



## Brindley Heath Academy - Pupil premium strategy statement

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 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	238
Proportion (%) of pupil premium eligible pupils	17.23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22,22/23,23/24
Date this statement was published	September 2021
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	£52,455
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,820



## 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: £ 40,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality CPD opportunities for subject leaders</i>	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" - EEF	1,2
<i>Purchase quality curriculum resources for pupils</i>	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.  EEF Reading comprehension strategies +6months	1,2
<i>Developing TLA through the IRIS system.</i>	Developing the use of IRIS technology to develop quality teaching for all, supporting disadvantaged pupil progress.  EEF Support consolidating metacognitive strategies +7	1,2
<i>Support teaching across the school through AHT non-contact time.</i>	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.  EEF Focus on develop feedback +6	1,2
<i>Providing additional CPD and leadership time for staff via Sports</i>	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	1,2

<p><i>Coaching to increase cover capacity.</i></p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>collaborate and support teaching across school enabling progress across the curriculum.</p>	
<p><i>Birmingham SEND continuum tracking document and licence.</i></p>	<p>There is a strong correlation between SEND and PP in some year groups. The tracking document and continued use of the SEND continuum documents allow better identification of pupil's who need additional support and the best methods to support them make progress from their starting points. Where pupils make more finite progress than our normal assessment system, the tracking document will allow better diagnosis.</p>	2

### 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>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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p><i>Purchase online intervention programme to develop opportunities for a precision teaching approach</i></p>	<p>Experience in our school indicates the impact of precision teaching and a strategy. By funding a programme which delivers this approach without the staffing implication will support progress further.</p>	2

<i>Purchase maths practical resources to support intervention and SEND progress.</i>	<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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2
<i>Maths.co.uk</i>	<p>Enhancement of our maths teaching and curriculum planning supporting learning at home in line with EEF guidance.</p> <p>EEF Homework +5</p>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and 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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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.	All

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



Budgeted cost: £ 5100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li><i>Sporting curriculum opportunities</i></li> <li><i>Music Opportunities</i></li> <li><i>Other extra curricular</i></li> <li><i>Uniform and sports kit to support access to wider curriculum opportunities.</i></li> </ul>	<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>	3,4

**Total budgeted cost: £ 49,570**



## Part B: Review of outcomes in the previous academic year

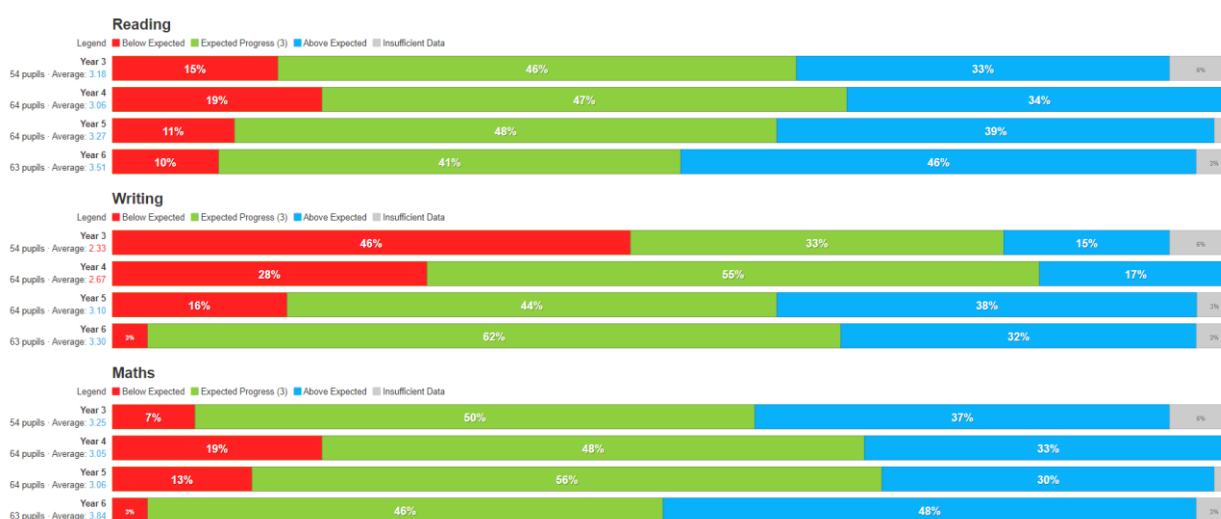
### Pupil premium strategy outcomes

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



### Summer Term Progress and overall progress over the year

**R – 1.37 (3.26)**

**W – 1.21 (2.87)**

**M – 1.38 (3.30)**

Entry Autumn 2020	Attainment - Summer 2021
Reading	Reading

72	73%/26%	<p><b>Continue to close the gap of PP children and their non-pp peers throughout the school:</b></p> <ul style="list-style-type: none"> <li>A notable correlation exists between children who are pupil premium and also SEND, resulting in the need to analyse data closely to view the impact of intervention and targeted support.</li> </ul> <ul style="list-style-type: none"> <li>The impact of this targeted support and intervention is seen through the progress of non send PP pupils who made expected or better than expected progress in reading and maths.</li> <li>It is notable that pupils who are SEND and PP made significantly less progress over the year than non SEND PP pupils.</li> <li>PP without SEND make roughly equal progress to Non PP pupils.</li> <li>In reading and maths, PP pupils made better than expected progress.</li> <li>Over the year: <ul style="list-style-type: none"> <li>PP vs non PP <ul style="list-style-type: none"> <li>R 2.89 vs 3.31</li> <li>W 2.24 vs 3.01</li> <li>M 2.79 vs 3.41</li> </ul> </li> <li>PP (without SEND) vs no npp <ul style="list-style-type: none"> <li>R 3.24 vs 3.31</li> <li>W 2.59 vs 3.01</li> <li>M 3 vs 3.41</li> </ul> </li> </ul> </li> </ul> <p><b>Access to wider curriculum activities &amp; opportunities available to peers:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>This is alongside further sporting opportunities and the removal of barriers to access sporting activities such as kit and trainers.</li> </ul>
<i>Writing</i>	<i>Writing</i>	
59	60%/ 17%	
<i>Maths</i>	<i>Maths</i>	
64	71%/ 22%	
<i>Combined</i>	<i>Combined</i>	
50%	55%	



- 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.
  - *86% PP pupils have accessed wider curriculum opportunities through sports and music provision.*
  - *70% access Uniform support*
  - *7% accessed support for Sports wear and clothing*
  - *Wrap around: 14 pupils regularly attend wrap around to date.*
  - *Sport camp Summer 21 – 6 pupils attended summer Sport Camp linked to Aspire Sports.*