



Pupil Premium Strategy Statement: 2019-2022

School overview

Metric	Data
School name	Brakenhale School
Pupils in school	1071
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£318,876
Academic years covered by statement	2019-2022
Publish date	November 2019
Review date	6 months and Annually
Latest review	December 2022
Statement authorised by	Bhavin Tailor (Headteacher)
Pupil premium lead	Brett Coley
Governor lead	Cheryl Kelly

Disadvantaged pupil performance overview for previous academic years

	2018/2019	2019/2020 [^]	2020/2021 [^]	2021/2022
Progress 8 (National -0.45)	-0.41	0.33	0.37	-0.81
EBacc entry – (To become EBacc APS)	19%	3.54%	3.53%	Not available
Attainment 8	31.43	42.07	42.74	33.3
Percentage of Grade 5+/4+ in English and Maths	14% / 30%	24% / 61%	31% / 58%	14% / 38%

[^]No performance data was published. Instead internal data has been provided.

Funding overview: All costings within this document are under review, to take into account the Covid-19 situation; therefore all costings remain as estimates.

Detail	Amount
Pupil premium funding allocation this academic year	£248,220
Recovery premium funding allocation this academic year	£70,656
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	£318,876

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve above the National Average for disadvantaged students Achieve a positive P8 for progress made by disadvantaged students	Summer 2020 Summer 2021
Attainment 8	Achieve at least the like-for-like A8 score for disadvantaged students Achieve an A8 score in line with All Pupils (2019: 46.69)	Summer 2021
Percentage of Grade 5+ / 4+ in English and Maths	Percentage of Disadvantaged students achieving 4+/5+ is no lower than all students in school Percentage of Disadvantaged students achieving 4+/5+ is no lower than like-for-like students nationally Percentage of Disadvantaged students achieving 4+/5+ is no lower than all students nationally	Summer 2020
Other	Attendance of Disadvantaged students to be in line with other students (2019-94.8) Attendance of Disadvantaged students to be above national average (2019-94.8)	Summer 2020
EBacc APS	EBacc APS for Disadvantaged students to be in line with all students	Summer 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruit, grow our own and retain the very best staff
Priority 2	'Data Days' enabling a high level of focus on progress, strengths and developmental areas within and across departments
Priority 3	Bespoke and individualised curriculum
Priority 4	Curriculum opportunities to enable 'showcasing' of Post16 learning, embedding a culture of retention into Post16 education
Priority 5	High expectations and challenge to foster positive, focused and energetic learning environments
Priority 6	CPD sessions to practise and develop aspects of pedagogy encompassing Rosenshines principles, use of visualisers for feedback and modelling
Priority 7	Department meetings, with a continued standing item of T&L
Priority 8	Increased distributed leadership
Priority 9	Be at the front with educational resources to support effective T&L for all students across all departments
Barriers to learning these priorities address	<i>The ability to retain key members of the school in order to drive progress, engagement and enjoyment within and for learning, as well as supporting independent, resilient and confident young people. Increasingly focused and refined teaching and learning around the needs of all students and as individuals.</i>
Projected spending	£186,000*

Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading & literacy interventions for low attaining students in Year 7 and 8
Priority 2	In-class differentiated activities to engage all students and stretch the vulnerable to support progress and engagement
Priority 3	KS4 Tutor groups to facilitate and develop further learning of key concepts and ideas across the core subjects
Priority 4	Incorporate Hegarty Maths activities across all year groups, tailored to individual needs
Priority 5	Targeted holiday and weekend revision sessions, workshops and residentials
Priority 6	An established attendance programme and Breakfast Club to support and monitor the progress of attendance across the school
Priority 7	Extended school time for KS4 students allowing them additional expertise and focus for examinable courses
Priority 8	PP Mentors: advocates for identified students, initially at KS3 / Year 7 in order to establish stronger cross-year group relationships and build confidence within students to support each other
Barriers to learning these priorities address	<i>Low levels of progress of some students on arrival to secondary school. Support gaps in knowledge across the core subjects. Address the level of student engagement with their own learning and development, personal and academic, removing barriers to access provision</i>
Projected spending	£88,400*

Wider strategies for current academic year

Measure	Activity
Priority 1	Daily breakfast club.
Priority 2	Reading programme across the school to encourage independent reading and widen the focus and understanding of literacy across the curriculum
Priority 3	Homework club to enable students to continue their learning beyond the school day, whilst access expertise guidance
Priority 4	Student Support / Transition – to enable a wide and extensive support network across the school and Key Stage, from Year 5 upwards
Priority 5	Provide an extensive programme of enrichment, educational and extra-curricular opportunities allowing students to 'learn' outside of the school walls and across departments
Priority 6	Hardship support allowing individuals and families to feel confident and supported when help is needed (transport, food, clothing, equipment, experiences)
Priority 7	Funding of a mini-bus to further expand the opportunities, personal development and challenge available to students
Barriers to learning these priorities address	<i>Attendance of key students at breakfast club, allowing for an organised and structured start to their day. Establishing further a climate of 'can do' and 'will do' to allow individuals to challenge and test themselves and their resilience whilst widening their experiences of life, learning and relationships. Increasing levels of parental support as early as possible (Yr5) in order to influence literacy and learning outcomes.</i>
Projected spending	£45,600*

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Ensure that enough time is allocated to staff professional development Allowing time for leaders to disseminate, challenge and review key focuses around progress Allow leaders to lead in order to strengthen T&L across the school and within departments Regularly review the curriculum offer across Key Stages 	<ul style="list-style-type: none"> Use of INSET and TLCs to deliver, reiterate and share strong, researched-based and evidenced strategies and approaches in order to further progress and engagement across the learning community and all stakeholders Calendared time to have T&L focused meetings, share good practice and challenge learning Empower and trust leaders to lead in their area(s) of department and/or school improvement Hold open and sharing meetings to establish the right opportunities for our learners
Targeted support	<ul style="list-style-type: none"> Ensuring enough time for school intervention leads to support small group learning Further establish clear, effective and consistent methods of identifying, challenging and support high levels of attendance Regularly review subject and year interventions in order to ensure focuses are clear and appropriate to the levels of progress required 	<ul style="list-style-type: none"> Additional capacity within the TA team to support a FTE member to deliver literacy intervention; consider further the capacity of the team and Maths department to support Yr7 Maths Catch-Up Maintain a clear lead and focus on attendance across the school at all levels from Tutor; allowing HOYs to meet regularly with the Attendance Officer in order to prioritise identification, support and intervention Explore the use of student mentors to target areas of individual subject development
Wider strategies	<ul style="list-style-type: none"> High levels of communication to establish confidence within all families especially those known harder to reach Provide a wide range of opportunities in order to sustain high levels of engagement and activity across the school, outside of curriculum time Ensure that the right amount of focus is given to the right staff in the right place to support students and families with individual and collective needs 	<ul style="list-style-type: none"> Continue to work with stakeholders (Yr5 upwards) in order to further strengthen the collaborative approach towards learning and personal development Work closely with outside agencies, services and businesses to develop further the opportunities available to and for our young people Maintain the very best staff to support our students across the school

Reviews:

R1: April 2020, R3: April 2021, R5: April 2022, R2: November 2020, R4: November 2021, R6: November 2022

ACADEMIC YEAR 2019-2020

R1: April 2020 – no review due to Covid-19 and school lockdown

Aim / Area	Outcome
Teaching	N/A
Targeted Support	N/A
Wider Strategies	N/A

ACADEMIC YEAR 2020-2021

R2: November 2020

Aim / Area	Priority / Outcome
Teaching	1 – We remain fully staffed and have recruited some excellent colleagues.
	2 – Progress data has formed fortnightly Yr11 RSM mtg, data analysis by HODs to ensure the right students & staff are in the right place, set reviews have taken place.
	3 – Investment has been given to developing our own in-house Forest School.
	4 – Virtual Taster Days for all Yr11 students including those seeking a vocational route, online programme included to focus on career paths and qualification opportunities.
	5 – Always at the forefront of learning; Standards Week held to reinforce and celebrate student's engagement, hard work and high expectations, rewards and house points given alongside golden tickets.
	6 – TLCs / TMs have maintained a high level of focus around the schools T&L priorities, in support of HQFT for all students.
	7 – Regularly as per calendar, scrutinised through SLT LM meetings; reiterated and stretched during CDG/PDG meetings with middle leaders.
	8 – A large number of staff have completed leadership qualifications (NPQs, Masters), another round has been filled.
	9 – Resources to support progress, engagement, delivery and quality have included: visualisers, cameras, English texts

Aim / Area	Priority / Outcome
Targeted Support	1 – The Code has continued to support literacy and reading progress
	2 – Through the schools CPD differentiation has continued to be supported, alongside department specific work and focuses.
	3 – Turbo Tutor has fully engaged and been embraced by Year 11s, rotating about En/Ma/Sci, with specialist staff.
	4 – Hegarty and Sparxs continues to be on the timetables for KS3 students; engagement in lessons and completion of homework is very positive
	5 – Off-site opportunities have not taken place due to Covid-19. In school for Yr11 and P16 students, opportunities have included: Turbo Tutor, Champions Hour, Period 6, Period 7 Masterclasses, Mentoring, 121/small group subject support
	6 – Attendance has been superb, Year 7 averaging 97% for Term 1. Breakfast Club attendance has also increased
	7 – See Priority 5 above.
	8 – Not possible due to Covid-19, in maintaining in-school ‘Bubbles’ between year groups; some support staff have been able to start 121 mentoring around attendance in Year 7 but too early to see any impact.

Aim / Area	Priority / Outcome
Wider Strategies	1 – Always available, numbers increasing weekly.
	2 – A focused, structured and monitored part of the school day, resulting in calmer beginnings and movement around the site; better engagement in lessons.
	3 – This has been limited and less than expected attendance, due to Covid-19; students have chosen to go home earlier.
	4 – In house communications to local feeder schools have continued; no physical visits due to Covid-19; third consecutive year of increased ‘First Choices’ from prospective parents (over 300)
	5 – Some provision has occurred but not as usual, due to maintaining ‘Bubbles’; extra-curricular stopped as per government direction during this term.
	6 – Continues to rise this term, main requests around uniform, PE kit, equipment – all have been supported; alongside, food parcels, breakfasts.
	7 – On hold due to Covid-19, no travelling between schools is permitted.

R3: April 2021

Aim / Area	Outcome
Teaching	1 – We remain fully staffed and have recruited some excellent colleagues.
	2 – Yr11 RSM meetings focused on student groups, data analysis by HODs to ensure the right students & staff are in the right place, tutoring programme also used once students were identified
	3 – Forest School has been set up, access for some students to BMActive is now also established
	4 – All Yr11s attended their dedicated careers appointment, had a virtual assembly about progression routes and employment opportunities
	5 – Continues to be at the forefront of learning; Standards Week reinforced positive engagement of students in high expectations.
	6 – TLCs / TMs have maintained a high level of focus around the schools T&L priorities. Excellent feedback from staff.
	7 – Discussed in SLT LM meetings; reiterated and stretched during CDG/PDG meetings with middle leaders. Clear focus on exam outcomes
	8 – A large number of staff have completed leadership qualifications (NPQs, Masters), another round has been filled.
	9 – Resources to support progress, engagement, delivery and quality continue to be available.

Aim / Area	Priority / Outcome
Targeted Support	1 – The Code has continued to support literacy and reading progress, all students involved made positive progress.
	2 – Through the schools CPD differentiation has continued to be supported, alongside department specific work and foci.
	3 – Turbo Tutor has fully engaged and been embraced by Year 11s. Year 10s have been introduced to TT ready for a June start.
	4 – Hegarty and Sparxs continue to be on the timetables for KS3 students; routines and engagement is high.
	5 – Off-site opportunities have again not taken place due to Covid-19. In school for Yr11 and P16 students, opportunities have included: Turbo Tutor, Champions Hour, Period 6, Period 7 Masterclasses, Mentoring, 121/small group subject support
	6 – Attendance has been superb, Year 7 maintaining the highest across all year groups. Breakfast Club attendance continues to increase.
	7 – See Priority 5 above.
	8 – Not possible due to Covid-19, in maintaining in-school 'Bubbles' between year groups; some support staff have been able to start 121 mentoring around attendance in Year 7 but too early to see any impact.

Aim / Area	Priority / Outcome
Wider Strategies	1 – Numbers continue to increase, especially returning from Covid.
	2 – TRP is to be refreshed for the new academic year.
	3 – Continued to be limited and less than expected attendance, due to Covid-19; students chose to go home earlier.
	4 – In house communications to local feeder schools have continued; successful transition visits took place, following all public health and school guidelines around social-distancing; third consecutive year of increased 'First Choices' from prospective parents (x 500)
	5 – Extra-curricular provision stopped as per government direction during this term.
	6 – Continued again to rise, main requests around uniform, PE kit, equipment (inc laptop access) – all have been supported; alongside, food parcels, breakfasts.
	7 – On hold due to Covid-19, two unsuccessful bids were submitted to the CCF for mini-buses; to be reviewed next academic year.

ACADEMIC YEAR 2021-2022

R4: November 2021

Aim / Area	Outcome
Teaching	1 – We are fully staffed for September 2021 and have expanded our numbers of Teach First trainees.
	2 – Y11 RSM with all of SLT and Y11 team took place to look at AP1 data. Actions to be followed up.
	3 - Forest School is now in operation. Some Year 7 pupils are taking part in Direct Instruction (DI) for English..
	4 – 6th Form open evening is scheduled for Nov 21. Ms Lane meets with pupils to discuss progression and next steps. Approx. 100 students in Y12
	5 - Standards Weeks reinforce positive engagement of students in high expectations. Praise and rewards at the end of each half term. Classcharts enables student engagement in rewards.
	6 - TLCs / TMs have maintained a high level of focus around the schools T&L priorities. Introduction of FAST to students and staff.
	7 – Fortnightly LM between SLT and HOD, central agenda published in advance, edited for specificity. Department meetings at least half termly.
	8 – A large number of staff completing NPQ, introduction and development of Lead Practitioners, and trust wide tutoring and Good to Great
	9 – Resources to support progress, engagement, delivery and quality continue to be available. New IT for 3 classrooms

Aim / Area	Outcome
Targeted Support	1 - The Code has continued to support literacy and reading progress. Direct Instruction is being taught to pupils with low reading scores. Tutor Reading Programme 4 mornings per week...
	2 – Differentiation is part of school CPD offer. Departments are required to publish 10 hours of CPD per year. Differentiation part of DDI process and discussed during TeachMeets
	3 – Turbo Tutor in place every morning for Y11 students. PSHE programme gives them discussion and key concept information
	4 – Sparx Maths in place for all years, 100% completion aim, with teaching support for those unable to do so. Trust wide statistics sent out each week.
	5 – Revision activities have not taken place due to Covid. Workshops have taken place in school aimed at supporting Y11 students including the Life Skills Company. A virtual information evening took place with GCSE support suggestions.
	6 - Attendance has been above national averages, with a clear structure in place. Breakfast Club attendance continues to increase.
	7 – Period 6 takes place from 3-3:45 Monday to Friday. LRC access available until 4:30
	8 – This was on hold due to mixing 'bubbles' and hasn't been reinstated so far

Aim / Area	Outcome
Wider Strategies	1 – Breakfast Club takes place each morning.
	2 – TRP is now established four days per week for Yrs 7-10. SLT daily monitoring and reading to the class.
	3 – Available each day in the LRC until 4:30. Limited attendance.
	4 – Despite Covid managed to see all students in primary school visits. School induction was cancelled due to Covid, but students were invited in for a week in the summer with strong attendance. Induction took place at the start of term with staggered start enabling this to happen. Yr7 Bridge still occurs.
	5 – 6 th form have enrichment from 2pm every Wednesday, a variety of clubs and sports on offer from many staff. Extra-curricular clubs are now allowed, with school production planned, trips allowed back out and PE running “Mates Participate”.
	6 – PP funding, Covid catch up and 6th form bursary all used. Purchased software that will track PP access and provide additional funding. Every penny spent on disadvantage is accounted for.
	7 – Discussed plans to purchase this, with SLT to confirm.

R5: April 2022

Aim / Area	Outcome
Teaching	
Targeted Support	
Wider Strategies	

R6: November 2022

Aim / Area	Outcome
Teaching	
Targeted Support	
Wider Strategies	