

Pupil premium strategy statement 2022-2025

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
School name	Braunton Academy
Number of pupils in school	815
Proportion (%) of pupil premium eligible pupils	192 pupils -24% FSM/E6-95/7=192= 13% Adopted – 7= 0.85% Forces – 75 = 9.2% (some students overlap in two categories)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23-2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024 for short review and impact September 2026 for full review and impact
Statement authorised by	Fay Bowler
Pupil premium lead	Gavin Twohig/Angie Sayer
Governor / Trustee lead	Julie Fry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	TOTAL = £109,523
Recovery premium funding allocation this academic year	£29,808
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,793
Total budget for this academic year	£201,437

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Braunton Academy we are committed to ensure that all pupils, irrespective of their background or the challenges they face, have access to an excellent education, and resultantly achieve high attainment and progress across the school.

We recognise that pupils from disadvantaged backgrounds may face a number of challenges, especially in the context of post Covid 19. We strive to reduce all barriers to learning faced by pupils and are committed to ensuring that we use all pupil premium funding carefully and strategically to help support all learners to achieve their full potential, irrespective of background.

At the heart of our approach is high quality teaching for all. Research shows that high quality teaching will have the greatest impact on closing the disadvantage attainment gap and 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.

Our focus on high quality teaching in every classroom will be further strengthened by targeted academic support, ensuring that gaps in knowledge and skills can be addressed. Interventions and support will be research led, and regularly reviewed to ensure they are having the desired impact. In addition, wider strategies will be employed to develop the character, experiences and the resilience of our pupils as we prepare them for the world beyond the school gates.

The intended outcome of all activities and interventions detailed below is that all pupils, irrespective of background, are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy individuals.

Challenges

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

Challenge number	Detail of challenge
1	Gaps analysis of KS4 outcomes shows that attainment of disadvantaged pupils is generally lower than their peers. This gap has been further widened by the Covid-19 Pandemic. In 2019 disadvantaged students achieving 5+ in English and Maths was 0%. In 2023 this figure was 20% however it still shows a significant gap when compared to non-disadvantaged students who achieved 61%. The progress students made in relation to their starting points (P8) shows that in 2019 P8 score for disadvantaged was -1.0. In 2022 this figure was -0.98 and in 2023 it was -0.75. Although this is an improvement, it is significantly lower than non-disadvantaged.
2	Our 2022-23 attendance data indicates that attendance among disadvantaged students has been 86%, whereas our whole school attendance figure for the year was 92%. Absenteeism is negatively impacting some disadvantaged students' progress with 42% of persistent absence is from DA students (attendance under 90%).
3	Literacy levels – Our assessments, observations and discussions show that generally literacy levels for our disadvantaged students are lower than that of their peers. Specifically, the use of tier 3 and tier 4 vocabulary. This challenge remains and will be carried forward into 2023-24
4	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in combined science and some literacy-based subjects. This challenge remains and will be carried forward into 2023-24
5	Our assessments, observations and discussions with students suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by the covid-19 pandemic to a greater extent than for other students. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations. This gap is showing to widen into Year 9. This challenge remains and will be carried forward into 2023-24

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
Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2025/26 the attainment and progress of pupil premium and non-pupil premium students will rise significantly to above 4.3. The attainment score in 2019 (3.5) and in 2023 (3.4)
Improved attendance in each year group for our disadvantaged students.	By the end of our current plan in 2025/26 disadvantaged students' attendance gap will narrow to 2%. Persistent absenteeism of disadvantaged students is significantly reduced.
Improved reading comprehension and writing among disadvantaged pupils across Key Stage 3.	Reading assessments demonstrate improved vocabulary and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should recognise an improvement through engagement in lessons and book scrutiny.
Disadvantaged pupils' make excellent progress because their gaps and misconceptions are dealt with systematically.	Teachers systematically identify gaps in all students' knowledge, including disadvantaged students, using formative assessment in lessons and learning analysis with a clear focus on DA students. Content is then taught responsively, before students' progress is checked. Curriculum plans will identify the common misconceptions prior to teaching.
Students who are falling behind or would benefit from intervention in English and Maths are identified and receive sustained intervention from nationally trained School Led Tutors.	Students who receive School Led Tutoring close gaps in misconceptions and are able to catch up in line with their peers. KS3 MTA data shows that students are on track to achieve their mastery targets at the end of Year 9.

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: £71,641.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD using WalkThrus programme to	Developing our understanding of memory and how to balance cognitive load, and	1, 3, 4

<p>engage with the application of the principles of cognitive science in the classroom. These are evidence-based classroom strategies that work.</p> <ul style="list-style-type: none"> - Retrieval Practice - Feedback to reflect and make progress (RAMP) - Explicit Teaching of Tier 3 vocabulary - Teaching metacognition in lessons using live modelling and the Trivium 21. 	<p>then applying this understanding in the classroom, has the potential to improve outcomes for all children. (Professor Becky Francis, EEF)</p> <p>EEF/Cognitive science approaches in the classroom - A review of the evidence.pdf</p> <p>EEF/guidance-reports/feedback</p>	
<p>Further development and embedding of metacognition and self-regulated learning across the Academy in Personal Study.</p> <p>Learn to Learn sessions which explicitly teach the students strategies to become skilled and successful independent learners.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>(EEF Guidance Report on Metacognition).</p> <p>EEF/education-evidence/guidance-reports/metacognition</p>	1, 4
<p>Instructional coaching model to improve TL. Trained coaches will work together with teachers to identify the highest leverage action points to build into their daily practice.</p>	<p>This study found strong evidence to support the view that instructional incremental coaching undertaken competently, consistently and constantly provides the leverage to reduce the within-school variation that so undermines the performance of our system nationally and many individual schools.</p> <p>(Peter Mathews, Ambition School Leadership)</p> <p>Incremental coaching in schools/Ambition Institute</p> <p>Incremental coaching in schools/Ambition Institute12-page report summary.pdf</p>	1, 4, 5
<p>Staff to attend EEF ongoing training together with Kingsbridge Research School</p> <p>‘Making a Difference for Disadvantaged Pupils’</p>	<p>Our research shows that the South West has the worst educational outcomes for disadvantaged young people in the country, and low social mobility compared with other areas.</p>	1, 2, 3, 4, 5

	<p>Social Mobility in the South West Report.pdf</p> <p>The Education Endowment Foundation (EEF) have published a guide to using pupil premium effectively.</p> <p>Using pupil premium guidance for school leaders.pdf</p>	
<p>Development of curriculum across the school with KS3 focus. Curriculum Leaders and staff will design Learning Maps for each topic area, detailing the Key Concepts, subject specific terminology and known misconceptions.</p>	<p>Principles of Curriculum Design Explained (ambition.org.uk)</p> <p>https://www.bera.ac.uk/publication/a-research-approach-to-curriculum-development-a-british-curriculum-forum-event-report</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design</p>	

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

Budgeted cost: £ 19,394.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide School-Led Tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Making a difference with effective tutoring</p> <p>EEF/small-group-tuition</p>	1, 3, 5
<p>Literacy intervention following diagnostic assessment to identify those in need of catch-up.</p> <ul style="list-style-type: none"> - Literacy Planet 	<p>Computer-based interventions have been found to be effective. Accelerated Reader involves reading eBooks and eTextbooks to promote text comprehension alongside playing online quizzes and games to aid</p>	1, 3

<ul style="list-style-type: none"> - Accelerated Reader - Test Wise NGRT - English Curriculum delivery with a specific teacher to maximise progress on the fundamentals. - Reading Partners 	<p>learning. The intervention was found, through an efficacy trial, to have a moderately positive effect upon participating pupils progress compared to pupils who did not participate (Siddiqui, Gorard & See, 2016).</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4435451/</p> <p>accelerated-reader-and-young-peoples-reading-2013.pdf</p>	
<p>Year 10/11 small group Period 6 intervention for English and mathematics. This has also been extended to after school for targeted students.</p>	<p>Students receive regular tutor time intervention from HOD; this frequency shows the greatest impact (EEF). This intervention is tailored to students' specific needs; we use mock exams to identify and target these needs. The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year</p> <p>EEF/small-group-tuition</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £ 80,593.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance trackers, first response phone calls and home visits.</p> <p>Attendance Officer in post to improve attendance.</p>	<p>Robust tracking of attendance data is crucial to address attendance issues (Durrington Research School). This allows patterns of absence to be scrutinised and interventions (e.g.phone calls from HOY, home visits and rewards) to be implemented in a timely manner.</p> <p>Working together to improve school at tendance.pdf</p>	<p>2</p>

<p>Pastoral Support Workers - Appointment of a Behaviour and Support Lead to work with PP students at risk of exclusion.</p>	<p>Provide pastoral support at an early stage to ensure that students are able to be in lessons as much as possible.</p> <p>EEF/mentoring</p>	<p>2, 5</p>
<p>After-school clubs, trips and peripatetic music lessons for Key Stage 3 students; Duke of Edinburgh trips for Key Stage 4 students.</p>	<p>Outdoor adventure learning, after-school clubs (including physical activity and arts participation, including music lessons) and trips 'support pupils to develop non-cognitive skills such as resilience... [which] in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extracurricular activities may increase pupil attendance and retention (EEF).</p>	<p>2</p>
<p>Key workers for SEND students.</p>	<p>Teaching assistants providing targeted support to specific students out of class can have an impact of +4 months on pupils' progress (EEF).</p> <p>EEF/Teaching Assistants</p>	<p>1, 3, 5</p>
<p>Pupil Premium, Literacy (SLT secondment) and Numeracy Coordinators in post with specific responsibility to drive attainment in line with non-PP students.</p>	<p>Posts with specific responsibility will enable leaders to diagnose the challenges facing our disadvantaged pupils accurately and implement key elements of the strategy plan, such as spending, recruitment, teaching practice and staff development.</p> <p>EEF/Pupil Premium Guide</p>	

Total budgeted cost: £ 171,629.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The Department for Education have stated that the disadvantage gap following the 2022-23 results now stands at its highest level since 2011. The outcomes from 2023 show us that disadvantaged students do not make as much progress as non-disadvantaged students. Compared to students' starting points their progress is considerably lower than non-disadvantaged.

Our Progress 8 figure shows that disadvantaged students have made more progress in 2023 when compared to 2019. Braunton Academy's overall results show that we have made significant improvements in progress when we look at the whole cohort. Our whole school P8 score has risen from -0.37 in 2019 to +0.09 in 2022, with a further increase in 2023 to +0.30. The progress measure for our disadvantaged students has improved in comparison to 2019 and 2022, however this is not at the same rate as our improvement in non-disadvantage. In 2019 our P8 score for disadvantaged students was -1.0, reducing slightly in 2022 to -0.98. In 2023 our P8 score was -0.75 which although is still not where we want it to be, it has improved by +0.25 compared to 2019. A significant factor here was a number of disadvantaged students who were school refusers and did not take exams in the 2023 summer series.

Comparison with 2019 also shows:

- In 2023, 5+ English and Maths has risen by 20% from 0% in 2019 to 20% in 2023.
- The P8 gap is in line with the national disadvantage gap, which has continued to widen since 2019. However, ours is slightly less than the disadvantage gap in the South West which stands at -1.28.
- Impact of our KS4 intervention strategies shows some success. English 5+ has risen by 11% when compared to 2019. Additionally, Maths 5+ has risen both at 5+ and 7+ (by 11%) when compared with 2019 results.

Analysis of our prior attainment groups shows that our disadvantaged students who are considered high attainers have performed significantly better. Attainment has risen from 3.4 in 2019 to 6.0 in 2023. In addition, progress for our high attaining disadvantaged students has risen from -2.2 in 2019 to -0.45 in 2023. We have also seen a slight improvement in our disadvantaged

lower attainers. Our disadvantaged middle attainers did not see similar improvements and will remain a key focus moving forward.

Due to there only being 20 students, underperformance by a few has a significant impact on the overall data. There are some individual cases where external factors have impacted significantly on an individual's progress, namely attendance, school refusal and non-attendance to exams. However, this is not the case with all and needs to be a key area for the Academy in the coming year. Although there are significant gaps that need to be addressed the results for disadvantaged students are above the provisional national average for 2023.

We know that the Covid-19 pandemic has disproportionately impacted both attendance and outcomes, largely due to the gaps in learning of new curriculum content. Our attendance for our disadvantaged students was 86%, which is significantly below the whole school figure of 91.8%. Additionally, our % of Persistent absentees who were disadvantaged was 42% and our PP students are overrepresented in our suspension and exclusion figures. FSM figures were 3.3% lower than National. When we drill down into this, we can see that it was Year 10 having the biggest impact on this figure, as it is 16.6% lower than National. We know that there are several students who fall into this category who are currently not attending school regularly or even at all. Strategies that were employed last year were:

- All the Y10 students with attendance below 90% have had interventions. Some are on Early Help plans with review meetings every 6 weeks and support from external agencies such as the Family Intervention Team, DACs, Fearless, NDADA, YSMART, Young Carers and Youth Intervention Team.
- All Heads of Year have an attendance group which receive targeted support and increased regular communication.
- The Education Keyworker team are involved at supporting some students to attend school. AVP Inclusion was involved in attendance plans with pupils and families and for some, the EWO is leading legal meetings.
- We also prioritise appointments with Careers Southwest for pupils who have low attendance to give them a focus for their education over Key Stage 4.
- Where students have a specific medical need preventing them from attending school, we have done medical referrals and work with Devon County Council to provide suitable education, allowing students to access learning but stay on our role.
- On return to school, they are provided with support in the study and through phased returns where necessary. Intervention groups are also provided for students who are not achieving targets.

Again, this will be one of our whole school key priorities moving forward, outlined above.

Year 10 progress again shows gaps that need to be addressed through targeted intervention, particularly in English and Maths. Diagnostic formative assessment will help to identify groups of

learners in both Year 10 and 11 who will benefit from intervention led by the respective Heads of Department. This is already embedded in both year groups.

Our internal assessments last year have shown:

- Year 7 Pupil Premium who are on track in English, Maths and Science 100%
- Year 7 Non-Pupil Premium who are on track in English, Maths and Science 96%

- Year 8 Pupil Premium who are on track in English, Maths and Science 65%
- Year 8 Non-Pupil Premium who are on track in English, Maths and Science 63%

- Year 9 Pupil Premium who are on track in English, Maths and Science 33%
- Year 9 Non-Pupil Premium who are on track in English, Maths and Science 57%

This shows us that last year, the gap in Year 7 and 8 has reduced. The gap does appear in year 9. We have made changes to our KS3 curriculum with the aim to reduce this gap in Year 9 through explicit teaching of key concepts and subject terminology in lessons.

There is still a significant gap in attainment when disadvantaged students are compared with non-disadvantaged students. This warrants the inclusion of the attainment and progress of disadvantaged students as a whole school priority and central to our school improvement plan over the coming years.

Externally provided programmes

Programme	Provider
Literacy Planet	Intrepica Pty Ltd
4 Matrix	New Media Learning Ltd
Capita (Library system)	Capita Software Systems
Sparx Maths	Sparx Limited
Accelerated Reader	Renaissance
Lucid Tests	G L Assessment
Classcharts	Edukey Education Ltd
My Maths	Oxford University Press

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***

We pay for Pastoral Support Workers dedicated to the emotional wellbeing of Forces' students, where it is needed. The students can talk to these members of staff to help cope with anxiety and loss when a family member is deployed. We also identified gaps in Forces' students' education caused by moving between schools which we address with targeted support. There are after-school clubs for Forces' students to join, enrichment activities such as music lessons and cultural visits that they can take part in.

The impact of that spending on service pupil premium eligible pupils

Any students who required mentoring and targeted support did receive this.

