

Pupil premium strategy statement – Brian Clarke Academy 2023 - 2024

School overview

Detail	Data
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Allison Ash
Pupil premium lead	Allison Ash
Governor / Trustee lead	Luke Ireson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,905 * <i>*(The allocation will increase following the October census number on roll increase from 240 to 480).</i>
Recovery premium funding allocation this academic year	£22,908
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 108,813

Part A: Pupil premium strategy plan

Statement of intent

At Brian Clarke Academy our mission statement is to ensure all children are everything they can be and everything they are meant to be. This instils a commitment amongst all staff and stakeholders to remove the disadvantage gap by identifying and eliminating barriers and targeting resources towards those with greatest need.

Our understanding and strategies to address the disadvantage gap are informed by best evidence from the Education Endowment Fund and Ofsted reviews on how schools are spending funding to maximise achievement (2021). Collectively all the evidence agrees that those eligible for pupil premium are not, and should not be treated as a homogenous group. Similarly, no one intervention provides a complete solution to what is a complex educational challenge.

Each pupil premium student faces different academic and pastoral challenges that we aim to understand and address. Our Universal offer at Brian Clarke has been constructed with the most vulnerable students at the forefront. All our pupil premium students benefit from:

- An ambitious, sequentially planned, knowledge rich academic and pastoral curriculum that provides a platform for progression to KS4, and prepares pupils for life in modern Britain.
- A consistent pedagogy and language around high expectation and aspiration, behaviour, literacy and teaching and learning.
- Expert pastoral staff, internal systems, and relationships with external agencies which are proactive and responsive to meet the needs of the growing and changing cohort.
- A compulsory and high quality co-curricular offer
- A formative and summative assessment approach that allows progress to be tracked in real and overtime so any 'emerging' gaps can be addressed either immediately or through targeted interventions and support.
- Access to funding/support for those suffering hardship to ensure they can participate in all aspects of school life.
- A professional development curriculum for teaching staff in recognition that high quality teaching is the most important lever schools have for improving outcomes for disadvantaged students (EEF, 2022)

Our approach is long term to tackle the challenges that exist in the communities for the children we serve. The strategies that follow will be reviewed at appropriate time intervals and the used to inform the annual review of impact.

Challenges

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

Challenge number	Detail of challenge
1	Literacy: 23% (NGRT Exact) of pupil premium students have reading ages below 9.8 year whilst this is more or less equal to the non pupil premium cohort. If students are below functional reading age they will struggle to access the curriculum 36% PP were not at reading standard in their SATS (compared to 27% non PP cohort)
2	Acquisition of English: 41% of the cohort are EAL. Of these 41% 40% are also PP. Low level of English acquisition is the greatest barrier to academic success.
3	Deprivation: 60% of the cohort come from the IDACI decile 1 (the top 10% of the most deprived areas of the country and struggle to provide the essentials and extras for their children.
4	Safeguarding and Mental Health. There is an overrepresentation of PP on the child protection register and referred for mental health support.71% of those on the Child Protection register are PP students.
5	Attendance and Persistence Absenteeism: 65% of those who arrive at the school as PA are Pupil premium students.

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.

Challenge	Success criteria
1&2	<ul style="list-style-type: none"> 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. All staff at BCA successfully implement pedagogy routines on audible format, answer in full sentences, read aloud and model and scaffold in a consistent way Student borrowing from the library equivalent for PP and Non PP
3	<ul style="list-style-type: none"> 100% of PP attendance at co-curricular Equivalent attendance at extra curricular PP attend universal trips offer
4	<ul style="list-style-type: none"> Pastoral systems of support effectively respond to issues around safeguarding - timely and effective support put in place. External agencies used effectively to support those on CP register or (and) dealing with mental health issues
5	<ul style="list-style-type: none"> At least 96% attendance for PP students Those identified at primary as persistently absent are no longer persistently absent from school.

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: £34,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership / school structures 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.</p>	<p>Built on EEF evidence base where school times/structures and extensions work best with:</p> <ul style="list-style-type: none"> ○ Clear structures, strong links to the curriculum, ○ Attendance monitored, parental support <p>Extended School Time (EEF + 3 months)</p>	1&2
<p>Appointments Promotion of member of staff to lead strategically on whole school literacy strategy</p>	<p>EEF guidance report emphasises that high quality teaching will have the biggest impact on student outcomes.</p>	1&2
<p>Curriculum 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. A challenging, sequenced curriculum designed to have breadth, depth, rigour, progression, enjoyment, fellowship, relevance and ensures mastery</p>	<p>EEF guidance report emphasises that high quality teaching will have the biggest impact on student outcomes.</p> <p>Social Mobility Report (2014) states that schools must have an incessant focus on the quality of teaching and learning</p> <p>Metacognition and Self-Regulation (EEF +7 months) 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> <p>Reading Comprehension (EEF +6 months) 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>	1,2,3
<p>Friday Professional Development Implementation of a consistent pedagogy and language for developing literacy and metacognition (scaffolding, modelling, explicit vocabulary teaching)</p>	<p>Mastery Learning (EEF +5 months) 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
<p>Coaching Training and Framework Trust professional development lead rolling out and implementing coaching framework to 6 members of staff who will coach staff new to school in T&L pedagogies</p>	<p>EEF guidance report emphasises that high quality teaching will have the biggest impact on student outcomes.</p>	1&2
<p>Assessment and Feedback Staff CPD on TLAC approaches to formative and summative assessment to ensure staff can assess what students know, understand and can do in real and over time. Staff CPD on effective feedback ensuring misconceptions are dealt with swiftly. Live marking utilising visualisers in each classroom</p>	<p>Effective Feedback (EEF + 6 months) Tom Sherrington – Curriculum Masterclass on Assessment</p>	1&2

<p>Pastoral Care and Provision Pastoral care and support which ensures that students are happy, healthy and enjoy school, attend and are on time.</p> <p>Recruitment of 2 extra pastoral support officers due to complexities of cohort.</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 prioritise 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>EEF report on effective social and Emotional Learning (EEF +4 months)</p> <p>EEF report on effective parental engagement (EEF +4 months)</p>	3,4,5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 37,704

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Diagnostic testing Purchasing of NGRT Exact – all cohorts tested on entry and at end of each academic year.</p> <p>Purchasing of GL Assessments in Maths and Science. All cohorts tested on entry and at key relevant points in academic year</p>	<p>Importance of accurate diagnostic identification of PP students who need support and which interventions are most appropriate.</p> <p>Monitoring the effectiveness of interventions</p>	1,2
<p>Reading Intervention 7.45 – 8.15 Fresh Start Phonics for identified students significantly below chronological reading age as identified by NGRT Exact Assessed every 6 weeks on progress. Adaptations made to relevant interventions. (initially x4 times a week for half term one then reviewed)</p> <p><i>Teaching Staff x2</i> <i>TA x2</i></p>	<p>EEF (2017) The Attainment Gap Report What happens in the classroom makes the biggest difference Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>EEF (2020) Improving Literacy in Secondary Schools-recommends that schools should provide high quality literacy interventions for struggling students</p> <p>School impact on reading ages year 1 (See PP Impact report 2022-2023)</p>	1.2
<p>Literacy Intervention 7.45 – 8.15 Lexia for identified students (initially x4 times a week for half term one then reviewed)</p> <p>Teaching staff x2 TA x2</p>		
<p>Numeracy Intervention 2.40 – 3.30 Sparx Maths Platform Frequency delivered depends on needs of cohort</p> <p>Teaching staff x 2 TA x1</p>	<p>EEF'S report on Improving Mathematics in Key Stages 2 and 3 Recommendation 7 (EEF +6 months)</p> <p>School impact on numeracy interventions (See PP Impact report 2022-2023)</p>	1,2
<p>Numeracy Intervention 2.40 – 3.30 Complete Maths Platform Frequency delivered depends on needs of cohort</p> <p>Teaching staff x2 TA x1</p>		
<p>Mental Health in Schools Volunteers to support/mentor identified students.</p>	<p>EEF + 4 months 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>	4,5

Learning Mentor and bespoke Pastoral Interventions	"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." Mentoring EEF(educationendowmentfoundation.org.uk)	
Home Visits to support attendance	DfE The link between absence and attainment at KS2 and 4 (March 2016) Working together to Improve School Attendance DFE (September 2022)	4,5

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

Budgeted cost: £ 36,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and Rewards Staff professional development training on consistent pedagogy for behaviours . Implementation of consistent policy on behaviour and rewards	DfE September 2022 Behaviour in Schools EEF +4 Months Improving Behaviour in Secondary School EEF September 2021 If schools are not safe places with clear expectations, teachers can't teach and students can't learn.(recommendations)	3,4,5
Hardship Fund Provision of equipment	School postcode analysis indicates 60% are from the most deprived areas. Applications for support from hardship fund.	3
Hardship Fund Provision of uniform		
Hardship Fund Provision for trips		
Arts Award Entry Co-curricular	EEF Extending school times +3 months Allowing students access to a range of activities that enhance cultural capital and maintain aspirations Internal student voice indicates co-curricular is one of the main reasons students enjoy coming to school (improves attendance). Promoting and Supporting Mental Health and Wellbeing (DFE, 2021) 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	3,5
Duke of York Award Co-curricular		
Co-Curricular Trips and Equipment (general) Prioritise disadvantaged students for marketing of and attendance at co-curricular and extra-curricular/Enrichment activities and trips		
Attendance and Punctuality Whole school attendance/punctuality policy which takes a robust approach to student attendance/punctuality to ensure high levels of attendance for all students. Attendance support/intervention which takes a staged approach who meet identified thresholds.	Working Together to Improve School Attendance (DFE, 2022) EEF Parental Engagement (+4 months) Importance of tailoring communications and building relationships with families	4,5
Setting/Grouping Arrangements Aspirational/supportive grouping/seating for disadvantaged students Intelligent grouping Disadvantaged students clearly identified on class seating plans	EEF Report on Setting and Streaming Indicates the importance of carefully considering any kinds of groupings arrangements	1,2
Homework Club Provision of supervised homework club (1 hour after school)	EEF +5 Months 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).	3
Breakfast Club Provision of Breakfast Club (free porridge and toast) 7.45 – 8.15	EEF 2019 Review of Breakfast Clubs Ensuring no child comes into school hungry. Improved attendance at primary	3
School Library	Student voice in school evidence demonstrates a number of students like the peace and quiet available in the school library rather than the busier areas at break and lunch time.	1,2,3,4

<p>Library spend has been targeted to cover all reading ages..</p> <p>Open before school, break, lunch time and after school</p>		
<p>Monitoring and Tracking</p> <p>Enhanced monitoring and tracking for disadvantaged cohort by pastoral team through fortnightly Year Group Review (attendance, behaviour, engagement)</p>	<p>Key staff need to be constantly updated around progress of PP students and effectiveness of interventions. Fortnightly meetings allows for sharing of information and monitoring and tracking.</p>	<p>1,2</p>

Total budgeted cost: £108,813

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP students will make at least comparable progress and attainment in relation to non-PP across all measures at KS3

40% of the Year 7 cohort at Brian Clarke are Pupil Premium.

The pupil premium cohort entered Brian Clarke behind their non pupil premium across all levels of SATs attainment. See the table below:

SATS ENTRY DATA	Brian Clarke %	PUPIL PREMIUM	GAP
KS2 Reading: Greater Depth	27.8%	14%	-13.8%
KS2 Reading: Expected Standard	80.2%	62%	-20%
KS2 Reading: Not At Standard	19.8%	24%	4%
KS2 Maths: Greater Depth	24.1%	13%	-16%
KS2 Maths: Expected Standard	78.1%	59%	-19%
KS2 Maths: Not At Standard	21.9%	27%	6%

We do 3 summative data checks at Brian Clarke across all subjects. The whole cohort end of academic year is below

Subject	Pupils	Attitude to Learning						Progress			
		Ambitious	Active	Passive	Reluctant	Limited Evidence	Active +	Mastery	Secure	Developing	Emerging
All Pupils	238	18%	75%	7%	0%	0%	92%	11%	49%	34%	6%
Female	F 124	19%	75%	5%	0%	0%	95%	12%	54%	30%	4%
Male	M 114	16%	74%	10%	1%	0%	90%	10%	43%	39%	9%
Pupil Premium	Yes 96	12%	78%	9%	1%	0%	90%	7%	48%	40%	5%
Non-Pupil Premium	No 142	21%	72%	6%	0%	0%	94%	14%	49%	30%	7%
GAP		-9%	6%	3%	1%		4%	7%	1%	10%	2%

The attitude to learning measure documents behaviour and effort in lessons. Overall PP students are less likely to achieve the highest category although there is a very small gap in relation to the expected standard in lessons (4%). Overall there is a 7% school gap of students making 'mastery' progress across all subjects.

In maths, pupils entered Y7 with a disadvantaged gap of 8% (KS2 data against expected standard). Internal data at the end of Y7 showed the gap narrowing to 5% (against expected standard of mastery/secure), showing an improvement in attainment compared to non-disadvantaged peers and a relatively small gap in attainment overall. For attitudes to learning the disadvantaged gap was consistently 14% for maths in each data point.

In Science, PP pupils attainment was broadly in line with non-PP pupils of similar starting points. Pupils who receive PP funding and who had the lowest prior attainment made significant progress in the curriculum across the year, outperforming similar pupils who did not receive PP funding. In the Spring term, 8% of PP and non-PP pupils were emerging. In the summer, 4% of PP pupils and 7% of non-PP pupils were emerging, indicating the progress made by the PP group. The numbers of PP and non-PP pupils who are developing in Science is broadly in line. At the secure level PP pupils outperform non-PP, with 57.3% secure and 48.6% secure, respectively.

The gaps appear greatest in English at this stage. In English there is a 6% gap where PP students are behind their peers in terms of achieving mastery of the year 7 curriculum and a 20% gap of those deemed secure. This will continue to be an area of focus as we move into our second year at Brian Clarke Academy

Literacy Strategy

The literacy strategy at Brian Clarke has had a significant impact on all students and has impacted on the reading ages of the pupil premium students significantly. The reading ages have been measured using the NGRT Exact.

	September 2022		March 2023	
	PP	Non-PP	PP	Non-PP
< 8 years 11 months	7	21	2	5
9 years to 10 years 11 months	18	17	23	24
CRA (11 years +)	6	12	10	24

The attendance and punctuality of PP students will be comparable to non-PP

Our strategies and systems around attendance have worked extremely well at Brian Clarke.

The overall attendance at the end of the year was 96.1% (92.5% National) and 94.8% (85% National) for pupil premium student. For Brian Clarke this data is to be treated with caution given we only have year 7 students. We do however have the joint highest overall attendance and attendance for PP across Oldham's secondary schools.

Significant inroads have been made with students and their families who joined as PA and are PP. 23 students were identified as persistently absent at primary, 15 of these were pupil premium. At the end of Year 7 only 3 of those students were still classed as PA however none of the non PP students who were PA at primary were PA at the end of secondary.

Punctuality to school and lessons is excellent at Brian Clarke. Only 0.6% of lates are recorded. The lates for pupil premium students was slightly higher at 0.9%. 1 PP student accounted for the majority of lates.

PP students engagement in co-curricular and extra-curricular activities and trips will be comparable to non-PP.

All students take part in compulsory period 6 sessions at Brian Clarke x2 per week. PP students where there were known issues with parental engagement chose their co-curricular options before the options form was opened more widely to the cohort. PP students are always prioritised on trips and visits and financially supported to do so. Any PP student that wished to play a musical instrument has been financially supported to do so by the school.

When choosing the Student Council and Junior Leadership Team we ensured an element of positive promotion to key leadership positions was used.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.