



Pupil Premium Strategy Statement – Brakenhale School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	1155
Proportion (%) of pupil premium eligible students	22% (254 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 2024/25 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	Annually
Statement authorised by	Bhavin Tailor
Pupil premium lead	Alex Smith (DHT)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,715
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£68,724
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£326,439

Part A: Pupil premium strategy plan

Statement of intent

At Brakenhale School we promote and instil the values of Aim High, Be Kind and Take Responsibility for all our students. These values permeate everything that we do across the school to ensure that PPG (pupil premium grant) students receive an exceptional learning experience, rich extracurricular opportunities and appropriate mental health and wellbeing support.

High quality teaching and learning, which is led by expert teachers, is a key component for our strategy. Our expert teachers are skilled with the teaching pedagogical techniques to effectively implement their curriculum, impart knowledge and develop the literacy skills of our PPG students, which will lead to exceptional outcomes.

We value the importance of pastoral and emotional support for our PPG students. Providing our PPG students with the opportunity to experience a range of different extracurricular activities and trips, both locally and abroad, will develop their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistencies in teaching.
2	Disadvantaged student outcomes are below national average and the gaps between non-PP and PP are widening.
3	Poor literacy skills mean some PPG students struggle to access the curriculum – many students are not able to read at their chronological age and a significant number of students do not read at a secondary school age.
4	Behavioural issues of some PPG learners are having a detrimental effect on their academic progress.
5	Attendance rates for PPG students is low and a higher number of persistent absence rates compared to non-PPG students.
6	Low aspirations for the future and/or emotional/social instability due to external factors, including lack of engagement from parents/carers which can affect students' learning.

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
Disadvantaged students receive the highest quality teaching provision.	<p>The quality of teaching provision is at least 'Good' which will lead to improved outcomes.</p> <p>All lessons follow the lesson structure of Memory recall, explain, model, practice and check.</p> <p>Practice time is increased in all lessons, to allow students to embed knowledge into long term memory.</p>
Disadvantaged students make strong progress that allows them to narrow the gap with other students nationally	<p>Diminishing gaps in attainment and progress.</p> <p>Improved progress PPG low prior attainers, upper prior attainers and boys</p>
Improved literacy skills, in particular reading, for disadvantaged students so that they can fully access the curriculum	<p>All students, especially PPG/SEND, read at or above reading ages and speak with fluency and articulacy in all lessons.</p> <p>Students are more confident in their literacy skills and, as a result, possess a greater ability to access the curriculum.</p>
Improved students' behaviour and reduced learning lost through time spent in the reflection room and suspensions.	<p>Social and behavioural issues for a group of PPG students improved.</p> <p>Improved attitudes to learning.</p> <p>Reduced the number of students who are removed from lessons and sent to the reflection room / suspensions.</p>
Improved attendance rates for PPG students and in particular, a reduction in persistent absence.	<p>Reduced number of PPG persistent absentees and improved PPG attendance above national average.</p>
Disadvantaged students' social and emotional needs are fully supported so that they achieve highly and access opportunities to ensure cultural capital and preparation for life.	<p>Students increasingly value the schools work on mental health and well-being, recognise the risks and know how to access support through drop down days.</p> <p>Increased number of PPG students engaging in extracurricular activities and increased the participation rates from PPG students at clubs/activities/trips/visits.</p>

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highly effective CPD programme to reduce inconsistency within teaching</p> <p>Data driven CPD programme which uses DDI / behaviour / SEND / PPE data to drive areas of development for all teaching staff.</p> <p>Weekly Better Practice Briefing sessions term perm will have a Behaviour, SEND, Pedagogical, Data, Department (sharing of good practice) element.</p>	<p>EEF evidence: Disadvantaged students with SEND have the greatest need for excellent teaching. Specific approaches to support these students may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p>	1, 4, 5, 6
<p>Recruitment and retention of teaching staff</p> <p>To upskill teaching staff through the introduction of Personal Development Pathways.</p> <p>Reduce teacher workload via joint planning and sharing of resources within the department.</p>	<p>EEF evidence: Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.</p>	1, 4, 5, 6
<p>Assessments</p> <p>Rank Order Assessments for Key Stage 3 - to ensure the vast majority of PPG students do not fall into the fourth quartile.</p> <p>PPE assessments for Key Stage 4 and 5 - PPG students are able to achieve their target grades.</p>	<p>EEF evidence: Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.</p>	1, 2, 4, 5, 6

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

Budgeted cost: £76,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants Recruit additional teaching assistants.	<i>EEF evidence: Strategic deployment of teaching assistants is important to ensuring that priority students are supported.</i>	1
Read Write Inc Programme All students in Key Stage 3 and 4 to be assessed for reading ages. PPG students identified with a reading age significantly below their chronological age to receive ReadWriteInc intervention.	EEF evidence: Targeted interventions to support language development, literacy and numeracy.	2, 3, 4
Exact testing All students in Key Stage 4 and 5 to receive Exact testing for their external exams to allow for additional needs to be identified and supported so they can access their exams.		2, 3
The National Tutoring Programme PPG students in Year 11 receive academic tuition including revision books and resources for school so they can access the full curriculum.	<i>EEF evidence: One to one, small group or peer academic tuition, including through the National Tutoring Programme.</i>	2, 3

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy Upskill AHOY to lead and implement the attendance strategy for each of their year groups.	<i>EEF guidance: Poor attendance at school is linked to poor academic attainment across all stages.</i>	5
Personal development Fortnightly PD tutor sessions Continue to embed Drop Down Days x3 a year which focuses on developing student knowledge beyond the curriculum		6
The Behaviour Curriculum to be embedded for students on a fortnightly basis during tutor time. To develop and implement the Fun Factory termly rewards for students in each year group. To increase the number of PPG students who receive this reward.	<i>EEF guidance: Social and emotional skills support effective learning and are linked to positive outcomes later in life.</i>	2, 4, 6
Alternative Provision - to support those students at risk of suspension.	<i>EEF guidance: Social and emotional skills support effective learning and are linked to positive outcomes later in life.</i>	2, 4, 6
Daily breakfast club for all PPG students.	<i>EEF guidance: There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</i>	2, 4, 6
Uniform and Tools for Learning To ensure all PPG students are full equipped and ready to learn.	<i>EEF guidance: Social and emotional skills support effective learning and are linked to positive outcomes later in life.</i>	2, 4, 6

<p>Extracurricular activities</p> <p>To increase the offer of extra curricular activities including trips and visits for students across all year groups so all PPG students are able to access school trips.</p>	<p><i>EEF guidance: Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</i></p>	<p>4, 6</p>
<p>Careers Strategy</p> <p>To ensure all gatsby benchmarks are achieved, so all students, especially those who are PPG, are prepared for later life.</p>		<p>6</p>

Total budgeted cost: £326, 439

Part B: Review of the previous academic year

Many of our plans from last academic year remain in place. PPG continues to be a high priority focus across the school.

Outcome: Teaching priorities

The school's teaching and learning classroom structure (Memory recall, Explain, Model, Practice and Check) is clearly understood by staff and is consistently implemented within all classrooms. This robust structure benefits all students, especially those who are disadvantaged, as they experience the same learning experience within all their lessons. The six "Principles of Learning at Brakenhale School" are used to support staff with their classroom practice. CPD sessions are used to effectively implement and embed the six "Principles of Learning" which are presented to staff with the use of the most up to date educational research. There is evidence of improving teaching across the school, however, further development is required to secure "principle one", that high expectations are in place for all lessons for disadvantaged students. The implementation of the Brakenhale Behaviour Code and FAST is not yet consistent across the school. As a result students experience low level disruption within some lessons. This remains a focus for the school for 2023 - 2024. We have introduced quality assurance processes throughout 2022 - 2023, involving SLT and middle leaders. Regular scrutiny of students' classwork, the curriculum and quality of lesson delivery have been of high importance. Termly Development Drop Ins (DDIs) have continued to provide high quality to staff on their classroom practice. Staff receive one actionable step to develop their practice based on the six "Principles of Learning". Staff are directed to educational research and videos to support their actionable steps.

Outcome: Key Stage 4 Outcomes 2023

Analysis of the 2023 results: There were 59 students eligible for the Pupil Premium Grant in the Year 11 cohort (2022-23).

Main school disadvantaged A8 = 32.1 significantly below national; P8 = -0.65 significantly below national average.

2023 results		9-5 English and Maths		9-4 English and Maths		Only English 9-5		Only English 9-4		Only Maths 9-5		Only Maths 9-4	
	Number of students	Number of students	Percentage	Number of students	Percentage	Number of students	Percentage	Number of students	Percentage	Number of students	Percentage	Number of students	Percentage
All	204	66	32.35	116	56.85	44	21.57	36	17.65	12	5.88	14	6.86
NON - PPG	145	58	40.00	95	65.52	35	24.14	25	17.24	7	4.83	8	5.52
PPG	59	8	13.56	21	35.59	9	15.25	11	18.64	5	8.47	6	10.17

PPG & SEND	16	1	6.25	4	25.00	1	6.25	3	18.75	1	6.25	1	6.25
PPG not SEND	40	7	17.07	17	41.46	8	19.51	8	19.51	4	9.76	5	12.20
SEND not PP	21	4	18.08	8	39.36	6	27.27	5	22.73	1	4.55	2	9.09

Outcomes for disadvantaged students remains a high priority.

Outcome: Read, Write, Inc

During the summer term of 2022 - 2023 we introduced the Read, Write, Inc programme. This has identified students from years 7, 8, 9 and 10 who require support with reading and writing. Tests were completed and appropriate intervention started to take place in the summer term of 2023. This intervention continues into 2023 - 2024 and remains a school priority.

Outcome: Behaviour and suspensions

Behaviour and suspension data demonstrates that the behaviour of our PP students is a priority. The total number of suspensions during the Autumn term 2022 had increased and then decreased during the Spring Term 2023, followed by an increase in the Summer Term 2023. Despite the total number of suspensions decreasing in the Spring Term 2023, the percentage of students suspended who were PP remained at 50% but PP&SEND had increased from 35% to 48%. They are high for this group, and it is not in line with Non-PP students. The number of students being removed from lessons and sent to the reflection room are predominantly PP SEND students.

Term 2022 - 2023	PP Suspensions	PP & SEND Suspensions
Autumn	52%	35%
Spring	54%	48%
Summer	60%	23%

We have made appropriate alternative provision for a number of PP students who present with significant behavioural needs. Furthermore, we introduced our own on-site alternative provision during the summer term 2023.

Outcome: Attendance

The work of the Attendance Manager and the Assistant Heads of Year has been focused towards improving attendance of PP students and lowering persistent absence.

Group	Attendance 2022 - 2023
Pupil Premium No	89.09%
Pupil Premium Yes	84.38%

The Assistant Heads of Year work closely with the Behaviour Support Team, Safeguarding and Educational Welfare team to increase the attendance of their year groups and support those students who are regularly absent from school. Relevant support and intervention is provided to families. Assistant Heads of Year promote good attendance during assembly and termly year group challenges. Students and tutor groups with good attendance are celebrated, weekly, termly and yearly, during assembly. Attendance for disadvantaged students remains a high priority.

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
'Good to Great' and 'Lead Practitioner' Courses	Greenshaw Learning Trust
Direct Instruction	External
Sparx Maths	Sparx Maths
Sparx Science	Sparx Science
Sparx English	Sparx English