



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	232
Proportion (%) of pupil premium eligible pupils	19.4
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 – Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,110
Recovery premium funding allocation this academic year	Not yet known.
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	£61,110



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: £45,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality CPD opportunities for subject leaders</i> £4000</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> £3000 for curriculum resourcing</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 Peer Review opportunities school</i> £2000</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 DHT non-contact time.</i> £25,330 (2 days per week TL development work)</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 HLTA cover.</i></p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p><i>Mentoring and coaching</i> £6,000</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 high quality writing outcomes in school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p>We will purchase resources, training materials 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>£2000</p>	<p><i>Supporting pupils written skills and progress, ensuring pupils are confident, accurate and can express themselves effectively in school.</i></p>	
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></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>£4000</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: 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: Improving Mathematics in Key Stages 2 and 3</p>	3



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

Budgeted cost: 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Replenish reading resources in school to update current provision providing targeted support for lower attaining pupils across school.</i></p> <p>£2000</p> <p><i>Interventions to support language development, literacy, and numeracy</i></p>	<p>EEF Reading Comprehension Strategies +5</p> <p>Reading comprehension strategies have a strong evidence base that indicates a positive impact</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p><i>Purchase online intervention programme to develop opportunities for pupils to gain fluency and proficiency in English.</i></p> <p>£600</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>	<p>2</p>
<p><i>Purchase maths practical resources to support pupil progress and intervention.</i></p> <p>£600</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>2</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>	
<p><i>Maths.co.uk</i></p> <p>£300</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>	<p>All</p>

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Wider Curriculum opportunities: Music Arts Drama Residential MAT initiatives 	<p>EEF Physical activity +1 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>	<p>3,4</p>



<p>£6000</p> <ul style="list-style-type: none">• <i>Uniform and sports kit to support access to wider curriculum opportunities.</i> <i>£500</i> <p><i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i></p>		
<ul style="list-style-type: none">• <i>Breakfast Club and After School Club Provision</i> <p><i>Breakfast clubs and meal provision</i></p>		

Total budgeted cost: £ 61,110



Part B: Review of outcomes in the previous academic year

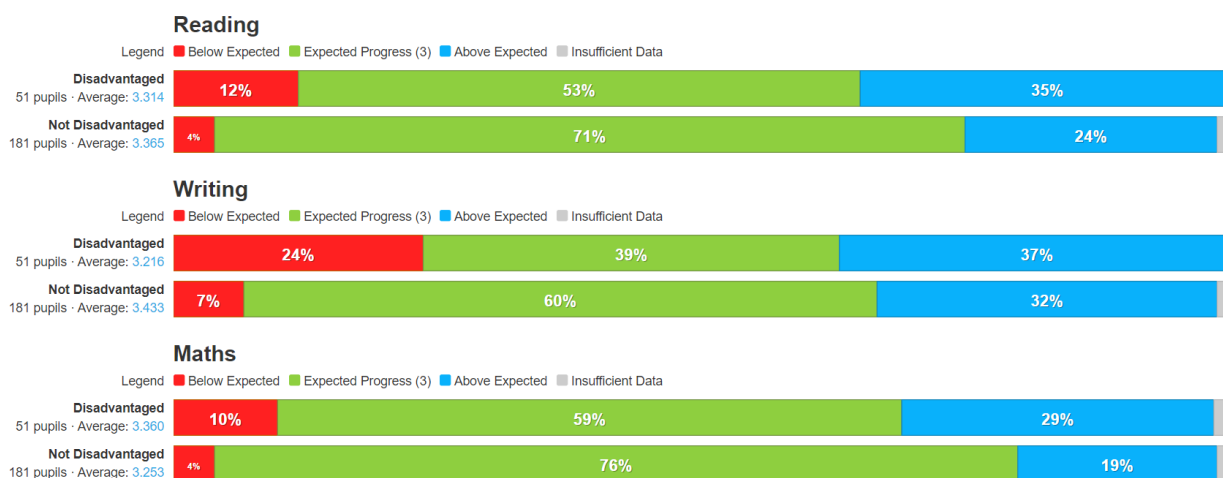
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 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.

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

Overall, pupils made better than expected progress in reading, writing and maths. Disadvantaged pupils made better progress than their peers in Maths over, closing the gap. In reading, pupils in Y4 and Y6 closed the attainment gap last year.



Attainment at the end of KS2 indicated that the gap between PP and non PP pupils in maths had closed significantly at the expected standard, but did exist for pupils working at greater depth. However, in comparison to 2019, the attainment gap has closed between PP and non PP pupils.

KS2	READING				WRITING				MATHS			
	2019		2023		2019		2023		2019		2023	
All pupils	83%/34%	75%	85%/39%	87%/36%	85%/20%	69%	84%/28%	80%/25%	89%/31%	71%	90%/40%	85%/45%
PP	54%/8%		73%/13%		69%/8%		73%/7%		77%/23%		87%/20%	
Non PP	90%/40%		88%/46%		88%/23%		87%/35%		92%/33%		90%/46%	



Access to wider curriculum activities & opportunities available to peers:

- Wider extracurricular activities have been available to all but targeted opportunities for pupils to gain additional cultural capital. Sports and music tuition have had particularly strong take up by Pupil premium pupils, growing over the year. Over time, PP attendance at Sports Clubs was approximately 20%.
- This is alongside further sporting opportunities and the removal of barriers to access sporting activities such as kit and trainers.
- Purchasing uniform for pupil premium children where needed has support an approached to equality and the removal of other inequalities which exist in school regarding affluence.

Y4 Residential:

- 92% Uptake
- 83% SEND Pupils 15/18
- 95% PP Pupils 16/17

Y6 Residential

- 98% Uptake
- 100% SEND Pupils
- 100% PP Pupils