

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	Brompton Academy
Number of pupils in school	1222
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ms J Best
Pupil premium lead	Mr D Walters
Governor / Trustee lead	Mrs Baker-Moss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 421580
Recovery premium funding allocation this academic year	£ 118128
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	£ 539708

Part A: Pupil premium strategy plan

Statement of intent

At Brompton Academy we want to make sure that all students, but especially disadvantaged students have a positive experience at school that effectively prepares them for their future and life beyond school. This will be clearly seen and evidenced when disadvantaged students experience our curriculum fully in the same way as the rest of the students. Therefore, removing barriers, and allowing all students to share in the same aspirations, experiences, progress, and attainment is the driving factor.

The start point of this strategy plan is to identify and understand the barriers to full curriculum access that are presented to disadvantaged students at Brompton Academy. The pupil premium funding will be used to support activities and interventions that attempt to effectively remove those barriers, therefore allowing access to all aspects of school life at Brompton Academy.

To ensure disadvantaged students can access the curriculum effectively there will be a focus upon literacy and numeracy skills, therefore providing the best possibilities for full engagement across the curriculum. There will also be an academic focus on maths and English, specifically at key stage 4, due to their importance in allowing students to access a wide range of options post 16.

The funding will provide excellent learning opportunities through professional development and interventions. High quality and well-designed professional development will be used to ensure our limitless teaching approach features activities that are known to have an impact on learning such as prioritisation, assessment, and feedback. Therefore, providing sustained high-quality learning for all, but especially allowing our disadvantaged students to excel. Interventions will be targeted and with a specific focus on the needs of the student or small group and in line with academic progress expectations.

It is also apparent that disadvantaged pupils often do not hold the cultural capacity or life experiences of non-disadvantaged students. The funding strategy will provide opportunity for curricular and extra-curricular enrichment to allow disadvantaged students to build experiences that can be advantageous in gaining post 16 education or employment.

Well-being and attendance, especially due to the lasting impacts of COVID lockdowns and time away from the school environment, will remain an important barrier to overcome with the use of pupil premium funds.

Challenges

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

Challenge number	Detail of challenge
1	<p>Maths – key stage 4 progress</p> <p>Progress outcomes in 2019 for maths show that only 10% of the students that achieved a positive P8 figure were disadvantaged. In 2021 the progress gap between disadvantaged and non-disadvantaged was - 0.27</p> <p>2022 – An increase to 19% (17 out of 86) of disadvantaged students achieved a positive P8 figure. A further 12% (10 out of 86) achieving with in -0.4 (amber on SMID). An improvement but a gap of -0.52 for disadvantaged students remains.</p>
2	<p>English – key stage 4 progress</p> <p>Progress outcomes in 2019 for English show that 50% of disadvantaged students did not achieve a positive progress 8 outcome.</p> <p>In 2021 disadvantaged students achieved a progress score of - 0.38 with non-disadvantaged achieving 0.12, therefore a gap of - 0.5.</p> <p>2022 – 11.6% (10 out of 86) in English Language and 13.9% (12 out of 86) for English Literature scored a positive P8 figure. The progress gap has remained broadly the same with -0.55 in English Language and - 0.43 in English Literature.</p>
3	<p>Boys – key stage 4 progress</p> <p>Progress outcomes for disadvantaged boys in 2019 were - 0.81 compared to all student who achieve - 0.15. This has reduced in 2021 but a gap of - 0.42 remains.</p> <p>2022 – A reduction in the gap can be seen between boys and all students. Disadvantaged boys scored -0.87 with all scoring -0.63 providing a gap of -0.27.</p>
4	<p>Key stage 3 reading and writing</p> <p>On entry to the academy disadvantaged students arrive with KS2 scores that are below the rest of the year group. There is a mean CAT of 95 for disadvantaged pupils and 103 or non-disadvantaged pupils for the current year 7. This is also reflected in the reading age for disadvantaged students with an average of 9.7 years on entry in year 7 with a chronological age of 11. These are average figures so targeted intervention will be required to meet needs.</p> <p>2022 – The picture remains broadly the same with a mean CAT score of 91 for disadvantaged students and 102 for non-disadvantaged students. The average reading age for all students had notably dropped, with the RA for disadvantaged students is now 8.8 years.</p>

5	<p>Key stage 3 numeracy</p> <p>On entry to the academy disadvantaged students arrive with KS2 scores that are below the 'others' in the year group. A mean CAT of 95 for disadvantaged pupils and 103 for non-disadvantaged pupils for the current year 7 on entry. This is also reflected in the KS2 maths score that is 98 for the current year 7 and 104 for 'other' students.</p> <p>2022 – The picture remains broadly the same with a mean CAT score of 91 for disadvantaged students and 102 for non-disadvantaged students. The KS2 maths score has also notably dropped this year on entry to 90 for disadvantaged students and 101 for other students.</p>
6	<p>Limitless teaching</p> <p>Establish a culture that prioritises the needs of pupil premium students with high quality teaching and curriculum.</p> <p>Refining the teaching culture to one that recognises and prioritises the needs of pupil premium students. Achieving this through a framework of high quality CPD that develops staffs needs at all stages of their career including a renewed focus for middle and senior leaders.</p>
7	<p>Well-being</p> <p>To encompass social, emotional, and mental health needs. Ensuring that disadvantaged students are supported in their well-being and engagement with school expectations. There is a link between referrals to counselling (38% disadvantaged students), attendance to ER (34% disadvantaged students) and detention (58% disadvantaged students). This has been exacerbated by the impact of the pandemic.</p> <p>2022 – the impact of the pandemic remains significant with all referrals up by 32%. 42% of referrals to counselling are for disadvantaged students. Referrals to ER have remained broadly the same at 32% and detentions are down to 42% for disadvantaged students.</p>
8	<p>Attendance</p> <p>There is a clear and proven link between attendance and progress/attainment. The overall attendance at Brompton Academy is high and meets national benchmarks. Disadvantaged students however have a absence rate of 4.2%.</p> <p>Additionally, there is a higher percentage of lates for disadvantaged students, at 2.4% compared to 1.4% for non-disadvantaged.</p> <p>2022 – An improvement has been seen in the absence of disadvantaged students with a drop to 3.1% but it remains higher than non-disadvantaged students.</p>
9	<p>Extra-curricular and cultural capacity enrichment</p> <p>We want to provide opportunity for disadvantaged students to build cultural capacity and real-life experiences through extra-curricular activities and specific interventions. We hope this will provide students with the opportunity to demonstrate the wider skills and understanding required of a person able to contribute fully to modern society.</p>

	2022 – This remains a priority
10	<p>Curriculum engagement</p> <p>The dynamic curriculum using Apple technologies can present barriers to access for disadvantaged students. These will be supported via this strategy. Any further equipment, resources, or curriculum access barriers are to be quickly identified and removed where appropriate.</p> <p>Disadvantages students' progress through the curriculum is to be monitored and ensure it is complete, this is especially important due to the impacts of the pandemic.</p> <p>2022 – This remains a priority</p>

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
<p>Maths – key stage 4 progress</p> <p>Improving the progress of disadvantaged students in maths with a focus on GCSE progress.</p>	<p>In 2019 and 2021 KS4 maths progress measures have remained around - 0.14 for disadvantaged students and 0.13 for non-disadvantaged students leading to a gap of - 0.43.</p> <p>In 2022 progress measure -0.88 for all with a gap of -0.52</p> <p>Disadvantaged progress 8 measure moves towards >0.0</p>
<p>English – key stage 4 progress</p> <p>Improving the progress of disadvantaged students in English with a focus on GCSE progress.</p>	<p>In 2019 and 2021 KS4 English progress measures have remained around - 0.38 for disadvantaged students and 0.12 for non-disadvantaged students leading to a gap of - 0.5.</p> <p>2022 progress measure -1.03 with a gap of -0.43</p> <p>Disadvantaged progress 8 measure moves towards >0.0</p>
<p>Boys – key stage 4 progress</p> <p>Improving the progress of disadvantaged boys with a focus on GCSE progress.</p>	<p>Progress outcomes for disadvantaged boys in 2019 are - 0.81 compared to all student who achieve - 0.15. This has reduced in 2021 but a gap of - 0.42 remains.</p> <p>2022 DA boys progress was -0.87. All - 0.41. Gap -0.46</p>

	Disadvantaged progress 8 measure gap moves towards = 0.0
<p>Key stage 3 reading and writing</p> <p>To improve the reading age of disadvantaged students to have a positive impact on the ability of the students to access the curriculum fully.</p>	<p>KS3 assessments to show accelerated progress to close the initial start point gaps.</p> <p>RA increase to match chronological age</p> <p>2022 – the %age of disadvantaged students reaching ‘Expected’ and ‘exceeding’ 58% in English</p> <p>%age of disadvantaged students achieving ‘Expected’ and ‘Exceeding’ to be 75%.</p>
<p>Key stage 3 numeracy</p> <p>To improve the numeracy of disadvantaged students to have a positive impact on the ability of students to access the curriculum, especially in maths.</p>	<p>KS3 assessments to show accelerated progress to close the initial start point gaps.</p> <p>2022 – the %age of disadvantaged students reaching ‘Expected’ and ‘exceeding’ 62% in Maths</p> <p>%age of disadvantaged students achieving ‘Expected’ and ‘Exceeding’ in maths to be 75%.</p>
<p>Limitless teaching</p> <p>Establish a culture that prioritises the needs of pupil premium students with high quality teaching and curriculum.</p>	<p>High quality CPD framework in place for teachers from ECT to leadership.</p> <p>Pupil premium running as a thread through all CPD themes.</p> <p>Qualitative feedback from staff on the impact of CPD.</p>
<p>Well-being</p> <p>The various needs of disadvantaged students are supported and met.</p> <p>Disadvantaged students can self-regulate and are engaged and happy in school.</p>	<p>Student voice from disadvantaged students showing they are happy and engaging with school expectations.</p> <p>Case study evidence to show targeted (and possibly external) support for well-being improvements.</p> <p>Disadvantaged students receive negative points and sanctions in line with the rest of the cohort.</p>
<p>Attendance</p> <p>Attendance of disadvantaged pupils to be in line with non-disadvantaged pupils.</p>	<p>Effective intervention strategies to support improved attendance of identified disadvantaged students, currently 2.7%.</p>

	<p>2022 = 1.9%</p> <p>Disadvantaged students to be prioritised in attendance action, including home calls.</p> <p>Disadvantaged students' attendance to meet the whole school target of 96%</p>
<p>Extra-curricular and Cultural capital</p> <p>Disadvantaged students participate in a range of activities that provide cultural capacity and real-life experiences that can be applied to improving a student's contribution to society.</p>	<p>Tracking and promoting disadvantaged students' attendance for extra-curricular activities including cultural capacity activities, achieving parity of experience for all.</p> <p>Careers intervention to support aspiration and using destination data to quantify the outcomes.</p> <p>Student voice used to measure the access and involvement in cultural capacity activities.</p>
<p>Curriculum engagement</p> <p>Disadvantaged students' progression though the curriculum is unhindered and fully supported to ensure its intended impact is evident</p>	<p>Identification of technology update and financial support identified, especially in year 7 and 9 due to the refresh programme.</p> <p>Case study evidence of the application of the strategy to support curriculum access.</p>

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: £107941.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development – limitless teaching	<p>EEF states ‘ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority’.</p> <p>Furthermore, EEF research papers on PD states, ‘High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.’</p> <p>The CPD will cover identification, needs analysis, strategies, and prioritisation of disadvantaged student’s needs.</p> <p>Specific CPD will be delivered to middle and senior leadership.</p> <p>2022 - A teacher with responsibility for PPG will create resources and collate good practice that has impact within the Academy. They will also be part of CPD planning and delivery. Progress leads for year 10 and 11 to prioritise PPG students on activities, mentoring and interventions.</p>	6
Professional development – Literacy and numeracy	<p>Using EEF’s ‘Improving literacy in Secondary Schools’ and the 7 recommendations identified to provide structure and purpose to the training. There will be a focus around the prioritisation of disciplinary literacy.</p> <p>Similarly using EEF paper titled, ‘Improving Mathematics at Key Stage 2 and 3. The</p>	4 and 5

	<p>recommendations will be interpreted by the academy and will be central to the growth model for teachers.</p> <p>2022 – All students RA to be tested in year 7 and 9 to show progress and support the early identification of interventions. PPG students with low RA's provided with targeted interventions (lexia and AR). Whole school literacy to be a focus in CPD and teaching and learning policy.</p>	
Professional development – Boys achievement	<p>Based on the research noted above, boys learning will be a prioritised feature of limitless teaching.</p> <p>2022 – introduction, through CPD of how DA boys needs can be met in lessons. Additionally through CPD based on adaptive teaching the needs of PPG boys can be better met.</p> <p>A newly employed careers advisor to holds one to one meetings with PPG boys to provide aspirational careers and pathway advice.</p>	3, but is contributory to 1 and 2 also.
Retention of high-quality mentors providing tuition and curriculum support.	<p>EEF toolkit - One to one tuition provides high impact for moderate costs based on moderate evidence.</p> <p>2022 – extended contracts for mentors to allow greater access by PPG students. A slip timetable to be introduced to limit the impact on curriculum access. Clear benchmarking strategies used to measure progress.</p> <p>A PPG champion is involved in student selection for mentoring. Mentoring has an increased PPG bias in selection.</p>	1, 2, 3, 4 and 5

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

Budgeted cost: £221280.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 tuition based in school to support quality control and progress measures. Tutoring will be focused on maths and English in years 7 to 11, with a weighting on year 11. A significant proportion of students will be disadvantaged, boys and disadvantaged high prior attainers.</p>	<p>The EEF toolkit notes, ‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’ There is a caveat that tuition should be in addition to curriculum lessons, however the ability to track, align and quality control the tuition will take priority.</p> <p>2022 - A slip timetable to be introduced to limit the impact on curriculum access. Clear benchmarking strategies used to measure progress.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Literacy based intervention focusing on reading age development and comprehension. Strategies based around Lexia and Accelerated reader.</p>	<p>EEF research suggests that a reading strategy such as accelerated reader is useful for rapid improvement in reading. This will facilitate the improvement of reading skills and support access to the curriculum.</p> <p>2022 – RA tests (NGRT) used for all students in year 7 and 9 to benchmark and provided early identification for intervention.</p>	<p>2 and 4</p>
<p>Support from the library for fostering a love of reading, targeted literacy interventions and extended provision for study.</p>	<p>EEF guidance – Improving Literacy in Secondary Schools.</p> <p>2022 – Library breakfasts. Wellbeing, literacy and provisions supplied for DA students. Specific events such as ‘book in a day’ and ‘strictly come reading’ to focus on PPG students and engagement with reading. Term break activities with invited students to provide warm, structured and clam learning/reading environments.</p>	<p>4</p>
<p>Alternative curriculum provision.</p>	<p>For a small number of targeted students an alternative curriculum</p>	<p>3, 7, 8</p>

	path is required to provide a flexible and bespoke curriculum offer. This is designed to provide wider curriculum alternatives.	
Targeted CIAG to build aspiration and direction for disadvantaged students. This provision to include online careers apps and personal guidance.	<p>EEF toolkit on Aspirations Education shares that ‘raising aspirations is therefore often believed to incentivise improved attainment.’</p> <p>2022 – Appointment of a new careers advisor to lead on CIAG. A focus on PPG students and boys for aspirational careers guidance starting in year 7.</p> <p>The adviser will build links with the local Universities to provide early access and experiences of higher education opportunities from year 7. A similar programme of experiences will be provided by using the local further education establishments including technical/vocational providers.</p> <p>Unifrog used to provide aspirational careers guidance and identification of skill sets for year 7.</p>	1, 2 and 9
Identification and support for undiagnosed barriers to learning – eg SEN screening, diagnosis and interventions.	Removing possible undiagnosed barriers to learning based on the understanding that disadvantaged students may present behaviours to cover SEND needs previously not identified.	All

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

Budgeted cost: £210486.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and welfare systems and associated staff	<p>The Pupil Premium report (June 2019) identifies that systems to evaluate the impact of interventions needs to be developed.</p> <p>2022 – tracking of PPG student attending (extra-)curricular clubs to be introduced with a wider range of activities offered. PPG students supported and encouraged to attend intervention sessions. We will be taking the opportunity of returning to</p>	7

	normal visits and activities post pandemic.	
Staffing and services linked to the pastoral team based on behaviour interventions and social needs support	EEF toolkit. – Social and emotional learning approaches have a positive impact. However, the impact of this will need to be measured. 2022 – New tracking system within Behaviour and Attitudes to allow easy/early identification of student’s needs. Additional staffing to accommodate increased demand following the pandemic.	7
Improve and streamline attendance systems to also provide a focus on disadvantage students	DfE Improving Schools Attendance: support for schools and local authorities. 2022 -Updated attendance systems and additional attendance staff with a focus on improving attendance, including PPG students.	8
Contingency fund for immediate actions	Based on prior experience an ability to respond quickly to needs that arise quickly and may not be pre-identified. 2022 – with the cost-of-living crisis – this fund has been increased and will be used in a wider remit to support the wellbeing, food, school clothes and equipment for PPG students.	All
Curriculum engagement	Allowing disadvantaged students, the same access to the curriculum as non-disadvantaged students therefore receiving the impact of the curriculum outcomes. 2022 - revision guides, equipment, PE uniform etc. priorities including providing ingredients/materials for design technology.	9 and 10
Extra-curricular and cultural capacity enrichment	Allowing disadvantaged students full access to opportunities presented by the Academy. This may include trip contributions, CCF, DofE, etc 2022 – Taking the opportunity for a wider range of trips and visits post-	9 and 10

	<p>pandemic to enrich the curriculum. Contributions to be removed completely where possible. PPG to be fully funded on trips, extra-curricular activities and electives. Specific PPG trips identified and completed.</p>	
<p>External positive mentors and leaders</p>	<p>EEF toolkit – On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>2022 – Improved use of stakeholders to provide relevant and positive engagement opportunities.</p>	<p>8 and 7</p>

Total budgeted cost: £539708

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.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

Our internal data at KS3 identifies some notable gains for small groups of children but the overall picture remains consistent with the previous years. As intervention and catch-up teaching continues to fill gaps in learning we expect the figure to strengthen throughout the 2022/23 year. The 2022/23 intake has lower CAT and RA scores which are lower than National average, providing a negative start point for students.

2022 – The first external assessments show a cohort progress 8 of -0.60. Disadvantaged students scored -0.95. Nationally disadvantaged students scored -0.49.

A8 for non-disadvantaged students was 42.98 and disadvantaged students was 34.2, providing a gap of -8.78. Nationally all students achieved an A8 of 50.9 with disadvantaged students achieving 39.1.

The overall attendance of disadvantaged pupils has improved with a reduction in absence from 4.2% to 3.1%. There remains significant anxiety around school attendance post pandemic as reported by student and parent voice.

The referrals to counsellors have risen significantly post pandemic by 32% with 42% being disadvantaged students. This is a significant increase and one that is seen nationally, although comparative figures are difficult to find. Referrals to ER have remained broadly the same at 32% and detentions are down to 42% for disadvantaged students. Figures here have remained stable as the high expectations of teachers on a return to the classroom have been difficult for students to achieve after the lack of structure found during lockdowns.

The impact of the pandemic, lockdowns and limited time in school has disrupted all subject areas to varying degrees, but there has been a measurable impact on disadvantage students, who were not able to benefit from the usual intervention and support packages in school. Funding was used to provide online access via devices and internet provision to ensure our commitment to high-quality remote learning during (partial) closure could be accessed. Additional pastoral, albeit remote, provision was delivered to support well-being and mental health, which has unfortunately seen a significant rise on our return to school.

Our data shows that progress, curriculum progression, well-being and mental health were significantly impacted by all students, but even more so by disadvantaged students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Lexia
Accelerated Reader	Renaissance Learning