



Brindley Heath Academy - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brindley Heath Academy
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22,22/23,23/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	J Martin
Pupil premium lead	Jimmy Martin – Head of School
Governor / Trustee lead	S Knee (LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59555
Recovery premium funding allocation this academic year	£6380
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	£65,935



Part A: Pupil premium strategy plan

Statement of intent

As a school we serve a diverse socio-economic community, with pupils from both the least deprived centiles to the most deprived 30% nationally. Our ultimate goal to reduce the disparity of opportunity between these two pupil groups, working towards giving each pupil who leaves our school a similar diet of experiences and academic achievement. All pupils deserve an outstanding teaching diet, with the quality of teaching and learning being a priority for all pupils and key to ensure the success of disadvantaged pupils.

Our strategy aims toward achieving these objectives by seeking to continually improve their diet of learning at Brindley Heath to ensure it is never less than good and continually progressing towards being outstanding. Quality teacher development is central to improving opportunities for disadvantaged pupils, ensuring excellent learning opportunities support strong progress in school. Second to this is the use of targeted support, with more bespoke intervention and tutoring to address specific areas for development or misconceptions. For pupils who are disadvantaged and are also SEND, this bespoke and small step support is deployed to ensure good progress from their starting points, measured on a well utilised assessment system. Finally, our strategy aims to reduce the disparity in opportunity for pupils, ensuring pupils have opportunity to access sports, music and the arts across the year through extra-curricular activities. Through funding wrap around provision and experiences such as trips and residential closing the cultural capital gap between our least and more disadvantaged pupils.

The key principles that guide this plan are:

- A focus on developing pupil's cultural capital is essential in developing future opportunity.*
- Quality teacher development is the key to unlocking pupil achievement and progress.*
- Targeted intervention support is essential to close specific gaps.*



Challenges

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

Challenge number	Detail of challenge
1	Some PP children across the school attainment is below that of their peers and they need intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave
2	Pupil Premium children with SEND attainment is lower than their non pupil premium peers, with a significant correlation with pupils who are SEND and pupil premium.
3	Some PP children across school have less access to wider opportunities and enrichment in comparison to their peers.
4	Pupil Wellbeing has become a priority in the light of school closure. Healthy bodies and healthy minds are a priority.

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
Close the gap of PP children and their non-pp peers throughout the school via quality first wave teaching	Pupils achieve as well as non PP children. Measured in Y3, Y4, Y5 and Y6 by teacher assessments, external tests and successful moderation practices established across the multi-academy trust (MAT) so that greater numbers of PP children achieve at all standards, including higher standard in Reading, writing and maths by the end of year 6
Close the gap of PP children and their non-pp peers throughout the school via targeted intervention	Pupils achieve as well as non PP children. Measured in Y3, Y4, Y5 and Y6 by teacher assessments, external tests and successful moderation practices established across the multi-academy trust (MAT) so that greater numbers of PP children achieve at all standards, including higher



	standard in Reading, writing and maths by the end of year 6
Close the gap of PP and their non – PP peers achieving greater depth across school.	Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT) so that greater numbers of PP children achieve GD by the end of year 6
Access to wider curriculum activities & opportunities available to peers	Children will participate in wider curriculum opportunities, including residential experiences, after schools provision and sporting activities. Equipment and clothing support will be provided to ensure barriers are removed in attending experiences. Children will be offered subsidised wider curriculum experiences, including first refusal opportunities.
Pupils who are PP with SEND receive targeted support to make good progress from their starting point.	Pupils who are SEND and also Pupil premium make comparable progress to NON PP Send pupil. Pupils make good progress from their relative starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Pupil premium pupils have the opportunity to further develop their wellbeing through physical and mental strategies.



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: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality CPD opportunities for subject leaders</i></p> <p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i></p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” - EEF</p>	1,2
<p><i>Purchase quality curriculum resources for pupils</i></p> <p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i></p>	<p>Evidence and experience in school shows the importance of furnishing school with resources to enhance our curriculum offer, especially the purchase of quality reading materials to promote attainment and a love of reading.</p> <p>EEF Reading comprehension strategies +6months</p>	1,2
<p><i>Renew and Develop Assessment materials in school</i></p> <p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i></p>	<p>Developing the use of IRIS technology to develop quality teaching for all, supporting disadvantaged pupil progress.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p><i>Support teaching across the school through AHT non-contact time.</i></p> <p><i>Mentoring and coaching</i></p>	<p>Utilising skills and expertise of expert teachers to work alongside, collaborate and develop teacher efficacy. This will support key improvement objectives, including challenge for more able, assessment for learning and feedback.</p>	1,2



	EEF Focus on develop feedback +6	
<p><i>Providing additional CPD and leadership time for staff via Sports Coaching to increase cover capacity.</i></p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p><i>Mentoring and coaching</i></p>	<p>The development of quality teaching and learning is enabled through release time to drive school improvement, enabling middle leaders and subject leaders the opportunity to collaborate and support teaching across school enabling progress across the curriculum.</p>	1,2
<p><i>Developing Oracy approaches in school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i></p>	<p><i>Supporting pupils spoken skills and progress, ensuring pupils are confident, articulate and can express themselves effectively in school.</i></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>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3



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

Budgeted cost: 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Replenish phonics resources in school to update current provision providing targeted support for lower attaining pupils across school.</i></p> <p><i>Interventions to support language development, literacy, and numeracy</i></p>	<p>EEF Phonics +5</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p><i>Purchase online intervention programme to develop opportunities for pupils to gain fluency and proficiency in English.</i></p> <p><i>Interventions to support language development, literacy, and numeracy</i></p>	<p>Cohort of pupils new to the UK who have develop social use of language but need additional support to access wider and academic English language skills.</p>	2
<p><i>Purchase maths practical resources to support pupil progress and intervention.</i></p> <p><i>Interventions to support language development, literacy, and numeracy</i></p>	<p>Enhancement of our maths teaching and curriculum planning supporting learning at home in line with EEF guidance.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2



<p><i>Maths.co.uk</i></p> <p><i>Interventions to support language development, literacy, and numeracy</i></p>	<p>Enhancement of our maths teaching and curriculum planning supporting learning at home in line with EEF guidance.</p> <p>EEF Homework +5</p>	
<p>Teaching assistant deployment and intervention focusing on phonics and early reading.</p> <p><i>Teaching assistant deployment and interventions</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

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

Budgeted cost: £ 7935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Sporting curriculum opportunities</i></p> <p><i>Music Opportunities</i></p> <p><i>Other extracurricular activities</i></p> <p><i>Uniform and sports kit to support access to wider curriculum opportunities.</i></p> <p><i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i></p>	<p>EEF Physical activity +1</p> <p>EEF Arts participation +3</p> <p>As a pupil group, disadvantaged pupils have significantly less cultural capital than their non disadvantaged peers. Additional opportunities and experiences will enhance pupil cultural capital.</p>	3,4



<i>Breakfast Club and After School Club Provision</i> <i>Breakfast clubs and meal provision</i>		
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Total budgeted cost: £ 49,570



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

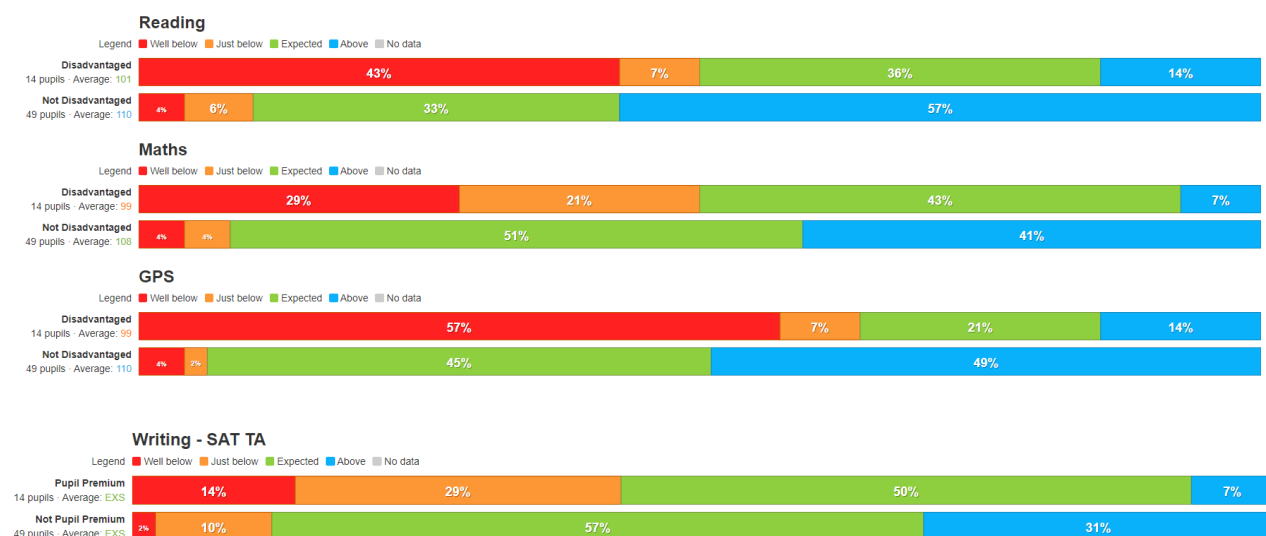
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

At KS2, outcomes for disadvantaged pupils were lower than their peers. As a cohort of pupil, 4 out of 14 Pupil Premium Children were also SEND. 75% of those pupils who were pupil premium and also SEND did not make the expected standard in reading, writing and SPAG. In reading, one pupil premium pupil was absent for the Reading KS2 assessment. In maths, out of 4 pupil premium children without SEND who did not achieve the expected standard, 3 pupils achieve 97,98 and 99 scaled scores.



Continue to close the gap of PP children and their non-pp peers throughout the school in RWM through quality teaching for all:

Reading:

Over the year, pupil premium children made better than expected progress in Years 3 and 5. In Years 3 and 5 pupil premium children made better progress than their non pupil premium peers.

Writing:

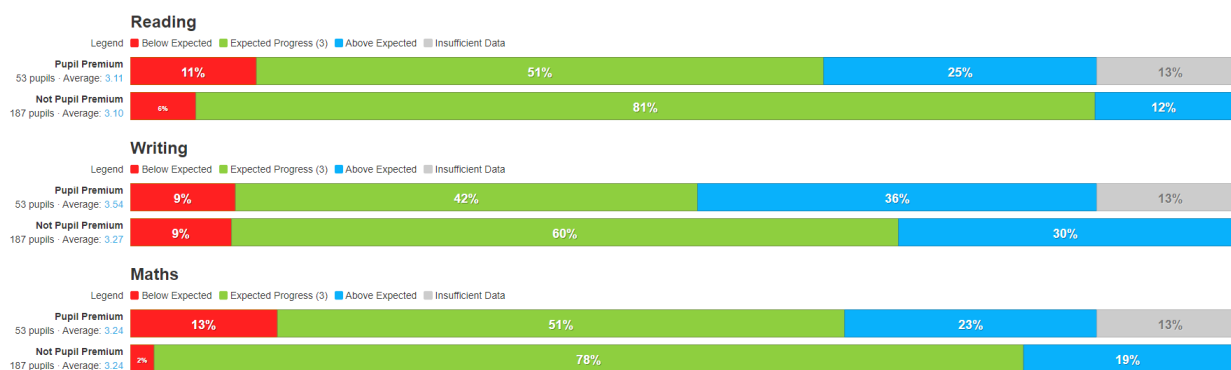
Over the year, pupil premium children made better than expected progress in every year group. In year 3,4 and 6 they made better progress than their non pupil premium peers.

Maths:

Over the year, pupil premium children in Year 3,5 and 6 made better than expected progress. In Year 4,5 and 6 they made better progress than their non pupil premium peers.

Overall, pupils made better than expected progress in Reading and Maths. A notable increase in attainment for pupils is seen, particularly in pupils working at greater depth and also in mathematics. In writing, Year 5 and 6 pupils made better than expected progress.

Progress for the whole school:



Attainment of Pupil Premium Pupils

Attainment of pupil premium children, although closing over all through accelerated progress, is below their peers. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. 32% of pupil premium children in 21/22 cohorts were also SEND. Attendance overall was 94.3% as a whole school, with pupil premium attendance lower at 92.0%. Pupil premium persistent absence was 28.1%, in comparison to 13.9% as a whole school.