p>	<p>The Associate Assistant Principals will work with DA students. The work will be centred around improving attainment and raising aspirations. Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Appointment of Pastoral Support Worker</p>	<p>The Pastoral Support Worker will add capacity to the pastoral team. The work will involve improving attendance, behaviour & well-being.</p>	1,3,4,5

Additional capacity in the Gateway via appointment of a Gateway Leader	This role will enable students with SEMH needs to have more targeted support which will enable them to access specialist teaching and interventions to raise their aspirations.	1,3,4,5
Purchase & development of new responsive systems including 'EduLink' & Power Bi	This enables quick identification of students of concern (attendance/conduct) and tracking of interventions and impact of support plans	1&2

Total budgeted cost: £431,940

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 2023 to 2024 academic year.

Priorities

Priority 1 Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths and English.

In the academic year 2023-4 our external GCSE assessments indicate a decline from 2023 outcomes at KS4 for both disadvantaged and non-disadvantaged students. This mirrors the local picture across the borough as well as the national picture. As per the national picture the gap between our disadvantaged and non-disadvantaged students is present with a P8 gap of 0.51 (previous year 0.65) and an A8 gap of 6.58 (previous year 9.18). In 2024 the average P8 figure for the disadvantaged cohort of pupils was -0.37 (which is higher than the national figure of -0.57). The gap between disadvantaged and non-disadvantaged has closed significantly in English (0.03). In Maths the gap has closed since 2023 and stands at (0.38).

Priority 2 Improved reading comprehension among disadvantaged pupils across KS3. A wide range of interventions were implemented to support students with low levels of literacy on entry, including Fresh Start Phonics, Lexia Power-up, Lexonik Leap, Home-School Comprehension & Packs. 92% of the identified cohort either maintained or improved their literacy scores (WRAT5, single word reading test) by at least one mark or more. We recognise that literacy impacts all pupils' ability to access the whole curriculum and is an ongoing key area for improvement for all students. Our planned future interventions will be coordinated to target the whole school as well as specific groups with an identified need. We are following evidence-based approaches and are continuing to embed a synthetic phonics programme for our weakest cohort of readers.

Priority 3 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Our overall attendance in 2023-24 was an increase from the previous year at 92.80% (National figure 90.90%). The gap between DA and non-DA students was 3.3% (1.2% less than 2023). The overall attendance figure for PP pupils was 90.50% which is higher than the national figure at 88.90%. The PA figure was 33.90%. Attendance is still a key priority in the SIP and high on the agenda and we have developed a robust graduated response & action plan, as well as ensuring that support plans are in place for all vulnerable students. Our aim is to tackle problems early and reduce the number of students who fall into the persistently and severely absent categories.

Priority 4 Improved destinations to aspirational pathways to college, university and apprenticeships at post 16 & 18

Over a 3-year trend our NEETS figures remain low for non-DA and DA students. The latest verified figure from 2023 shows that 2.3% of our Y11 cohort were NEET (0 DA). The NEET figure is lower than the Rotherham average in 2023 at 2.5%. At post-18 we had a higher than typical number of students accessing university. The guidance & personal development programmes encourage students to participate in a wide range of outreach opportunities to promote the raising aspirations agenda and we are seeing increased applications to aspirational universities such as Durham, Oxford, Cambridge and King's College, London. 31% of our 2023-24 cohort we DA students. There is an increased focus on raising aspirations of DA students with this area as a focus of 2 Associate Assistant Principals. Two thirds of DA students progressed to university and a another 6% moved onto further study. At post 18 we had 5 students who were NEET (2 DA & 3 non-DA). Last year's DA cohort progressed onto exciting next steps including apprenticeship roles in the NHS and university courses such as Astrophysics at the University of Leeds and Molecular Genetics at King's College, London.

Priority 5 Improved attendance of disadvantaged pupils to period 6 revision sessions and extra-curricular & enrichment opportunities such as trips and clubs

An increased number of students were able to access school visits. All trip leaders offer financial support to DA students & all DA students who wanted to participate in school trips were encouraged and supported. At post 18 the Associate Assistant Principals have prioritised DA students to ensure that all students participate in outreach opportunities such as Sutton Trust, Discover programmes and Linacre. This continues to be a high priority for the academy.