

Pupil Premium strategy statement 2021-22

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	Bronte Girls' Academy
Number of pupils in school	435
Proportion of pupil premium eligible pupils	39%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by Principal	Rehana Shafquat
Pupil premium lead	Lyndsay hall
Governor / Trustee lead	Jane Tiller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,140
Recovery premium funding allocation this academic year	£15,660
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	£118,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils are supported to make good or better progress and to achieve high attainment across the curriculum, particularly in EBACC subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils, including those who are already high attainers to succeed both academically and in their personal and social development. We will also support our pupils who are looked-after, have a social worker or are young carers to ensure they make good progress over time. This statement is intended to support the needs of all our pupils, regardless of whether they are disadvantaged or not.

Quality-first teaching is fundamental to our strategy as this will enable all learners, including the disadvantaged, to make sustained progress and equip them with the self-belief to become independent and resilient learners, who have the intrinsic motivation to succeed. It is crucial that teachers are provided with appropriate CPD to ensure that pupils experience quality teaching every day as this is proven to have the most significant impact on narrowing the attainment gap. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The Education Endowment Foundation research suggests that high-quality teaching, which is supported by targeted intervention and wider strategies, will have the most notable impact on progress and attainment.

Our strategy is linked to the wider school plans for educational recovery through the National Tutoring Programme to support the pupils whose education has been significantly disrupted.

Our approach is responsive to common challenges facing our pupils as well as individual needs and is rooted in diagnostic assessment to ensure our pupils are supported holistically.

To ensure our approaches are effective we will:

- Establish a culture of high expectations which nurtures and inspires pupils to achieve their best and where staff take full responsibility for the outcomes of disadvantaged pupils.
- Facilitate high quality cpd so teachers are supported in their own development to implement highly effective teaching and learning strategies which challenge all pupils and enable them to make good progress.
- Regularly review the impact and quality of the curriculum.
- Closely monitor progress and attainment at all levels, including by pupil groups, to identify underachievement and deploy prompt intervention to address any gaps in learning.

Challenges

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

Challenge number	Detail of challenge																
1	<p>Maths attainment of disadvantaged pupils is generally lower than that of their peers. Teacher diagnostic assessments suggest that pupils struggle with number skills, problem solving tasks and general confidence in maths.</p> <p>The CATs KS2 retrospective indicators below show the difference between PP and Non PP pupils below age related expectations on entry in Maths:</p> <table border="1"> <thead> <tr> <th>% Pupils</th> <th>Below ARE PP</th> <th>Below ARE Non PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Class 2024</td> <td>35</td> <td>12</td> <td>+23</td> </tr> <tr> <td>Class 2025</td> <td>33</td> <td>27</td> <td>+6</td> </tr> <tr> <td>Class 2026</td> <td>38</td> <td>24</td> <td>+14</td> </tr> </tbody> </table>	% Pupils	Below ARE PP	Below ARE Non PP	Difference	Class 2024	35	12	+23	Class 2025	33	27	+6	Class 2026	38	24	+14
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2	<p>English attainment of disadvantaged pupils is generally lower than that of their peers. Teacher diagnostic assessments suggest that pupils struggle with reading comprehension and cultural literacy / capital which limits pupils' access to the whole curriculum.</p> <p>The CATs KS2 retrospective indicators below show the difference between PP and Non PP pupils below age related expectations on entry in Reading:</p> <table border="1"> <thead> <tr> <th>% Pupils</th> <th>Below ARE (PP)</th> <th>Below ARE (Non PP)</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Class 2024</td> <td>22</td> <td>17</td> <td>+5</td> </tr> <tr> <td>Class 2025</td> <td>26</td> <td>22</td> <td>+4</td> </tr> <tr> <td>Class 2026</td> <td>35</td> <td>22</td> <td>+13</td> </tr> </tbody> </table>	% Pupils	Below ARE (PP)	Below ARE (Non PP)	Difference	Class 2024	22	17	+5	Class 2025	26	22	+4	Class 2026	35	22	+13
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3	<p>The Reading Age scores of pupils are lower than their chronological reading age. This affects pupils' ability to access the full curriculum.</p> <p>The reading age scores below show that approximately 50% of pupils are below their chronological reading age on entry:</p> <table border="1"> <thead> <tr> <th>% Pupils</th> <th>Below CRA (PP)</th> </tr> </thead> <tbody> <tr> <td>Class 2024</td> <td>49</td> </tr> <tr> <td>Class 2025</td> <td>49</td> </tr> <tr> <td>Class 2026</td> <td>46</td> </tr> </tbody> </table>	% Pupils	Below CRA (PP)	Class 2024	49	Class 2025	49	Class 2026	46								
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4	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of some of our disadvantaged pupils and those</p>																

	pupils who are looked after, have a social worker or have SEN has been impacted significantly by partial school closures to a greater extent than that for other pupils. As a result knowledge gaps have arisen.
5	It has been noted that lower attaining disadvantaged pupils lack the metacognitive /self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. They need to be increasingly independent and taught how to do this. This is an area of development for all learners and is a focus of our CPD.
6	Our attendance data for the last academic year shows the attendance of our disadvantaged pupils was more than 2% below that of not disadvantaged pupils. The % disadvantaged pupils who were PA was over 10% higher than not disadvantaged pupils.
7	GL Progress tests show that the attainment on entry in Science for the 2025 and 2026 cohorts is significantly below national.

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
To achieve and sustain improved attendance for all pupils, including our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5% (from 2.7% in 2020-21 to 1.2% in 2023-24). • The percentage of all pupils who are persistently absent being below 15% (from 25% in 2020-2021) and the figure among disadvantaged pupils being no more than 5% lower than their peers (from 10% in 2020-2021).
To ensure pupils add to their wider experiences to ensure they have opportunities to develop their cultural capital.	<p>Improved attendance at lunch time and extra-curricular clubs.</p> <p>100% of pupils will have attended at least one regular lunchtime club.</p> <p>There will be an increased number of disadvantaged pupils going on trips or attending residential activities.</p> <p>The %disadvantaged pupils attending trips and residential activities will be high and match that of non PP pupils.</p> <p>There will be an increased number of pupils using the library to develop their love of reading.</p>
To secure improved reading ages among disadvantaged pupils across KS3 and to show progress in the GL assessments.	<p>% Pupils whose reading age is at least in line with/1 year or more above/2 years or more above their chronological reading age improves from 50% at the start of year 7 to over 80% by the end of year 9.</p> <p>Tests will demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers will also have recognised this improvement through engagement in lessons, book sampling and pupil voice.</p> <p>Pupils will read as part of the GST programme to develop confidence and fluency in reading.</p>

	<p>Disadvantaged pupils will be provided with a book to read at home to promote independence and a love of reading, so they have access to reading materials.</p> <p>GL assessments in English, maths and science at the end of year 9 will show progress from pupils starting points compared to national. Current baseline data shows pupils attainment is significantly below national, by the end of year 9 this should improve to at least above national for PP and non PP pupils.</p>
<p>To ensure all disadvantaged pupils have access to the technology and resources to enable them to make progress in their learning.</p>	<p>Pupils who do not have the technology to access the internet from home will be supported with the use of a school laptop.</p> <p>Improved attendance at homework clubs to support learning when pupils find it difficult to complete it at home.</p> <p>Parents/carers will be invited to attend 'Revision Skills' and 'How to support your daughter' sessions to support home-school learning.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high-levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. There will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Pupils will also have the opportunity to partake in wellbeing sessions and courses aimed at improving the mental health and wellbeing by empowering them to make positive changes in their life.</p>
<p>Improved metacognitive and independent skills among disadvantaged pupils across all subjects.</p>	<p>Teachers will be able to report that disadvantaged pupils can produce work independently using the key subject terminology framed by the I Do, We Do, You Do model. This will be seen in pupils' books.</p> <p>Teachers will be able to comment positively on the completion of homework and use of knowledge organisers to support the development and improvement of in class learning.</p> <p>Attendance registers for targeted intervention, when necessary, will show positive and sustained attendance at these sessions.</p>
<p>High attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBACC subjects.</p>	<p>By the end of our current plan in 2024/25, a similar % of disadvantaged and not disadvantaged pupils enter the EBACC (70-80%) and achieve similar attainment and progress outcomes.</p>

<p>Improved Reading age scores and reading comprehension for disadvantaged pupils across key stage 3.</p>	<p>Reading age scores for disadvantaged pupils in the NGRT show improvement and there is little disparity with not disadvantaged pupils' scores. This improvement should also be apparent in pupils' books and engagement in lessons.</p>
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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

Budgeted cost: £71,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase standardised diagnostic assessments to provide a baseline and identify areas of strength and development (GL CATs , Progress Tests and NGRT.</p> <p>Staff training to ensure assessments are interpreted correctly will be facilitated.</p>	<p>Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive correct additional support through interventions or teacher instruction.</p>	1.2.3.4.7
<p>Develop metacognitive and self-regulation skills in all pupils.</p> <p>Ongoing staff training, support and cpd time will be provided.</p>	<p>Teaching metacognitive strategies to pupils can help pupils to become more independent learners. EEF Toolkit based on evidence based approaches.</p>	5.
<p>Enhance maths curriculum planning in line with selected elements of EEF and DFE guidance.</p> <p>Funding will be used to strengthen leadership in maths to support the embedding of key elements of the guidance, access/ produce resources and attend/deliver cpd.</p>	<p>The DFE non statutory KS3 guidance has been produced in conjunction with the NCETM drawing on evidence based approaches.</p> <p>EEF Maths guidance is also based on evidence based approaches.</p>	1.4.
<p>Improving literacy in all subject areas. Leadership of literacy strategy will be given a high profile at SLT level and implemented with a tiered approach to improve literacy levels across the school. Whole school and subject specific cpd prioritising core subjects will be funded.</p>	<p>Reading, comprehension, vocabulary development and disciplinary literacy are key for pupils to underpin their learning and access more complex concepts across the curriculum.</p> <p>EEF guidance based on evidence based approaches.</p>	2.3.4.7

Enhance science curriculum planning in line with selected elements of EEF guidance. Funding will be used to strengthen leadership in science to support the embedding of key elements of the guidance, access/ produce resources and attend/deliver cpd.	Research has shown that disadvantaged pupils start to fall behind in science in Key Stage 1; the gap only gets wider throughout primary and secondary school and on to A-level. The EEF offers seven practical evidence-based recommendations — that are relevant to all pupils, but particularly to those struggling with science.	7.
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Targeted academic support

Budgeted cost: £17,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
The National Tutoring Programme support for targeted disadvantaged pupils through mentoring and tuition.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. (The Education Endowment Foundation)	1.4.7
As part of the wider Improving literacy strategy, adopt a targeted reciprocal reading programme (one to one or small group) to improve reading ability, comprehension and address vocabulary gaps.	Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. (The Education Endowment Foundation)	2.3.
Small group pre and post teaching led by skilled teaching assistants to facilitate better access to the classroom curriculum.	Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. (The Education Endowment Foundation)	1.2.3.4
The Scholars Programme targeted at supporting the progress and development of higher attaining disadvantaged pupils.	Pupils significantly more likely to progress to most competitive universities. Experience of university-style learning in small group tutorials led by PhD experts.	7.

Teacher led interventions informed by AFL in lessons to prevent gaps developing through timely intervention and support.	School based evidence.	1.2.5.7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed systems for securing good attendance, including the appointment of a designated attendance officer, staff training, and involvement of external agencies, effective communication, reward and sanctions.	DFE guidance document “Improving school attendance” was informed by engagement with schools that have significantly reduced persistent absence levels.	6.
Deliver a programme to all pupils aimed at improving the mental health and wellbeing by empowering them to make positive changes in their life and to help improve life chances by developing a range of life skills which will help individuals to become more employable.	Humanutopia’s website indicates that as a result of the workshops and development programmes pupils' development and improved in key areas such as hope, confidence, happiness, relationships and employability. These are all fundamental to the development of mental wellbeing.	4.
Enhance pupils’ cultural capital and wellbeing through a wide range of curricular and extra-curricular activities.	According to Bourdieu's theory of cultural reproduction, children from middle-class families are advantaged in gaining educational credentials due to their possession of cultural capital. Educational systems recognise the cultural capital that students bring to the educational field and which allows them to meet institutional expectations (Laurea & Weininger, 2003). https://link.springer.com/article/10.1007/s10649-021-10078-5	2.4.

Total budgeted cost: £ 118,976

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.

Intended Outcome A – diminish the difference in literacy and numeracy skills of disadvantaged pupils and their peers:										
<u>Year 8</u> - Overall, there was a significant improvement in the reading age of pupils from their starting points in September 2019. The gap in reading ages between disadvantaged pupils and their peers narrowed considerably during 2020-21 despite the challenges due to covid 19. This can be seen in the data tables below:										
Year 8	Sept 2019			Sept 2020			July 2021			Change in gap 2019-2020
% Pupils	PP	Not PP	Gap	PP	Not PP	Gap	PP	Not PP	Gap	
Reading Age is at least in line with chronological age	39	58	-19	51	72	-21	62	71	-9	+10
Reading Age is 1+ years above chronological age	21	37	-16	33	64	-31	57	61	-4	+12
Reading Age is 2+ years above chronological age	5	16	-11	23	39	-16	40	41	-1	+10
<u>Year 7</u> – There were similar improvements for Year 7 in 2020-21:										
Year 7	Sept 2020			July 2021			Change in gap 2019-2020			
% Pupils	PP	Not PP	Gap	PP	Not PP	Gap				
Reading Age is at least in line with chronological age	43	52	-9	70	69	1	+10			
Reading Age is 1+ years above chronological age	18	29	-11	65	57	8	+19			
Reading Age is 2+ years above chronological age	9	14	-5	45	47	-2	+3			
Internal assessment data also shows that the proportion of disadvantaged pupils reaching the expected standard of attainment in English (in year 7) was similar to non-disadvantaged pupils at the end of the year (78% compared to 78%). In the autumn term, only 47% of disadvantaged pupils were at the expected standard compared to 57% non-disadvantaged.										
There was also improvements in year 8 internal assessments, by the end of the year 68% of pupils reached the expected standard compared to 78% non-disadvantaged. In the Autumn term only 48% of disadvantaged pupils were at the expected standard compared to 60% non-disadvantaged. The gap narrowed by 2%.										

CAT progress test scores also show that year 8 disadvantaged pupils made stronger progress than their peers. In English the standardised age score (SAS) increased by 7.3 points during the course of the year compared to 4.6 points for non-disadvantaged pupils. Similarly in Maths, the SAS increased by 4.9 points for disadvantaged pupils compared to 3.3 points for the peers.

Internal assessment data for maths also indicates that the proportion of disadvantaged pupils reaching the expected standard of attainment in year 7 was similar to non-disadvantaged pupils at the end of the year (67% compared to 63%). In the autumn term, only 22% of disadvantaged pupils were at the expected standard compared to 42% non-disadvantaged. The gap was reversed from -20 to +3.

The Numeracy Ninjas programme was used across years 7 and 8 to improve mental maths skills and boost confidence. PP pupils progressed through the belts in line with their peers.

Intended Outcome B – the attendance of disadvantaged pupils improves:

Attendance during the last academic year was significantly affected by the the covid -19 pandemic. Academy staff worked hard to ensure attendance was as high as possible. Overall attendance for disadvantaged pupils for 2020-21 was 91.4%, although this is 1.9% below that of non-disadvantaged pupils, it is significantly above (+14.5%) the overall national figure of 76.9%.

Intended Outcome C – Robust pastoral care and support for disadvantage pupils:

Mental health and well-being programmes were delivered to all pupils; close contact with families was maintained throughout lockdown; counselling support was provided for all pupils who required it; a homework club with access to ICT facilities is available. As a result disadvantaged pupils have sustained good attendance and improved achievement across the curriculum.

Intended Outcome D – provide financial assistance to disadvantaged pupils to support their readiness for learning:

Financial assistance was provided in the form of uniform, access to ICT facilities after school, provision of stationery packs to support learning in school and at home, all pupils who required a laptop for remote learning were provided with one. Impact as above.