

Brunel School: Pupil premium strategy statement

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		
			2023-2024
Number of pupils in school			53)
Proportion (%) of pupil premium eligible pupils			PP: 31-57% PP+: 8-15%
Academic year/years that our current pupil premium strategy plan covers	2023/2024		
Date this statement was published			September 2023
Date on which it will be reviewed			June 2024
Statement authorised by			V. Alden
Pupil premium lead			K Kolek
Governor / Trustee lead			TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year: 2023-24 PP: £1,035 per eligible FE6/FSM pupil (31) PP+: £2530 per CLA (8)	PP: £39,330 . PP+: £20,240 Total: £59,570 NB: this may increase with new intake
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium) funding carried forward from previous years	
Total budget for this academic year	£59,570

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities
- Emotional wellbeing and stability

At the heart of our approach is high-quality learning opportunities focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of specific pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality alternative provision and wider curricular opportunities.

Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

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
Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024.</p> <p>An increase in the percentage of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers</p>
Improved language comprehension and communication for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology and interact successfully with those around them.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers by the end of our strategy in 2024.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Through observations and discussions with pupils and their families.</p> <p>Improvement evident in SEGP.</p>
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p> <p>By the end of 2024 disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same proportions as their peers.</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. It is drawn from the EEF's tiered approach to pupil premium spending:

- **Improving teaching:** This will include professional development, training and support for early career teachers, as well as teacher recruitment and retention.
- **Targeted academic support:** Evidence consistently shows the impact that one-to-one and small group interventions can have on pupils who are falling behind.
- **Wider strategies to overcome non-academic barriers to learning:** This might include strategies to boost attendance, improve behaviour or provide social and emotional support.

Teaching (including CPD, recruitment and retention)

Spending on developing high quality teaching including investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving,

Budgeted cost: £

Activity	Evidence that supports this approach	Resources
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:	<p>The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches.</p> <ul style="list-style-type: none"> • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</p>
Professional development on	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is	<ul style="list-style-type: none"> • Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)

<p>evidence-based approaches</p> <p><i>for example feedback, metacognition, reading comprehension, phonics or mastery learning</i></p> <p>CPD for teaching staff on developing pupils' mental models, improving pedagogy and raising accountability.</p>	<p>important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p> <p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge</p>	<ul style="list-style-type: none"> Rosenshine's Principles of Instruction
<p>Coaching & Mentoring</p>	<p>Support for teacher professional development through mentoring and/or coaching, particularly for early career teachers.</p>	<ul style="list-style-type: none"> School mechanism developed in line with SPT support The EEF Toolkit and guidance reports. The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.
<p>R&R of staff</p>	<p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding.</p> <p>Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. Supporting resources:</p>	<ul style="list-style-type: none"> The EEF's 'Effective Professional Development' guidance report. Tools to manage workload, including the DfE's 'Reducing School Workload Collection'
<p>Technology and other resources focussed on</p>	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking</p>	<ul style="list-style-type: none"> The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a

<p>supporting high quality teaching and learning</p>	<p>to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.</p>	<p>number of practical examples of technology being used in ways which support improved teaching and learning.</p> <ul style="list-style-type: none"> • The EEF's short summary of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.
<p>Creation of subject leaders to improve the QOE in key subject areas by developing and improving teaching across the school in line with DfE guidance.</p> <p>Subj leads to engage with local research school and hubs to develop the quality of teaching through CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>
<p>Targeted specialist intervention: SALT</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>Research is clear that effective wave 1 T&L has greatest impact-intervention needs to be specific, time limited with clear aims and outcomes and related to specialist support needs.</p>	<p>What works database (ican.org.uk)</p>

Targeted academic support (e.g. tutoring, one-to-one support structured interventions)

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.

Budgeted cost: £

Activity	Evidence that supports this approach	Resources
Additional hours for ICT support	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:	<ul style="list-style-type: none"> • Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)
Interventions to support language development, literacy, and numeracy	Pupils require targeted academic support to assist language development, literacy, and numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	<ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.
Activity and resources to meet the specific needs of disadvantaged pupils	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	(The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence- based recommendations to support pupils with SEND.)
Teaching assistant deployment and interventions	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision	<ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.

	from the class teacher, including providing targeted interventions.	<ul style="list-style-type: none"> The EEF Toolkit has a strand on teaching assistant interventions
20 minute language comprehension sessions from a lead practitioner, for disadvantaged pupils that require further support. Each pupil to receive two sessions per week for one term.	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p>	2
<p>One to one and small group tuition</p> <p>Engaging with Riviera Tuition. Outreach tuition or National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils.</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p>	<ul style="list-style-type: none"> The EEF Toolkit has a strand on one to one tuition and small group tuition. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF
Peer tutoring	Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership. Supporting resources:	<ul style="list-style-type: none"> EEF Toolkit on peer tutoring.

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.

Budgeted cost: £

Activity	Evidence that supports this approach	Resources
Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. Funding for staff training.	Sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	https://www.tts-group.co.uk/primary/sen-special-direct/sensory/ https://www.cheapdisabilityaids.co.uk/collections/sensory-room-equipment
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Consideration for whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	<ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit on social and emotional learning and behaviour interventions.
Supporting Attendance	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	<ul style="list-style-type: none"> • The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance. • Recruitment for EWO support (P/T role)
Wider curricular activities, including sports, outdoor activities, arts,	Wider curricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased	<ul style="list-style-type: none"> • EEF Toolkit arts participation. • Use of AP/vocational areas • Environmental curricular access: climbing wall, board surfing, swimming, woods

culture and trips	engagement will be translated into improved teaching and learning.	
Breakfast clubs and meal provision	Evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing children for learning or supporting behaviour and school attendance. Consideration whether this provision can be altered to improve provision access.	<ul style="list-style-type: none"> The EEF has independently evaluated the Magic Breakfast programme.
Communicating with and supporting parents	Levels of parental engagement are consistently associated with improved academic outcomes.	<ul style="list-style-type: none"> The EEF Toolkit has a strand on parental engagement. The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.
Programme working with parents and carers to develop effective home learning environments.	The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions.	Supporting children with special educational needs and disabilities NSPCC Access to EH and school-based EH support mechanisms
Public transport training for Year 9 - 11 pupils. Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities:	Department for Education (publishing.service.gov.uk)

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This information is unavailable at this time due to change in school leadership

Externally provided programmes

Programme	Provider
	Sound Communications
	YMCA
	YFVS
	Play Torbay
	Riviera Tuition
	Progression Services