

## 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	Brompton Academy
Number of pupils in school	1367 (196 in KS5)
Proportion (%) of pupil premium eligible pupils	38% inc KS5
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ms J Best
Pupil premium lead	Mr D Walters
Governor / Trustee lead	Mrs M B Moss

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£413,037.50
Recovery premium funding allocation this academic year	£62,712.50
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	£475,750.00

## 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 inline 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	Maths – key stage 4 progress 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

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>
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>
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>
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 or 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>
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%</p>
	<p>disadvantaged students) and detention (58% disadvantaged students). This has been exacerbated by the impact of the pandemic.</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 lower attendance rate by 2.7%.</p> <p>Additionally, there is a higher percentage of lates for disadvantaged students, at 2.4% compared to 1.4% for non-disadvantaged.</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>
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. 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>

## 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>Disadvantaged progress 8 measure moves towards &gt;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>Disadvantaged progress 8 measure moves towards &gt;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>Disadvantaged progress 8 measure gap moves towards = 0.0</p>

<p>Key stage 3 reading and writing 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>%age of disadvantaged students achieving 'Expected' and 'Exceeding' to be 75%.</p>
<p>Key stage 3 numeracy 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>%age of disadvantaged students achieving 'Expected' and 'Exceeding' in maths to be 75%.</p>
<p>Limitless teaching 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 The various needs of disadvantaged students are supported and met. 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 wellbeing improvements.</p> <p>Disadvantaged students receive negative points and sanctions in line with the rest of the cohort.</p>
<p>Attendance 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>Disadvantaged students to be prioritised in attendance action, including home calls.</p>
<p></p>	<p>Disadvantaged students' attendance to meet the whole school target of 96%</p>

<p>Extra-curricular and Cultural capital 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. Careers intervention to support aspiration and using destination data to quantify the outcomes. Student voice used to measure the access and involvement in cultural capacity activities.</p>
<p>Curriculum engagement 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.  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: £99907.50

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>	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 recommendations will be interpreted by the academy and will be central to the growth model for teachers.</p>	4 and 5
Professional development – Boys achievement	Based on the research noted above, boys learning will be a prioritised feature of limitless teaching.	3, but is contributory to 1 and 2 also.
Retention of highquality mentors providing tuition and curriculum support.	EEF toolkit - One to one tuition provides high impact for moderate costs based on moderate evidence	1, 2, 3, 4 and 5

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £176027.50

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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.	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.	1, 2, 3, 4 and 5
Literacy based intervention focusing on reading age development and comprehension. Strategies based around Lexia and Accelerated reader.	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.	2 and 4
Support from the library for fostering a love of reading, targeted literacy interventions and extended provision for study.	EEF guidance – Improving Literacy in Secondary Schools.	4
Alternative curriculum provision.	For a small number of targeted students an alternative curriculum path is required to provide a flexible and bespoke curriculum offer. This is designed to provide wider curriculum alternatives using local providers.	3, 7, 8
Targeted CIAG to build aspiration and	EEF toolkit on Aspirations Education shares that 'raising aspirations is	1, 2 and 9



direction for disadvantaged students. This provision to include online careers apps and personal guidance.	therefore often believed to incentivise improved attainment.'	
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: £199815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and welfare systems and associated staff	The Pupil Premium report (June 2019) identifies that systems to evaluate the impact of interventions needs to be developed.	7
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.	7
Improve and streamline attendance systems to also provide a focus on disadvantage students	DfE Improving Schools Attendance: support for schools and local authorities.	8
Contingency fund for immediate actions	Based on prior experience an ability to respond quickly to needs that arise quickly and may not be preidentified.	All
Curriculum engagement	Allowing disadvantaged students, the same access to the curriculum as non-disadvantaged students therefore receiving the impact of the curriculum outcomes. This is especially focused on the Apple technologies used but will include	9 and 10

	revision guides, equipment, PE uniform etc.	
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	9 and 10
External positive mentors and leaders	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.	8 and 7

**Total budgeted cost: £475750**

## 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.

Our centre assessed grades show a gap of -0.38 for disadvantaged pupils against the rest of the cohort. Disadvantaged students did achieve an P8 of -0.02 overall.

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

