

Pupil premium strategy statement – Brine Leas School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1447
Proportion (%) of pupil premium eligible pupils	13% (vs. 26.3% in England)
Academic years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	David Cole, Headteacher
Pupil premium lead	Emma Bentley, Assistant Headteacher
Governor / Trustee lead	Karl Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,524
Recovery premium funding allocation this academic year	£ 45,540
Pupil premium (and recovery premium*) funding carried forward from previous years <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023.</i>	£0
Total budget for this academic year	£247,064

Part A: Pupil premium strategy plan

Statement of intent

Marc Rowland: *“it’s a thousand little moments that lead to great attainment for disadvantaged pupils rather than those big, shiny interventions”*. Our strategy is predicated on this.

1. We are proud to be a comprehensive school and promote equality without exception. We intend for disadvantage to be addressed in all aspects of school life, so that all pupils secure strong academic and social outcomes, irrespective of socio-economic background, prior ability or the challenges they face. In turn, we intend for all of our pupils to become responsible global citizens and agents of social change, committed to building a better world, irrespective of socio-economic background or prior ability. We will extend this support to any pupil where the school deems it beneficial to do so, regardless of PPG eligibility criteria. Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils and is therefore at the heart of our approach. By doing so, we will inevitably benefit non-eligible pupils as well.

2. Our plan works towards achieving these objectives via interventions that fall under:

- a) **high quality teaching**, ensuring disadvantaged pupils are set challenging objectives in the work they’re set, and are supported to achieve them
- b) **targeted academic support** (e.g. small group interventions, tutoring or reading intervention)
- c) **wider strategies** (e.g. interventions to support attendance and social / emotional support)

The key principles in our plan are to ensure all staff take responsibility for the promotion of aspirational outcomes (social or academic) for disadvantaged pupils. Our approaches are rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our approaches complement each other to help pupils excel.

Every priority in our School Improvement Plan (23-24) evidentially supports the academic and social outcomes of disadvantaged pupils. Together, we intend that they will be greater than the sum of their parts with the ‘virtuous cycle’ effect in action. Improving the outcomes of disadvantaged pupils sits at the top of 7 priorities which will support it.

In addition, the EEF has selected Cheshire East for a 2-year (23-25) Evidence Exploration Partnership and our Pupil Premium Lead (Emma Bentley) is one of a small group that constitutes the Core Team. Whilst this is not dependant on PPG funding, it will feed into current and future practice.

Challenges

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

Challenge		Evidence			
1	A disadvantage gap in prior attainment exists, widened by the pandemic		KS2 reading gap (pts)	KS2 maths gap (pts)	
		11	3.3	4	
		10	3.9 (<i>based on CATs</i>)	4.6 (<i>based on CATs</i>)	
		9	2.5 (<i>based on CATs</i>)	2.9 (<i>based on CATs</i>)	
		8	5.4	6	
		7	2.9	3.9	
2	Literacy is a barrier to accessing the wider curriculum for some	50% of disadvantaged students have reading ages lower than chronological on entry, vs. 45% of non-disadvantaged (current Y7)			
3	Attendance rates for disadvantaged pupils are lower than the school average.	22-23	-4.1% gap		
		21-22	-3.2% gap		
		18-19	-2.1% gap		
4	Predicted grades indicate less progress for disadvantaged pupils compared to non; quality assurance of teaching and learning indicates that greater focus on adaptive teaching will improve progress (cf. challenges 1, 2 and 3)	At the end of 22/23, year groups had these gaps:			
			P8	A8	
		11 (final)	-0.71	-18.47	
		10 (DC3)	-0.44	-11.97	
		9 (DC3)	-0.25	-10.39	<i>CATs</i>
		8 (DC3)	-0.2	-5.75	<i>CATs</i>
7 (DC3)	+0.09	-8.99			
5	Mental health concerns are higher amongst disadvantaged pupils	<p>Our evidence identifies SEMH challenges for many pupils. This is partly driven by concern about 'lost learning' during COVID; the cost of living crisis; and concern about exams and future prospects.</p> <p>Young people in the lowest income bracket are 4.5x more likely to experience severe mental health problems than those in the highest income bracket (Gutman et al, 2015)</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><u>Challenge 1 and 4</u></p> <p>raise attainment for disadvantaged pupils</p>	<ul style="list-style-type: none"> * disadvantaged pupils make or exceed expected progress (in line with DfE Secondary Accountability Measures) * the attainment gap reduces vs. 2018/2019/2022 average (14.53) so as to reduce the disadvantage that pupils arrive with; reducing progress gap would only maintain disadvantage gap as it's there on intake
<p><u>Challenge 2</u></p> <p>improved literacy among disadvantaged pupils</p>	<ul style="list-style-type: none"> * diagnostic reading assessments (e.g. NGRT) are followed up with targeted reading interventions (e.g. Thinking Reading) to improve reading skills, as needed * reading ages are at least chronological for all students * disadvantaged pupils demonstrate oracy skills in line with the cohort, e.g. by participating in Interhouse Speaking and other targeted events.
<p><u>Challenge 3 & 5</u></p> <p>to achieve and sustain improved attendance for our disadvantaged pupils</p>	<ul style="list-style-type: none"> * overall attendance rate for disadvantaged pupils is 95% * data confirms that SEMH interventions have been effective in supporting high attendance and thus facilitating access to the wider curriculum, for disadvantaged pupils

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: £42,722

	Activity	Evidence that supports this approach	Challenges addressed
1	<p>Developing high quality of education: embedding all aspects of The Streamlined Classroom and adaptive teaching; ensuring opportunities for cultural capital are planned and delivered without missed opportunity.</p>	<p>Focus on feedback, peer tutoring in maths and literacy, and on active ingredients of learning will have the biggest impact on outcomes. Background knowledge is crucial, so cultural capital will be prioritised, including via extra-curricular opportunities.</p>	1, 2, 3, 4

	<p>CPD, mentoring and coaching will facilitate this, with release time.</p> <p>ECTs (x 10) will receive a full CPD programme.</p>		
2	Mentoring for disadvantaged students who are not yet making expected progress	EEF's toolkit (mentoring) confirms that mentoring can have positive effects if key criteria are fulfilled. Our model supports these.	1, 3, 5
3	<p>Use of digital technology to close knowledge gaps and support the active ingredients of learning (laptops; wifi dongles; online subscriptions)</p> <p>Use of digital technology to support parental involvement, e.g. by facilitating access to parents' evenings</p>	<p>Using digital technology can improve learning, by supporting explanations, deliberate practice and assessment.</p> <p>It can also close knowledge gaps to facilitate deliberate practice with the required 80% success rate.</p> <p>Technology is also used as a bridge to support persistent absentees back into school, to reduce the feeling of being overwhelmed by the curriculum coverage they are facing</p>	1, 2, 3, 4, 5
4	Improving literacy in all subject areas in line with EEF research, via CPD (specific to disciplines, where needed). We will fund CPD and release time.	<p>Reducing the word gap supports learning within and beyond the academic curriculum.</p> <p>Key principles in Improving Literacy in Secondary Schools will be followed.</p>	1, 2, 4
5	Targeted time and support for ECTs to develop high-quality early-career teachers and boost retention via high-quality CPD	The ECF is robust and evidence-informed. In order for it to be demonstrated and embodied on a daily basis by teachers, professional development aligned with the EEF's guidance report must be in place.	All

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

Budgeted cost: £79,666

	Activity	Evidence that supports this approach	Challenges addressed
1	Tutoring to close learning gaps. A significant proportion of recipients will be disadvantaged (primarily school-led because	Both one-to-one and small group tuition , can be an effective method to raise attainment, regardless of prior ability	1, 2, 4

	relationships are the bedrock of academic success)		
2	Intervention groups to support oracy and social skills, for students with SEND (e.g. drawing and talking)	Developing social and emotional learning , through the medium of oracy, has a positive impact in academic outcomes. Being able to effectively manage emotions will be beneficial to young people even if it does not translate to reading or maths scores.	1, 2, 5
3	Purchase and delivery of NGRT to diagnose the provenance of a reading gap (Decoding? Comprehension? Fluency? Accuracy?) and appropriate ensuing intervention (e.g. Thinking Reading for decoding; IDL for fluency)	Saying secondary students with a low reading age need a 'phonics only' programme is like saying that if your car isn't going well it must need more petrol. Phonics is necessary for reading – period – but it's not sufficient , just as a car needs more than fuel to run.	1, 2
4	Peer mentoring for reading and oracy (targeted reading aloud and book discussion)	Oral language interventions have high impact for low cost. Peer tutoring as a delivery model has high impact	1, 2
5	Pupil Premium Lead will review all options choices for Y9s and conduct IAG meetings as required to ensure suitable academic challenge	Only 59% of Y11 PPG-eligible pupils filled all progress 8 buckets in 2023, compared to 92.2% of non-PP. Nationally, 61.9% of pupils with high prior attainment at KS2 / 39.8% of pupils with middle prior attainment / 15.4% of pupils with low prior attainment, entered all five EBacc components.	1

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

Budgeted cost: £125,488

Activity	Evidence that supports this approach	Challenges addressed
1	Breakfast Club is offered to all students, daily 93% of schools see an increase in concentration and energy amongst children attending breakfast clubs Research indicates that FSM provision is inadequate and breakfast clubs help to mitigate against this inadequacy Like other welfare benefits, take-up of free school meals is affected by stigma and breakfast clubs help to mitigate against students' potential reluctance to claim.	1, 3, 5

2	Extracurricular activities, including sports, outdoor activities, arts, trips and music tuition are supported	Arts participation has a positive impact on academic outcomes. Outdoor adventure learning may have positive impacts on self-efficacy and motivation; and may play an important part of the wider school experience, regardless of any impact on academic outcomes. Academic and social success requires strong relationships with teachers and a sense of belonging to the school, through house / team / form activities.	3, 5
3	Embedding principles in DfE's attendance guidance, including nominated Attendance Officer; external Attendance / Welfare Officer and member of SLT leading a county working party on best practice	DfE's Working Together to Improve School Attendance has been informed by engagement with schools that have significantly reduced absence levels	3
4	Behaviour and wellbeing: Counselling; small group and 1:1 SEMH interventions; behaviour interventions (including nominated Behaviour Lead, Support and member of Extended Leadership Team)	Behaviour Interventions increase learning time for pupils, by reducing low-level disruption and / or reducing suspensions. According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a suspension or exclusion. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills	1, 3, 4, 5
5	Purchase of standardised diagnostic assessment for Pupil Attitudes to Self and School Whole-school focus on non-cognitive skills, in order to develop self-efficacy	EEF Spectrum database and the research in Jean Gross' publications confirm the need for pupils' non-cognitive skills to be well developed	2, 5
6	Contingency fund for acute issues	Based on our school experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £247,867

Service pupil premium funding (optional)

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

Pastoral support, counselling, online learning resources, uniform and trips

The impact of that spending on service pupil premium eligible pupils

22-23: 4 x eligible pupils (1 x Y9; 3 x Y10)

Average predicted progress score for 4 x SPP-eligible students 22-23: -0.024

Average attendance for SPP-eligible students 22-23: 92.4% (vs 93.6% for all students)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year.

Ebacc entry was 41.6% for the whole school (vs. 33% Cheshire East / 39% England) and 17.65% for PPG-eligible pupils (see intervention #5 in Targeted Academic Support).

Our average Progress 8 score for disadvantaged pupils was -0.56 vs. -0.57 for disadvantaged pupils in England. Our non-disadvantaged pupils averaged 0.15 for progress vs. 0.17 in England.

Attainment 8 for our disadvantaged pupils was 35.65; Attainment 8 for Cheshire East disadvantaged pupils was 34.2. Attainment 8 for our whole Y11 cohort was 51.19; vs. 46.2 for all pupils in England). See [DfE guidance](#) for more information about KS4 performance measures.

We recognise our attendance gap is too large (see p. 3) which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our assessments demonstrated that challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute (cf. evidence under Challenge 5). In addition, our behaviour gap is too large (disadvantaged pupils received the most negative behaviour points per pupil, in 22-23, with almost double that of the whole-school cohort). Data such as this has informed our decision to introduce [PASS](#) in 23-24, in order to triage social and emotional challenges and target intervention with as much precision as possible.

In England, the KS4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.95. It is now at its highest level since 2011. Before the pandemic, the gap index had widened going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used. We strive unwaveringly to improve outcomes for our own community, regardless of but paying cognisance to this national context.

Data as at summer 2023 (academic, attendance and behaviour) indicated that we still have significant gaps to close. This review led to adjustments on this year's School Improvement Plan; direct involvement in the EEF's Evidence Exploration Partnership with Cheshire East (cf. page 1); and has informed the challenges and activities identified in this document.

Our evaluation of the approaches delivered last academic year indicates we cannot simply do 'more of the same' in our efforts to mitigate a national picture of widening attainment gaps for disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
National Tutoring Programme	(internally delivered)
P/LAC co-ordinator	Virtual Schools

Further information (optional)

Our strategy will be supplemented by additional activities that are not funded by PPG. These will include:

- embedding more effective practice around [responsive teaching](#), as high-quality teaching disproportionately benefits disadvantaged pupils
- offering a range of high quality extra-curricular activities to boost wellbeing, behaviour, attendance and relationships; a new sign-up and registration system will allow us to monitor, target and improve participation by disadvantaged pupils.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. The Pupil Premium Lead has joined an EEF Evidence Exploration Partnership and is playing a central role in a Cheshire East improvement party for Disadvantaged Pupils, to ensure external perspectives are in place.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. We have approved over 30 colleagues to complete NPQs in such specialisms as Leading Teaching; Leading Teacher Development; Leading Literacy and Leading Behaviour and Culture.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.