

Item 6.6 - Pupil Premium Strategy Statement – The Brian Clarke CE Academy 2024 - 2025

School overview

Detail	Data
Number of pupils in school	719
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 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Allison Ash
Pupil premium lead	Charlotte Oles
Governor / Trustee lead	Luke Ireson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,604 <i>*(The allocation will increase following the October census number on roll increase from 480 to 720).</i>
Recovery premium funding allocation this academic year	£17,181
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>	£206,785

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: Pupils with poor literacy will struggle to access the curriculum which will hinder their progress. PP pupils are more likely than their peers to have below-chronological reading age and a small proportion of pupils have below 9.6 years, which means that they are functionally illiterate. PP pupils joining the school are less likely than their non-PP peers to have reached the expected standard in reading and writing in the KS2 SATs.
2	Acquisition of English: 34% of the cohort are EAL. Of these 34%, 32% 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 therefore 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.
5	Attendance and Persistence Absenteeism: 47% of those who arrive at the school as PA are Pupil premium students. PP students are twice as likely as non-PP to fall into PA.

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: £66,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership / school structures</p> <p>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</p> <p>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</p> <p>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.</p> <p>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)</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> <p>Reading Comprehension (EEF +6 months)</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>	1,2,3
<p>Friday Professional Development</p> <p>Implementation of a consistent pedagogy and language for developing literacy and metacognition (scaffolding, modelling, explicit vocabulary teaching)</p>	<p>Mastery Learning (EEF +5 months)</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
<p>Coaching Training and Framework</p> <p>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</p> <p>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.</p> <p>Staff CPD on effective feedback ensuring misconceptions are dealt with swiftly.</p> <p>Live marking utilising visualisers in each classroom</p>	<p>Effective Feedback (EEF + 6 months)</p> <p>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: £ 71,652

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>Learning Mentor and bespoke Pastoral Interventions</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

	"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: £68,888

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 Library spend has been targeted to cover all reading ages..	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

Open before school, break, lunch time and after school		
Monitoring and Tracking Enhanced monitoring and tracking for disadvantaged cohort by pastoral team through fortnightly Year Group Review (attendance, behaviour, engagement)	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.	1,2

Total budgeted cost: £206,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Prior attainment:

The pupil premium cohort consistently enter Brian Clarke behind their non pupil premium peers across most aspects of SATs attainment, although for the current Year 7 the gap has narrowed in many criteria. See the table below:

SATs entry data	Year 7			Year 8		
	All pupils	PP pupils	PP Gap	All pupils	PP pupils	PP Gap
KS2 Reading: Greater Depth	23%	16%	-7%	28%	21%	-7%
KS2 Reading: Expected Standard	70%	65%	-5%	80%	56%	-24%
KS2 Writing: Greater Depth	6%	7%	+1%	7%	8%	+1%
KS2 Writing: Expected Standard	73%	62%	-11%	79%	62%	-17%
KS2 Maths: Greater Depth	20%	11%	-9%	25%	21%	-4%
KS2 Maths: Expected Standard	76%	68%	-8%	78%	53%	-25%

Year 7:

The data below represents the data collection for pupil progress and attitude to learning at the end of year 7:

Subject		Pupils	Attitude to Learning						Progress				
			Ambitious	Active	Passive	Reluctant	Limited Evidence	Active +	Mastery	Secure	Developing	Emerging	Limited Evidence
All Pupils		239	22%	71%	6%	1%	1%	93%	14%	44%	31%	9%	2%
Pupil Premium	Yes	101	19%	72%	8%	1%	1%	91%	11%	40%	34%	14%	2%
Non-Pupil Premium	No	138	24%	71%	4%	0%	1%	95%	16%	47%	29%	5%	2%
PP Gap			-5%	1%	4%	0%	0%	-4%	-6%	-7%	4%	9%	0%

As can be seen, pupil premium pupils are slightly less likely to be categorised by teachers as “ambitious”, and slightly more likely to be categorised as “passive”. The data also shows that overall, across all subjects, there is a small progress gap between pupil premium and non-pupil premium pupils. 51% of PP pupils are working at secure or better levels of progress, compared to 63% of non-PP; a gap of -12%. This is slightly wider than the achievement gap from KS2.

Year 8:

The data below represents the data collection for pupil progress and attitude to learning at the end of year 8:

Subject	Pupils	Attitude to Learning						Progress				
		Ambitious	Active	Passive	Reluctant	Limited Evidence	Active +	Mastery	Secure	Developing	Emerging	Limited Evidence
All Pupils	241	19%	73%	7%	1%	1%	91%	16%	40%	32%	10%	2%
Pupil Premium	90	12%	76%	10%	1%	1%	88%	10%	40%	38%	11%	2%
Non-Pupil Premium	151	22%	71%	6%	0%	0%	93%	19%	41%	29%	9%	2%
PP Gap		-10%	5%	4%	1%	1%	-5%	-9%	-1%	9%	2%	0%

As can be seen, pupil premium pupils are less likely to be categorised by teachers as “ambitious”, and slightly more likely to be categorised as “active” and “passive”. The data also shows that overall, across all subjects, there is a progress gap between pupil premium and non-pupil premium pupils. 50% of PP pupils are working at secure or better levels of progress, compared to 60% of non-PP; a gap of -10%. This is a very positive indicator that the PP gap is narrowing over time, since when this cohort were in KS2, the achievement gap in most subjects was much wider.

2. Literacy Strategy

We have continued to see a literacy gap between PP and non-PP when they join in Year 7, with pupil premium students less likely to reach the expected standard in reading and writing, and to reach greater depth in reading (although there was no PP gap for achieving greater depth in writing for the cohort that joined in 2023).

All pupils are screened using NGRT exact when they join the school in order to identify those requiring additional support. This information is used to identify those pupils in the lowest 20% of readers, and therefore requiring additional support and intervention.

	Year 7	Year 8
Number of pupils	48	48
Proportion of pupil premium	56%	44%
Number of pupils with reading age <9.6 years on arrival at BCA	33	35
Number of pupils with reading age <9.6 years in February 2024	15	8
Average additional years of progress all pupils	0.9	1.5
Average additional years of progress PP	1.1	1.0

As can be seen in the data, the additional intervention as well as the focus on literacy through quality first teaching is having a positive impact on the most vulnerable readers. In year 7, this is helping to close the reading gap between PP and non-PP, as the PP cohort are making greater gains. However this is not the case in year 8, where although PP pupils continue to improve their reading ages, non-PP pupils are making faster gains. The year 8 PP cohort will therefore have increased priority going into Year 9, both in terms of maximising the impact of the Lexia reading comprehension interventions and increased information and training for staff in how to support these pupils.

3. 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, and any PP student that wished to play a musical instrument has been financially supported to do so by the school. PP pupils are encouraged to apply for leadership positions, and to participate in as many extra-curricular activities as possible. For example, every pupil premium pupil in year 7 and 8 participated in at least 4 extra-curricular activities across the year. The average number of activities undertaken by pupil premium pupils in year 7 was 6.6, and for those in year 8 was 7.7. However this is slightly lower than

their non-PP counterparts (7.3 activities in year 7 and 8.9 activities in year 8). More regular monitoring will take place in the upcoming year to ensure that pupil premium pupils are benefiting from the full richness of the wider offer.

4. Safeguarding and mental health

All pupils have continued to benefit from strong and effective pastoral support, including the most vulnerable. The impact can be evidenced by our anonymous pupil, staff and parent surveys which were highly positive about all aspects of behaviour and safeguarding. (NOTE - surveys are anonymous and so PP responses cannot be isolated).

Student Voice March 2024

- I am happy in school 81%
- I feel safe in school 95%
- I know who to speak to (trusted adult) if I am upset/unhappy at school 87%
- I know how to behave well 97%
- The behaviour of other students in my lessons is very good 72%
- My school teaches me about faith, feelings and values 93%
- My school teaches me to respect people from other backgrounds and treat everyone equally 98%

Staff Voice March 2024

- 95% describe student behaviour as extremely good/very good
- 100% staff feel supported with behaviour in school

Parent Voice March 2024

- My child is happy at BCA: 95%
- Transition arrangements are good: 98%
- My child feels safe: 97%
- BCA makes sure that children are well behaved 97%
- BCA has high expectations for my child 99%
- I would recommend this school to another parent/carer 97%

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

Our strategies and systems around attendance have continued to work extremely well at Brian Clarke. The overall attendance for 2023-24 was 95.3% (90.9% national, 91.5% Oldham). Attendance of pupil premium students at Brian Clarke was 94.6%, which is well ahead of the overall attendance averages both for Oldham and nationally. For Brian Clarke this data is to be treated with caution given we only had year 7 and year 8 students.

As the table below shows, our targeted attendance systems and intervention has proved effective in improving the attendance of those most vulnerable pupils who have been poor attenders in the past:

	Year 7	Year 8
Number of pupils persistently absent in the previous year	17 (PA at primary school)	8 (PA in year 7)
Improved attendance over the course of 2023-24	94%	63%
No longer PA in 2023-24	59%	38%

Over the course of 2023/24, 31 PP pupils (16 in year 8 and 15 in year 7) had rates of attendance below 90% and so were classed as persistently absent. This represents 62% of the total number of persistently absent pupils. Two of these pupils are no longer on the school roll, three will receive support from The Bridge provision from September 2024, and the remaining 26 will continue to be monitored closely throughout 2024/25, being prioritised for pastoral support and intervention.

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
Sparx Maths	Sparx learning
Fresh Start Phonics	Read Write Inc