

# Pupil premium strategy statement 2022-23

This statement details our use of pupil 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. As a brand-new school which opened in September 2022 there is no historical data.

## School overview

Detail	Data
School name	The Brian Clarke CE Academy
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2022/23 (Reviewed annually)
Date this statement was published	20 <sup>th</sup> October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A Ash
Pupil premium lead	M Skillings
Governor / Trustee lead	L Ireson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,876
Recovery premium funding allocation this academic year (estimate pending receipt following census submissions in first year of operation)	£23,736
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	£108,612

# Part A: Pupil premium strategy plan

## Statement of intent

At the Brian Clarke CE Academy we aim for all of our pupils, regardless of background, to achieve their full potential and have equal opportunity for education and enrichment.

Through high expectations, a challenging academic, supportive pastoral curriculum and enriching co-curricular provision, we believe that education can act as a vehicle for social mobility and social cohesion.

Our universal provision ensures all students are served by high quality teaching and learning with teachers trained in a consistent pedagogy of how pupils learn, rigorous approaches to literacy and reading. The teachers and pastoral staff understand the barriers to learning that students may experience and are trained in strategies to support.

Our selective and targeted provision is evidenced based and diagnostic, ensuring that what we implement meets the identified need. We monitor and review at regular intervals to ensure that our approach is having the greatest impact.

To aid this strategy, we apply pupil premium funding to ensure that interventions are appropriately designed, implemented, and monitored.

## Challenges (*\* The school opened in Sept 2022 so some of challenges informed by national trends*)

Challenge number	Detail of challenge for pupil premium cohort
1	COVID-19 absence and loss of learning in a traditional school environment
2	Prior Attainment: 24% (20% non-PP) not at standard for Reading, 32% (22%) not at standard for Writing, 27% (22%) not at standard for Maths, pending national statistics
3	Reading: 26 PP students are reading below chronological reading age. 8 are reading below the age of 9
4	Enrichment, engagement, and aspirations: Pupil premium students' attendance on trips and engagement in extra-curricular activities

## Intended outcomes

Intended outcome	Success criteria
PP students will make at least comparable progress and attainment in relation to non-PP across all measures at KS3	<b>Attainment data</b> Fresh Start Phonics interventions / annual NGRT data demonstrate improved reading age among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Complete Maths demonstrate smaller disparity between scores of disadvantaged students and non-disadvantaged peers (monitored half termly).

	<p>End of Key Stage 3 GL Assessments in Science and Maths evidence impact of narrowing of existing gaps from initial starting points at Year 7</p> <p>Accelerated learning through the curriculum for PP students evidenced through summative assessment judgements (January and June 2023)</p>
The attendance and punctuality of PP students will be comparable to non-PP	<b>Attendance data:</b> No disparity between PP and no PP (97% target) for all groups
PP students' engagement in co-curricular and extra-curricular activities and trips will be comparable to non-PP	<p><b>Engagement Data:</b> All students attend 2 co-curricular activities per week.</p> <p>No disparity between attendance on trips/extracurricular representation on events/sports teams (PP prioritised for certain events/activities as appropriate)</p>

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £77,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Leadership / school structures</b></p> <ul style="list-style-type: none"> <li>○ School day / timetable is designed to facilitate maximum engagement and progress of all students (incl. co-curricular, before and after school) and tailored CPD and wider professional development for staff.</li> </ul>	 <p><b>Built on EEF evidence base</b> where school times/structures and extensions work best with:</p> <ul style="list-style-type: none"> <li>○ Clear structures, strong links to the curriculum,</li> <li>○ Attendance monitored, parental support</li> </ul>	1,2,3,4
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>○ A whole school curriculum with high expectations for all which enables students to fully realise their potential and be happy well-rounded members of society.</li> <li>○ A challenging, sequenced curriculum designed to have breadth, depth, rigour, progression, enjoyment, fellowship, relevance and ensures mastery</li> <li>○ A whole school curriculum underpinned by consistent language and strategies for developing literacy and metacognition (scaffolding, modelling, explicit vocabulary teaching)</li> </ul>	<p><b>EEF guidance report</b> emphasises that high quality teaching will have the biggest impact on student outcomes.</p> <p><b>Social Mobility Report (2014)</b> states that schools must have an incessant focus on the quality of teaching and learning</p> <p><b>Metacognition and Self-Regulation</b></p>  <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective when rooted in curriculum content.</p>	1,2,3

	<p><b>Reading Comprehension</b></p>  <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics (for struggling readers at secondary) it is a crucial component of reading instruction.</p> <p><b>Mastery Learning</b></p> 	
<p><b>Learning and Progress</b> High quality teaching and learning which engages and inspires students and makes certain they make strong progress.</p> <p>Robust tracking and monitoring systems to ensure that all students make strong progress and that effective interventions are in place where necessary.</p>	<p><b>Oral Language Interventions</b></p>  <p><b>Mastery Learning</b></p>  <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment (Teach Like a Champion Version 3 – <i>STAR, Format Matters, Audible Format</i>)</p>	1,2,3
<p><b>Pastoral Care and Provision</b> Pastoral care and support which ensures that students are happy, healthy and enjoy school, attend and are on time,</p> <p>A responsive pastoral curriculum which supports students both within and beyond school to become everything they can be and everything that they are meant to be.</p> <p>Pastoral systems and structures which priorities PP parental engagement</p>	<p>Leadership and systems around encouraging and supporting attendance and parental engagement underpinned by the DFE Working together to improve school attendance (May 2022)</p> <p><b>Social and Emotional Learning</b></p>  <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><b>Parental Engagement</b></p> 	1,4,

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

Budgeted cost: £19,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Curriculum</b></p> <p><b>Priority for literacy and numeracy support for students not meeting age-related expectations:</b></p> <ul style="list-style-type: none"> <li>- Before and after school targeted phonics and numeracy</li> <li>- ATS</li> <li>- Accelerated Reader/Literacy</li> <li>- Rapid Reader</li> <li>- Sparx Maths and Complete Maths</li> </ul>	<p>EEF (2017) The Attainment Gap Report</p> <p>What happens in the classroom makes the biggest difference</p> <p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>EEF: Improving Literacy in Secondary Schools-recommends that schools should provide high quality literacy interventions for struggling students</p> <p>EEF'S report on Improving Mathematics in Key Stages 2 and 3</p> <p>Recommendation 7</p> <p><b>Reading Comprehension</b></p> 	<p>1,2,3</p>
<p><b>Learning and Progress</b></p> <ul style="list-style-type: none"> <li>o Aspirational/supportive grouping/seating for disadvantaged students</li> <li>o Disadvantaged students clearly identified on class seating plans</li> <li>o Prioritise disadvantaged students for marketing of and attendance at co-curricular and extra-curricular/Enrichment activities</li> <li>o Enhanced monitoring and tracking for disadvantaged cohort by pastoral team</li> <li>o Homework Club</li> <li>o Library spend has been targeted to cover all reading ages</li> <li>o Investment in annual GL and NGRT assessments to monitor progress and influence support strategies</li> </ul>	<p><b>Homework</b></p>  <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p><b>Feedback</b></p>  <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve</p>	<p>1,2,3,4</p>

<p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>○ Commission services at trust level for staff professional development on behaviour pedagogy and quality first teaching</li> <li>○ Ensure that disadvantaged students are prioritised for leadership opportunities in class</li> <li>○ Targeted support for students with no home access to ICT</li> <li>○ Revision support for students, including revision guides/materials/ packs.</li> <li>○ SENDCo timetable is heavily underloaded to allow targeted and responsive support sessions</li> </ul>	<p><b>DFE (September 2022) Behaviour in Schools</b></p> <p>Ensuring a calm, safe learning environment where teachers can teach, and students can learn vital in ensuring effective implementation of curriculum</p> <p><b>Sutton Trust (2014) – What makes great teaching</b></p> <p>The two factors with the strongest evidence of improving pupil attainment are:</p> <p>teachers’ content knowledge, including their ability to understand how students think about a subject and identify common misconceptions</p> <p>quality of instruction, which includes using strategies like effective questioning and the use of assessment</p>	<p>1,2,3,4</p>
<p><b>Pastoral Care</b></p> <ul style="list-style-type: none"> <li>○ Breakfast Club Provision</li> <li>○ Targeted Learning Mentor / Peer support</li> <li>○ Access to hardship funding.</li> <li>○ Targeted meetings for pupils needing support with attendance or social and communication issues</li> <li>○ 1:1 support from learning mentors, pastoral support, tutors, and heads of year to support management of homework and personal organisation</li> </ul>	<p><b>Peer Mentoring</b></p>  <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ £ £ £ £ +4 months</p> <p><b>Mentoring</b></p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ £ £ £ £ +5 months</p> <p><b>Social and Emotional Learning</b></p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ £ £ £ £ +2 months</p> <p>“Mentoring interventions may be more beneficial for these pupils (disadvantaged), as the development of trusting relationships with an adult or older peer can provide a different source of support.”</p> <p>Mentoring   EEF(educationendowmentfoundation.org.uk</p>	<p>1,4</p>

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

Budgeted cost: £12,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Behaviour and Rewards</b></p> <ul style="list-style-type: none"> <li>Strong pastoral team to ensure that student behaviour is consistent</li> <li>Investment in mental health first aid and trauma informed training</li> </ul>	<p><b>DFE (September 2022) Behaviour in Schools</b></p> <p><b>Behaviour Interventions</b></p>  <p><b>Social and Emotional Learning</b></p> 	1,4
<p><b>Attendance and Punctuality</b></p> <ul style="list-style-type: none"> <li>Whole school attendance/punctuality policy which takes a robust approach to student attendance/punctuality to ensure high levels of attendance for all students.</li> <li>Attendance support/intervention which takes a staged approach who meet identified thresholds.</li> </ul>	<p><b>Working Together to Improve School Attendance (DFE, 2022)</b></p> <p><b>Parental Engagement</b></p>  <p>Importance of tailoring communications and building relationships with families</p>	1,2,3,4
<p><b>Enrichment, co-curricular and extra-curricular</b></p> <ul style="list-style-type: none"> <li>Pupils on free school meals receive entitlement to pre-defined annual trips</li> <li>Wide range of co-curricular, extra-curricular and enrichment activities which extend students' learning and experience and builds confidence</li> <li>Hardship fund applications are available to all families and policy is displayed on website</li> <li>Processes are in place to recycle / re-offer second hand uniform as it becomes available</li> </ul>	<p><b>Promoting and Supporting Mental Health and Wellbeing (DFE, 2021)</b></p> <p>The EEF references evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. They also state that by providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. There is a small positive impact of physical activity on academic attainment</p> <p><b>Physical Activity</b></p>  <p><b>Arts Participation</b></p> 	1,4

**Total budgeted cost: £108,856**

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

### **Pupil premium strategy outcomes**

The Brian Clarke CE Academy opened September 2022 therefore no previous year's outcomes.