

Pupil premium strategy statement – The Braybrook Centre 336/1104

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	39
Proportion (%) of pupil premium eligible pupils	41% (15)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	13-11-2023
Date on which it will be reviewed	01-09-2024
Statement authorised by	K. Sandhu
Pupil premium lead	M. Bowes
Governor / Trustee lead	B. Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,525
Recovery premium funding allocation this academic year	£8,280
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£23,805

Part A: Pupil premium strategy plan

Statement of intent – The Braybrook Centre

We intend to improve the academic outcomes for the disadvantaged students that attend Braybrook so that their long-term outcomes and opportunities improve over time.

We aim to close the in-school gap between disadvantaged and non-disadvantaged students by offering a range of activities and opportunities to increase cultural capital

We want to ensure that the use of the Pupil Premium fund puts provision for this group of students as an ongoing key priority for the school.

We will look to provide the best quality academic and enrichment experience and provide the additional support which individuals and groups need to excel.

The key principals are to close the gap in reading, culture and social skills by creating opportunities throughout the curriculum for all our disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>Curriculum Engagement — Most of our disadvantaged students struggle to engage with the curriculum in the way that their peers may because of:</p> <ul style="list-style-type: none">• Literacy and numeracy barriers and gaps in their learning• Lack of cultural capital to contextualise their learning• Lack of resources <p>This has resulted in knowledge gaps where disadvantaged students fall further behind age-related expectations, especially in maths and reading</p>
2	<p>Wellbeing — the monitoring and wellbeing of disadvantaged students is a challenge which manifests itself as:</p> <ul style="list-style-type: none">• Lower motivation• Poor resilience• Lack of confidence• Lower attainment
3	<p>Attendance — the attendance of disadvantaged students is lower than that of their peers and as a result,:</p> <ul style="list-style-type: none">• progress and attainment are at risk because of missed learning experiences• Creates barriers to learning• Increased negative behaviour

4	<p>Low aspirations — disadvantaged students are less aware of possible pathways than their peers which may include:</p> <ul style="list-style-type: none"> • Access to further and higher education • Parents or guardians ability to support or give guidance • Disengagement in their education progress
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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
The quality of classroom provision improves	<ul style="list-style-type: none"> • Robust M.E.R support for all teachers throughout the academic year, with dedicated systems to support T & L. • Ensuring that there is an increased number of lessons that are good and outstanding. • CPD to develop teachers and all support staff of the strategies to deliver effectively for disadvantaged students. • CPD and strategies for improvement is clearly based on recognised research to improve the quality of the classroom provision • Provision for disadvantaged students is explicitly evident and given high priority within quality assurance feedback in the planning of interventions in the centre.
Improved reading comprehension amongst disadvantaged students across KS3	<ul style="list-style-type: none"> • Assessment and reading comprehension tests demonstrate an improvement in comprehension skills amongst disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. • This improvement should be evident through engagement in lessons and book scrutiny exercises.
To achieve and sustain improved attendance for all students, particularly those that are persistently absent below 50%	<p>By 2023/2024 – plan to gain sustained improved attendance.</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all students continues to improve and the attendance gap between PP students and their non-PP peers being reduced.

	<ul style="list-style-type: none"> Over time, the percentage of all students who are persistently absent is lower than present data and that attendance is above that of the national PRU average (64.7%) for all students.
To achieve and develop improved mental health and wellbeing for all students.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from Student voice student and parent surveys Teacher observations Increase in participation and confidence in students through the engagement of academic and enrichment activities on offer.

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National College webinars to ensure all staff are trained to support students and meet their individual needs	<p>Covering a wide range of the EEF strategies to raise attainment and support student well being</p> <p>https://www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/</p>	1,2,4
Wide use of learning support assistants across the curriculum and ability groupings including a range of targeted interventions	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> Small group tuition Mentoring Use of teaching assistants 	1,2,4
Wide use of additional teaching staff in all	Supports the EEF identified strategies of:	1, 2, 3, 4

subject areas to support planning, delivery and assessment	<ul style="list-style-type: none"> • Individualised instruction • Feedback • Small group tuition • One to one tuition • Small class sizes 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies for all school visits and experiences to build cultural capital in the widest sense	https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/	1,2,3, 4
Access to laptops and internet access in school and at home	Supports the EEF identified strategies of <ul style="list-style-type: none"> • Digital technology • Homework (extended learning) 	1,3, 4
Targeted intervention to meet key needs	Supports the EEF identified strategies of: <ul style="list-style-type: none"> • Extended school time • Feedback • Collaborative learning 	1,2,4
Tutoring of younger students in key areas	Supports the EEF identified strategies of: <ul style="list-style-type: none"> • One to one tuition • Peer tutoring 	1,3,4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Focused pastoral manager support and identified intervention programmes to provide a FAST key worker and guidance and additional support</i></p>	<p>Supports the EEF identified strategy of:</p> <ul style="list-style-type: none"> • behaviour interventions • mentoring • social and emotional learning <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	<p>1,2,3,4</p>
<p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance officers will receive additional training to support and improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3</p>

Total budgeted cost: £ [£24,000]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes	Success criteria	Impact/Evaluation
<p>The quality of classroom provision improves</p>	<ul style="list-style-type: none"> • Robust M.E.R support for all teachers throughout the academic year, with dedicated systems to support T & L. • Ensuring that there is an increased number of lessons that are good and outstanding. • CPD to develop teachers and all support staff of the strategies to deliver effectively for disadvantaged students. • CPD and strategies for improvement is clearly based on recognised research to improve the quality of the classroom provision • Provision for disadvantaged students is explicitly evident and given high priority within quality assurance feedback in the planning of interventions in the centre. 	<ul style="list-style-type: none"> • Lessons are improving in the school. • Teachers are developing confidence with he increased CPD offer and supporting disadvantaged students • We have employed an intervention co-ordinator to support with the effective planning of targeted interventions, this is showing an improvement in general behaviour and supporting students to engage in lessons,
<p>Improved reading comprehension amongst disadvantaged students across KS3</p>	<ul style="list-style-type: none"> • Assessment and reading comprehension tests demonstrate an improvement in comprehension skills amongst disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. • This improvement should be evident through engagement in lessons and book scrutiny exercises. 	<ul style="list-style-type: none"> • Regular data captures and monitoring of reading takes place. • Reading is a top priority in the school to support learners, this is evident with the number of reading resources around the school. • Reading levels have shown improvement. • To further develop this, there is a new reading space developed. • A TLR for a reading co-ordinator to further drive this area of improvement.

<p>To achieve and sustain improved attendance for all students, particularly those that are persistently absent below 50%</p>	<ul style="list-style-type: none"> • By 2023/2024 – plan to gain sustained improved attendance. • the overall unauthorised absence rate for all students continues to improve and the attendance gap between PP students and their non-PP peers being reduced. • Over time, the percentage of all students who are persistently absent is lower than present data and that attendance is above that of the national PRU average (64.7%) for all students. 	<ul style="list-style-type: none"> • Attendance is a main focus to improve outcomes. • Regular training for the attendance officers across campus has been a driving force. • Attendance officers work with all agencies and EWO to ensure attendance is above the national average. • We have engaged pupils in many rewards and initiatives to improve attendance which have been positive and improved attendance over time. • Persistent absence and recording has been at the forefront last year and we intend to reduce persistent absence over the next year by supporting families.
<p>To achieve and develop improved mental health and wellbeing for all students.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from Student voice • student and parent surveys • Teacher observations <p>Increase in participation and confidence in students through the engagement of academic and enrichment activities on offer.</p>	<p>Dedicated pastoral support for all student including disadvantaged students.</p> <p>Dedicated student support monitoring classroom behaviour of all student groups including disadvantaged students.</p> <p>Disadvantaged students have opportunities for guest speakers to help raise aspirations. They are</p>

		supported in trips and have good representation in external programs.
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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
Breakfast club	Magic Breakfast
National Citizen Service	Catch 22
Counselling	LITS (Lawnswood Integrated Therapeutic Services)
Interventions/Workshops	Violence Reduction Team

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.