

Pupil premium strategy statement

1. Summary information					
School	Brampton Manor Academy				
Academic Year	2020 - 21	Total PP budget	£788,830	Date of most recent PP Review	14/12/20
Total number of pupils	2742	Number of pupils eligible for PP	826	Date for next internal review	06/02/21

2. Current attainment- FFT				
	Pupils eligible for PP (Brampton Manor)	All Pupils (Brampton Manor)	Non- PP national (2019)	2019 National averages
Progress 8 score average	0.52	0.64	0.13	0
Attainment 8 score average	5.5	5.9	5.0	4.6
% achieving 9 - 5 in English & Maths	57.7%	65.1%	50.0%	43.0%
English Baccalaureate average APS	5.2	5.42	4.4 (3.1)	4.06 (2018)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Lower levels of literacy and numeracy on entry for pupil premium students.
B.	Poor home learning environment
C.	Limited aspirations
External barriers	
D.	Poor attendance- Percentage of sessions missed due to overall absence is higher for pupil premium students than non- pupil premium students.

4. Desired outcomes		Success criteria
A.	Progress of PP students to continue to be excellent.	Progress 8 score for PP students to match non-PP students in the school.
B.	High aspirations, including Russell Group University progression where appropriate.	Vast Majority students progressing to level 3 courses followed by entry to high quality Universities

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress of PP students to match that of non-PP students in the Academy.	Extra classes timetabled in all subjects along with reduced class sizes for low band students in English and Maths from year 7 onwards.	Although The Sutton Trust identifies that the impact of smaller class sizes on a cost basis may not be the most cost efficient method of improving pupil progress we feel that the staffing cost is reasonable when compared to impact on student attainment and progress. Smaller class sizes allow teachers to devote more personal attention to each student. This allows targeted teaching of low band pupil premium student with lower levels of literacy and numeracy on entry. It also allows us to further strengthen the good progress made by middle and high ability pupil premium students by matching teaching to their needs and allowing them to make as good or better progress than their peers.	Lesson monitoring, book scrutiny, analysis of data. PP pupils in years 7-11 make as good as or better progress than their peers so that they meet their Brampton Manor Targets. This is monitored for all students through termly assessment and data capture. Pupil Premium funding is used to provide targeted intervention to those students who do not make requisite progress across year 7-11.	SRO/ ATW	10 th December 2020 18 th March 2021 01 st July 2021

<p>Improved teaching of low ability pupil premium students by English and maths teachers so that progress of low ability PP students exceeds or matches those of non-PP students.</p>	<p>Key staff trained in literacy and numeracy strategies (concrete, pictorial and abstract) by specialists. This training is shared with all teachers in the English and maths departments.</p>	<p>The Sutton Trust rightly recognise that the single largest factor in promoting good progress for learners of all abilities is the quality of feedback they receive from their teachers. Therefore, training staff in the correct way to provide high quality feedback to low ability learners in English and maths will improve progress and attainment of the pupils.</p>	<p>Lesson observations and termly monitoring of progress data from years 7 to 11.</p>	<p>ATW</p>	<p>10th December 2020 18th March 2021 01st July 2021</p>
<p>Improve the curriculum offer for those pupil Premium students who on entry to the school need a specialised curriculum in years 7,8 and 9 in order to make progress due to their very low attainment at key stage 2. This is for all subjects.</p>	<p>Create an extra class in year 7, 8 and 9 staffed by specialist teachers and appropriately resourced in order to all students to make progress at a rate which is apposite to their need.</p>	<p>In 2016- 2107 we noticed that a tiny minority of students made progress, but not exceptional progress, due to a variety of complex issues and needs which we felt we could address more fully as a school. We started this project in 2017-18 and this project will continue into 2020-21. This is a project with considerable resourcing behind it. In Maths, for instance, students who have struggled with times tables since year 3 have mastered their 2, 3, 5 and 10 times table. From the 2019- 20 year 7 cohort 44% of students are now able to follow a standard curriculum in English having entered with very low levels of literacy.</p>	<p>Lesson observations and termly monitoring of progress data from years 7 to 9. All teachers involved with the specialised curriculum meet regularly in order to review attainment and progress, teaching, staff training and the curriculum offer.</p>	<p>LWA</p>	<p>10th December 2020 18th March 2021 01st July 2021</p>
<p>High aspirations for University including Russell Group where appropriate.</p>	<p>7 Oxbridge graduates (with 10 planned by September 2021) to the role of University Access Officers to increase student engagement with and desire to attend top universities including Oxbridge. They work with students from year 7-13 to provide a clear pathway for students to attend top universities.</p>	<p>We realised that many students need support and guidance in order to be able to attend the prestigious Russell group of universities. Intervention and guidance must start early and is different for every student as their needs and aspirations are unique. It is our hope that the university access team will increase the number of PP students that go to the very best Universities.</p>	<p>UCAS offers and places taken at Russell Group universities.</p>	<p>SDO</p>	<p>10th December 2020 18th March 2021 01st July 2021</p>
Total budgeted cost					£400000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve literacy and numeracy of students who have not achieved the expected standard at KS2 in year 7.	<p>Literacy:</p> <p>Lexia program for students below KS2 L4 on entry.</p> <p>Bespoke literacy programme for low attaining students on entry.</p>	Both national research, 'What works for children and young people with literacy difficulties' and internal data indicates the program's success in raising literacy levels. Despite Lexia's success good literacy is further embedded through Brampton literacy programmes delivered to small groups of students. For instance of the 33 students in the 2019 year 11 cohort, who were part of the lexia programme in year 7 on entry, the majority (20) gained a grade 4 or more in English at the end of year 10.	Regular assessment of students to monitor progress in literacy. This is carried out through a variety of formats including access reading tests, Lexia, tests, Keystage 2 exams and teacher assessment. This approach ensures that students' literacy develops and that they quickly catch up with key stage expectations by the end of year 7.	ATW	10 th December 2020 18 th March 2021 01 st July 2021
	<p>Numeracy:</p> <p>After school intervention, smaller class sizes, KS3 coordinator further embedded and numeracy coordinator appointed Adoption and Implementation of the 'concrete, pictorial and abstract' approach to the curriculum across year 7 for low band students.</p>	Students given more personal numeracy tuition. Regular testing improves the quality of feedback and allows us to chart student progress to ensure it is in line with national expectations. Renewed focus on mastery of the fundamentals of maths following training.	Analysis of data and key stage 2 re-testing to check student progress. Diagnostic analysis of students' mathematical strengths and weaknesses informs teaching. Regular assessment of students to monitor progress in numeracy.	SRO	10 th December 2020 18 th March 2021 01 st July 2021
Improve literacy for low band pp students across year 8.	Reading Plus programme for low band students in year 8.	Some students who make progress in year 7 do not sustain this across year 8. Some students make progress in year 7 but do not reach the required standard by the end of the Lexia/ Literacy year 7 programme. These students' literacy is further developed through the Reading Plus programme and further small group literacy work.	Analysis of assessment data and using this data to inform feedback and teaching.	ATW	10 th December 2020 18 th March 2021 01 st July 2021

Improve numeracy for low band pp students in year 8.	After school intervention, smaller class sizes, KS3 coordinator embedded. Adoption and Implementation of the 'concrete, pictorial and abstract' curriculum across year 8 for low band students.	Students given more personal numeracy tuition. Regular testing improves the quality of feedback and allows us to chart student progress to ensure it is in line with national expectations. Renewed focus on mastery of the fundamentals of maths following training.	Regular assessment of students to monitor progress in numeracy. Diagnostic analysis of students' mathematical strengths and weaknesses informs teaching.	SRO	10 th December 2020 18 th March 2021 01 st July 2021
Improved progress for Pupil Premium students in years 9-11 in MFL.	Staff training of MFL department by GCSE examiners in order to improve teacher's feedback to students and their attainment and progress in MFL.	Builds on research carried out by the Sutton Trust and Education Endowment fund on what is the most effective way to develop ensure exceptional student progress, which is the quality of feedback. Highly trained staff provide high quality feedback to students.	Regular assessments to track student progress and to intervene decisively with pupil premium students to ensure that they match the progress of non-pupil premium students.	ATW	10 th December 2020 18 th March 2021 01 st July 2021
Improved progress for High band maths students.	Extra classes for high band maths students in order to increase progress and attainment. Staff training on examiners feedback and diagnostic analysis of higher grade questions. Use of A-level material to aid teaching and learning of specific topics.	Increasing the stretch and challenge of the most able mathematicians will help to secure an increase in the number of grade 9 results crucial for further maths study at A level and beyond. This dramatically increases the chances of numerate students attending in the very top universities in engineering, mathematics and computing.	Regular assessments to track student progress and to intervene decisively with pupil premium students to ensure that they match the progress of non-pupil premium students.	SRO	10 th December 2020 18 th March 2021 01 st July 2021
Poor home learning environment	A dedicated, staffed working space is allocated to students so that they have place to work in silence and with any resources which may be lacking at home.	Students cannot complete homework and study if they do not have a calm ordered environment to do so. Providing a working space from 2.35 to 5.00pm every school day allows children access to an orderly working space they would not have access to at home.	Analysis of attendance register.	ATW/ KLA	10 th December 2020 18 th March 2021 01 st July 2021
Total budgeted cost					£325000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved engagement and increase weaker attendance for Pupil premium students compared to non- pupil premium students at Brampton.	<p>Employment of Education Welfare and Attendance officer, School Counsellor and Behaviour Support Manager. Rigorous monitoring of student attendance.</p> <p>Attendance awards.</p> <p>Parental information evenings</p> <p>Free breakfast.</p>	<p>Staff assigned to work with students who show signs of poor attendance or other symptoms of disengagement. EWO will go on home visits to create a strong link between parents, child and school. Early intervention from key staff to ensure student attendance and remove barriers to learning which are outside of the school gates.</p> <p>Attendance awards are given to students with at least 95% attendance.</p> <p>Targeted parents are met in the school and the link between attendance and high academic outcomes and progress highlighted at parental information evenings.</p> <p>Students need to be ready and prepared for a day of learning- providing a free breakfast is a crucial step in ensuring that all students are cared for and the school acts in loco parentis.</p>	<p>Monitor student attendance and impact of the counsellor/ Behaviour Support manager.</p> <p>Parental feedback from the event and follow up monitoring of student attendance.</p> <p>Register of attendance of students.</p>	GPR	<p>10th December 2020</p> <p>18th March 2021</p> <p>01st July 2021</p>

Raised aspirations	IAG program including careers advisors working with KS4 PP students	To ensure all students progress to appropriate, high quality education or training following KS4	Monitor destinations of Year 11 leavers.	KKA	10 th December 2020 18 th March 2021 01 st July 2021
	Increase careers programme to ensure all students have apposite experiences of work with high quality employers. Especially in years 7-10.	To ensure all students have at least two apposite experiences with high quality experiences with high quality employers in key stages 3 and 4.	Monitor the work experience opportunities of all students from 7- 9.	KKA	
	Develop the aspirations of high band students on pupil premium through 'stretch and aspiration' lessons delivered by the university access team and outside agencies in year 7-11.	Ensure able students have access to a range of different learning experiences to prepare them for the country's leading universities.	Monitor attendance, pupil voice, attendance at top quality sixth form providers and Oxbridge/ top 1/3 Russell group progression.	SDO	
	Residential trips for students in years 7, 8 and 9	This build resilience and tenacity in students by exposing them to different circumstances and environments which they are not familiar with. This helps them to deal with setbacks and to develop resilience.	Monitor attendance and collate student voice.	GPR	
	Theatre Trips for students in year 7, 8 and 9	This exposes students to cultural activities which students have not been exposed to before and helps to develop cultural capital.	Monitor attendance and collate student voice.	MBA	
RED AWARDS	RED Awards promote high effort and determination across the school. Public acknowledgement of positive values.	Monitor impact against future attainment.	SRO		
Total budgeted cost					£75000

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Progress of PP students continues to exceed or at least matches that of non-PP students in the Academy.</p> <p>Improved teaching of low ability pupil premium students by English and maths teachers so that progress of low ability PP students continues to exceed or match those of non-PP students.</p> <p>Improve the curriculum offer for those pupil Premium students who on entry to the school need a specialised curriculum in years 7,8 and 9 in order to make progress due to their very low attainment at key stage 2. This is for all subjects.</p> <p>High aspirations for University.</p>	<p>Extra classes timetabled in all subjects along with reduced class sizes for low band students in English and Maths from year 7 onwards.</p> <p>Key staff trained in literacy and numeracy strategies (concrete, pictorial and abstract) by specialists. This training is shared with all teachers in the English and maths departments.</p> <p>Create an extra class in year 7, 8 and 9 staffed by specialist teachers and appropriately resourced in order to all students to make progress at a rate, which is apposite to their need.</p> <p>University Access team</p>	<p>See Academy results data. PP students outperformed non-pp students for progress in 2016-17. In 2017-18 PP students did not outperform non-PP in the school but outperformed non-PP students nationally by some distance. This continued into 2018-19 and into 2019-20.</p> <p>Evidence of success is in internal data and Academy results. All students in all bands continue to make outstanding progress in English and Maths. Our low prior attainers made almost the same amount of progress (0.66) as our high prior attainers (0.68) in 2019.</p> <p>This strategy has had a huge impact on the attainment and progress of our weakest students. Students in the Alternative curriculum group have continued to make progress despite some students on entry in 2019 failing to meet the required standard for Key stage 1 in Reading (7) or Key stage 2 (16).</p> <p>20 students attended Oxbridge in 2018 and 38 in 2019 and 53 in 2020. We have the highest progression rate to university of 89% in the UK.</p>	<p>This is an effective strategy, which we will continue.</p> <p>This is an effective strategy, which we will continue.</p> <p>This is an effective strategy, which we will continue. However, we need to constantly update our offer to these students.</p> <p>This is an effective strategy, which will continue.</p>	<p>£400,000</p>

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve literacy and numeracy of students who have not achieved the expected standard at KS2 in year 7.	Literacy: Lexia programme and bespoke literacy programme.	Strong evidence of positive impact with students with students' literacy improving across year 7. However, for our weakest students on entry their improvement is not in line with other students in this group and we need to find a fresh approach for these students.	Continuing. However, with our increasing role we will need to look at additional bespoke programme and consider how best to support our students- such as Ruth Miskin's synthetic Phonics Fresh Start Programme.	£325000
	Numeracy: After school intervention, class sizes, KS3 coordinator, Singapore maths curriculum for year seven.	Strong evidence for impact across year 7 in Sisra and departmental data.	Continuing	
Improve literacy for low band PP students across year 8.	Reading Plus programme for low band students in year 8.	Reading Plus has been successful with some students increasing their reading age by up to 4 years over the course of three terms. However, this approach does not develop the reading of all students and we need to look at a wider variety of approaches, which work for all students.	Continuing. Although we now need to develop further reading programmes within the English department.	
Improve numeracy for low band PP students in year 8.	After school intervention, class sizes, KS3 coordinator, Singapore maths curriculum for year eight.	Strong evidence for impact across year 8 in Sisra and departmental data.	Continuing	
Improved progress for PP students in years 9-11 in English.	Staff Training of English department by GCSE examiners in language and literature.	Progress in English and English Literature show the effectiveness of this approach.	Continuing	
Improved progress for High band maths students.	Extra classes for high band maths students in order to	Evidence by the number of level 8's and 9's in GCSE maths and high band maths student progress.	Continuing	

Poor home learning environment	increase progress and attainment. A dedicated, staffed working space is allocated to students so that they have a place to work in silence and with any resources they may be lacking at home.	This has been extremely helpful and you can see this by the increased completion of homework and in student progress.	Continuing	
Improved progress for Pupil Premium students in years 9-11 in MFL.	Staff training of MFL department by GCSE examiners in order to improve teacher's feedback to students and their attainment and progress in MFL.	This approach showed improvements in French and Spanish but did not in German. We developed altered this approach in 2019-2020 and are working with more specialised staff on a longer term basis from our sister school Langdon.	This has been successful and we will continue to work with Langdon staff but on a reduced basis.	

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved engagement and increase weaker attendance for Pupil premium students compared to non- pupil premium students at Brampton.	Employment of attendance officer and school counsellor. Attendance Awards, Parental Information Evenings and Free Breakfast.	Overall attendance over 95% in 2017- 2018 and the gap between pp and non-pp student's attendance was narrower than 2016-17. In 2018-2019 attendance was 96.1%, we have a slight increase in 2019-2020 with attendance at 96.2%.	Continuing	£40000
Raised aspirations	IAG program including careers advisors working with KS3, KS4 PP students. Residential Trips for 7,8 and 9. Theatre Trips for 7,8 and 9. Work experience. Red Awards.	Almost all students progressed to further education after KS4. 91% as opposed to a national average of 86%. With 95% of school leavers staying in education or employment compared to a local average of 87% (this data is lagged 2017). Also see post 16 progression data.	Continuing	£35000

7. Additional detail

The following are also provided to enhance the experience of PP students at the Academy:

- After school intervention classes for Year 11 students identified as working below their target grades
- Independent study resources – revision guides/holiday classes at KS4 and KS5.
- All books provided to sixth from students free of charge.
- Access to high quality work-experience placements and careers guidance
- Opportunities to develop their confidence and communication skill through debating
- Access to farm-type facilities and opportunities to learn basic life skills like preparing a healthy meal
- Provision of free lunches to students qualifying for Free School Meals
- Provision of discretionary bursary payments to Sixth Form students on Free School Meals
- Paying the full cost of trips and activities for students on Free School Meals/ Pupil Premium.
- Provision of uniforms, shoes etc. for students on Free School Meals
- Theatre Trips for students in years 7, 8 and 9.
- Residential Trips for students in year 7, 8 and 9.
- Access to a broad range of after school activities which broaden the curriculum offer to Pupil Premium students.

