

Pupil Premium Strategy Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Braunton Academy
Number of pupils in school	750
Proportion (%) of Pupil Premium eligible students	20%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2019-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Fay Bowler
Pupil Premium lead	Angie Sayer
Governor/Trustee lead	Mark Juby

Funding overview

Detail	Amount
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Pupil Premium funding allocation this academic year	PP £93,590 Forces £17,360 Adoption 18,760 CIC £4,200 Total £133,910
Recovery Premium funding allocation this academic year	£14,210
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	£148,120

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The intention for this year is to close the gaps in the students' learning which has been caused by lockdowns and ongoing difficulties due to Covid. As widely documented, the mental health of our students nationally has been impacted by the pandemic with a disproportionate impact on disadvantaged students being affected. Due to this we are also focusing additional financial funding on supporting our students in this area.

The focus of our Pupil Premium strategy is to support disadvantaged students to achieve this goal, including progress for those who are already high attainers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support such as English and Maths. Using the EEF Research this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our Academy.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through small group interventions and two study mentors. Our approach will be responsive to common challenges and individual needs and not based on assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure our plans are effective we will continue to:

- ensure disadvantaged students are challenged in the work that they're set
- act early and intervene if a need is identified
- continue with a whole-school approach in which all staff take responsibility for disadvantaged students' outcomes and raise the expectations of what they can achieve.
- Review and adapt our current policies to further support Pupil Premium students in light of the changes made due to the pandemic.

Challenges

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

Challenge number	Detail of challenge
1.	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are supported by national studies. This has resulted in knowledge gaps leading to students falling further behind their starting profiles in subject areas especially, English and Maths.
2.	Literacy levels – Our assessments, observations and discussions with students and families show that generally literacy levels are lower than that of their peers.
3.	Assessments, observations, and discussions with students indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged students.
4.	Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, notably due to lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged students, including their attainment.
5.	Attendance issues – attendance of disadvantaged students is lower than that of their peers. Absenteeism is negatively impacting some disadvantaged students' progress.

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
Progress 8 = Achieve top quartile for progress made by disadvantaged students amongst similar schools.	This may be difficult at the end of 2022 due to Covid and there being no comparable school data but we will analyse Braunton Academy data.
Attainment 8 = Achieve national average or better for attainment for all students	If national average data is available the criteria will be comparing our results against national average and also comparing results in school over the last

	3 years to see if there has been an increase.
Percentage of Grade 4+, 5+ and 7+ in English and Maths	The percentage has risen over the last 3 years and the gap between Pupil Premium and non-Pupil Premium continues to reduce.
Attendance	To see if attendance in this group of students has risen.

Activity in this academic year

This details how we intend to spend our Pupil Premium funding (and Recovery Premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,003

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support students to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>CPD funded for whole school and in subject specific areas</p>	<p>Focusing on vocabulary development in lessons as a means to improve student academic and social opportunities.</p> <p>Teaching and Learning Toolkit Strand /Education Endowment Foundation EEF</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Further develop a reading culture with school</p> <p>CPD funded for whole school and in subject specific areas</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Independent reading in P6 which involves the whole school.</p> <p>Use Accelerated Reading Programme used in English lessons</p> <p>Staff modelling in lessons in their subject area.</p>	1,2,3

	Teaching and Learning Toolkit Strand /Education Endowment Foundation EEF	
Developing metacognitive and self-regulation skills in all students. This will involve ongoing teacher training and support	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on Maths and English attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1,2,3
Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	Maths groups to go from 5 to 6 groups for smaller numbers to allow teachers to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models easier: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) HOD to run extra maths in P6	1
Live marking and feedback in lessons	Live marking and feedback in lessons to improve understanding and to help progression and attainment. https://www.teachertoolkit.co.uk/2017/11/19/live-marking/	1,2,3

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

Budgeted cost: £38,018 +£14,2100 (covid catch up) =£52,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with Tutoring Programme established in school which will provide a blend mentoring and school-led tutoring. A significant proportion	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining s or those falling behind both one-to-one:	1,2,3,4,5

of the students who receive tutoring will be disadvantaged, including those who are high attainers. Study mentors and small group interventions.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance Officer in post to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5
Develop character through Learning from Experience. Encouraging wider participation in school activities and extra-curricular programmes.	Learning through experience log EEF toolkit	4

Total budgeted cost: £ 148,120

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 students in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Outcomes 1. Progress 8

Progress 8 at this time cannot be compared to comparable schools due to no comparable data (Covid)

Outcome 2 - Attainment 8

- **Pupil Premium**
39.18 (2018-19)
42.62 (2019-20), an increase of **3.44**
47.04 (2020-21), an increase of **4.42**
- **Disadvantaged**
35.13 (2018-19)
42.87 (2019-20) an increase of **7.74**
47.04 (2020-21) an increase of **4.17**

Outcome 3 - Percentage of Grade 4+, 5+ and 7+ in English and Maths

4+

- | | |
|---------------------------------------|---------------------------------------|
| ● Pupil Premium | Disadvantaged |
| 54% 2018-19 | 33% 2018-19 |
| 61% 2019-20 an increase of 7% | 54% 2019-20 an increase of 21% |
| 74% 2020-21 an increase of 13% | 69% 2020-21 an increase of 14% |

5+

- | | |
|---------------------------------------|---------------------------------------|
| ● Pupil Premium | Disadvantaged |
| 14% 2018-19 | 0% 2018-19 |
| 32% 2019-20 an increase of 18% | 23% 2019-20 an increase of 23% |
| 46% 2020-21 an increase of 14% | 38% 2020-21 an increase of 38% |

7+

● **Pupil Premium**

0% 2018-19

0% 2019-20

7% 2020-21 an increase of **7%**

Disadvantaged

0% 2018-19

0% 2019-20

8% 2020-21 an increase of **8%**

Attendance

● **Attendance Pupil Premium**

95.45% 2018-19

95.75% 2019-20 an increase of **1.7%**

96.85% 2020-21 an increase of **1.1%**

There is no National Average data available due to covid for 2019-20 onwards

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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:

Measure	Details
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<p>How did you spend your service Pupil Premium allocation last academic year?</p>	<p>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.</p> <p>We also identified gaps in Forces' students' education caused by moving between schools which we address with targeted support.</p> <p>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.</p>
<p>What was the impact of that spending on service Pupil Premium eligible students?</p>	<p>Any students who required mentoring and targeted support did receive this.</p>