

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	784
Proportion (%) of pupil premium eligible pupils	170 pupils -22% FSM/E6-82/22=104= 13% Adopted – 8 = 1% Forces – 68 = 8.67% (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 2022
Date on which it will be reviewed	September 2023 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	PP/EVER 6 – £100,470 Forces - £18,240 Adoption – £14,460 TOTAL = £133,170
Recovery premium funding allocation this academic year	£28,980

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9479
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	£171,629

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 The gap for students achieving 5+ in English and Maths was 21%. In 2022 the gap for 5+ in English and Maths was 13%. The progress students made in relation to their starting points shows that in 2019 the progress gap was -0.61. In 2022 the gap in progress was -0.58.
2	Our 2021-22 attendance data indicates that attendance among disadvantaged students has been 88%, 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.
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.
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.

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 among disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2025/26 the attainment gap between pupil premium and non-pupil premium

	students will narrow significantly. The attainment gap in 2019 (-9.31) and 2022 (-9.19).
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.
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 engage with the application of the principles of cognitive science in the classroom. These are evidence based classroom strategies that work. - Retrieval Practice	Developing our understanding of memory and how to balance cognitive load, and then applying this understanding in the classroom, has the potential to improve outcomes for all children. (Professor Becky Francis, EEF)	1, 3, 4

<ul style="list-style-type: none"> - 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>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> <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>	1, 2, 3, 4, 5

	Using pupil premium guidance for school leaders.pdf	
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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
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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Making a difference with effective tutoring EEF/small-group-tuition	1, 3, 5
Literacy intervention following diagnostic assessment to identify those in need of catch-up. <ul style="list-style-type: none"> - Literacy Planet - Accelerated Reader - English Curriculum delivery with a specific teacher to maximise progress on the fundamentals. - Reading Partners 	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 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). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4435451/ accelerated-reader-and-young-peoples-reading-2013.pdf	1, 3
Year 11 small group Period 6 intervention for English and mathematics.	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	1, 3, 4, 5

	<p>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>	
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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 attendance.pdf</p>	2
<p>Learning Mentors for pastoral support. Appointment of a Behaviour and Support Lead to work with PP students at risk of exclusion.</p>	<p>Learning Mentors 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>	2, 5
<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>	2
<p>Key workers for SEND students.</p>	<p>Teaching assistants providing targeted support to specific students out of class</p>	1, 3, 5

	<p>can have an impact of +4 months on pupils' progress (EEF).</p> <p>EEF/Teaching Assistants</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 outcomes from 2022 show us that pupil premium students do not make as much progress as non-pupil premium students. Compared to students' starting points their progress is considerably lower than non-disadvantaged. However, when comparing the results from 2022 to those in 2019 there has been a significant improvement in student attainment. Comparison with 2019 shows:

- Attainment 8 has increased from 39 to 45.
- 5+ English and maths has risen by 44% and now is 12% above the national average for disadvantaged students.
- 4+ English and maths has risen by 27% and now is 16% above the national average for disadvantaged students.

However, our Progress 8 figure shows that there is still a significant gap (-0.9), which warrants the inclusion of the attainment of disadvantaged students as a whole school priority and central to our school improvement plan over the next few years.

Due to there only being 22 students, underperformance by a few has a massive impact on the overall data. There are some individual cases where external factors have impacted significantly on

an individual's progress. 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 2022.

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 pupil premium students was 88%, 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. 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 Year 11 who will benefit from intervention led by the respective Heads of Department.

Pupil Premium progress identified in our assessments show that Years 7 and 8 is much stronger with around 6% gap when compared to the year group as a whole.

- Year 7 PP 88.88% on track or above for English, Maths & Science
- Year 8 PP 89.28% on track or above for English, Maths & Science
- Year 9 PP 67.90% on track or above for English, Maths & Science

This shows us that last year, the gap widened in Year 9. Subsequently, attendance of our pupil premium students to parents evening was low in comparison to others. Support will be put in place to remove barriers for our parents to attend and have productive discussions around their childrens' achievement in school.

Last year we ran a targeted pastoral intervention programme for our disadvantaged students, meeting regularly with members of staff to discuss pastoral barriers to their education.

Observations, student and staff voice together with data has shown that this strategy did not have the desired impact and will not be continued this year. We will instead focus on training members of staff as School Led Tutors who can work in small groups to catch up on fundamentals in English and Maths.

Externally provided programmes

Programme	Provider
Literacy Planet	Intrepica Pty Ltd
4 Matrix	New Media Learning Ltd
Capita (Library system)	Capita Software Systems

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 Learning Mentors dedicated to the emotional wellbeing of Forces' students, where it is needed. The students can talk to these Mentors 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 when Covid does not stop these.

The impact of that spending on service pupil premium eligible pupils

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

