

Pupil premium strategy statement 2022-2025

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
School name	Braunton Academy
Number of pupils in school	846
Pupil Premium eligible pupils (122) (FSM6, Adopted, In care or previously in care)	14%
Forces - receiving Service Pupil Premium (75)	9%
Adopted (4)	0.4%
In Care (5)	0.6%
*Some students overlap in two categories	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23-2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025 for short review and impact September 2026 for full review and impact
Statement authorised by	Fay Bowler
Pupil premium lead	Gavin Twohig
Governor / Trustee lead	Julie Fry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,900
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£168,900

Part A: Pupil premium strategy plan

Statement of intent

At Braunton Academy we are committed to ensure that all pupils, irrespective of their background or the challenges they face, have access to an excellent education, and resultantly achieve high attainment and progress across the school.

We recognise that pupils from disadvantaged backgrounds may face a number of challenges, especially in the context of post Covid 19. We strive to reduce all barriers to learning faced by pupils and are committed to ensuring that we use all pupil premium funding carefully and strategically to help support all learners to achieve their full potential, irrespective of background.

At the heart of our approach is high quality teaching for all. Research shows that high quality teaching will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our focus on high quality teaching in every classroom will be further strengthened by targeted academic support, ensuring that gaps in knowledge and skills can be addressed. Interventions and support will be research led, and regularly reviewed to ensure they are having the desired impact. In addition, wider strategies will be employed to develop the character, experiences and the resilience of our pupils as we prepare them for the world beyond the school gates.

The intended outcome of all activities and interventions detailed below is that all pupils, irrespective of background, are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy individuals.

Challenges

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

Challenge number	Detail of challenge
1	Gaps analysis of KS4 outcomes shows that attainment of disadvantaged pupils is generally lower than their peers. This gap has been further widened by the Covid-19 Pandemic. In 2019 disadvantaged students achieving 5+ in English and Maths was 7%. In 2024 this figure was 21% however it still shows a significant gap when compared to non-disadvantaged students who achieved 58%. The progress students made in relation to their starting points (P8) shows that our Pupil Premium eligible students do not make the expected progress. In 2024 this was -1.02, in the main due to

	persistent absenteeism and school refusal within this group, despite efforts to reduce this.
2	Our 2023-24 attendance data indicates that attendance among disadvantaged students has been 83%, whereas our whole school attendance figure for the year was 91.8%. Absenteeism is negatively impacting some disadvantaged students' progress with 53% of persistent absence coming from disadvantaged students (attendance under 90%).
3	Literacy levels – Our assessments, observations and discussions show that generally literacy levels for our disadvantaged students are lower than that of their peers. Specifically, the use of tier 3 and tier 4 vocabulary. This challenge remains and will be carried forward into 2024-26. Additionally, we have identified that lower reading ages are more prevalent within our disadvantaged cohort.
4	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their ability to select strategies to improve long term memory. This is indicated across the curriculum, particularly in combined science and some literacy-based subjects. This challenge remains and will be carried forward into 2024-26.
5	Our assessments, observations and discussions with students suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by the covid-19 pandemic to a greater extent than for other students. These findings are backed up by several national studies. This has impacted student wellbeing. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations. This gap is showing to widen into Year 9. This challenge remains and will be carried forward into 2024-26

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 and progress among disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2025/26 the attainment of pupil premium will rise significantly to above 43. The Attainment8 score in 2019 (36.14) and in 2024 (31.04).
Improved attendance in each year group for our disadvantaged students.	By the end of our current plan in 2025/26 disadvantaged students' attendance gap will narrow to 2%. Persistent absenteeism of disadvantaged students is significantly reduced.
Improved reading comprehension and writing among disadvantaged pupils across Key Stage 3.	Reading assessments demonstrate improved vocabulary and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should

	recognise an improvement through engagement in lessons and book scrutiny. PP students with reading ages behind their peers will be identified and receive intervention leading to increased reading and spelling ages.
Disadvantaged pupils' make excellent progress because their knowledge gaps and misconceptions are dealt with systematically. They select revision strategies that improve their LTM.	Teachers systematically identify gaps in all students' knowledge, including disadvantaged students, using formative assessment in lessons and learning analysis with a clear focus on disadvantaged students. Content is then taught responsively, before students' progress is checked. Curriculum plans will identify the common misconceptions prior to teaching. Students are confident and use explicitly taught strategies to secure knowledge (Cornell Notes, Flash Cards, Mind Maps, Past Papers etc)
Students who are falling behind or would benefit from intervention in English and Maths are identified and receive sustained intervention. Intervention will extend to pastoral support for students with social and emotional challenges (Pastoral Support Team and specialist TAs).	<p>Students who receive intervention close gaps in misconceptions and are able to catch up in line with their peers. KS3 MTA data shows that students are on track to achieve their mastery targets at the end of Year 9.</p> <p>Students who are in receipt of the Service Pupil Premium Grant receive pastoral support where needed, particularly during and around the time of deployment.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School priority to develop Adaptive Teaching with 7 Key Elements of Ordinarily Available Inclusive Practice (OAIP)</p> <p>Students who are identified as PP and SEND receive targeted support in lessons (identified in EHCP documents)</p>	<p>The SEND Review: Right Support Right Place Right Time Green paper (Department of Education, March 2023) references on page 28 the need for clarity and consistency in ordinarily available provision across schools and settings: 'This will include setting out when needs can and should be met effectively in mainstream provision, and the support that should be made ordinarily available in mainstream settings to facilitate this.'</p>	1, 3, 5

<p>High quality CPD WalkThrus programme to engage with the application of the principles of cognitive science in the classroom. These are evidence-based classroom strategies that work. 4 Key pedagogical principles that our staff are developing this year</p> <ul style="list-style-type: none"> - Expert Explanations and Modelling - Purposeful classroom environments - Checking for understanding - Teacher circulation & Live Marking 	<p>Developing our understanding of memory and how to balance cognitive load, and then applying this understanding in the classroom, has the potential to improve outcomes for all children. (Professor Becky Francis, EEF)</p> <p>EEF/Cognitive science approaches in the classroom - A review of the evidence.pdf</p> <p>EEF/guidance-reports/feedback</p>	<p>1, 3, 4</p>
<p>Further development and embedding of metacognition and self-regulated learning across the Academy in Personal Study P6.</p> <p>Learn to Learn sessions which explicitly teach the students strategies to become skilled and successful independent learners.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>(EEF Guidance Report on Metacognition).</p> <p>EEF/education-evidence/guidance-reports/metacognition</p>	<p>1, 4</p>
<p>Instructional coaching model to improve TL. Teachers will work with their coaching partners to identify the highest leverage action points to build into their daily practice. This has previously been delivered by a small group of trained teachers. In October 2024 we launched BA Coaching to involve all teachers, benefiting from our wealth of teaching experience across the school.</p>	<p>This study found strong evidence to support the view that instructional incremental coaching undertaken competently, consistently and constantly provides the leverage to reduce the within-school variation that so undermines the performance of our system nationally and many individual schools.</p> <p>(Peter Mathews, Ambition School Leadership)</p> <p>Coaching for teaching and learning: practical guide for schools (publishing.service.gov.uk)</p> <p>Incremental coaching in schools/Ambition Institute</p> <p>Incremental coaching in schools/Ambition Institute12-page report summary.pdf</p>	<p>1, 4, 5</p>
<p>Staff to attend EEF ongoing training together with Kingsbridge Research School</p> <p>‘Making a Difference for Disadvantaged Pupils’</p>	<p>Our research shows that the South West has the worst educational outcomes for disadvantaged young people in the country, and low social mobility compared with other areas.</p> <p>Social Mobility in the South West Report.pdf</p>	<p>1, 2, 3, 4, 5</p>

<p>This has taken place in 2023-24 and will help with the implementation and review of this strategy.</p>	<p>The Education Endowment Foundation (EEF) have published a guide to using pupil premium effectively.</p> <p>Using pupil premium guidance for school leaders.pdf</p>	
<p>Development of curriculum across the school with KS3 focus. Curriculum Leaders and staff will design Learning Maps for each topic area, detailing the Key Concepts, subject specific terminology and known misconceptions.</p>	<p>Principles of Curriculum Design Explained (ambition.org.uk)</p> <p>https://www.bera.ac.uk/publication/a-research-approach-to-curriculum-development-a-british-curriculum-forum-event-report</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design</p>	<p>1, 3, 5</p>

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

Budgeted cost: £58,749

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-Led Tutoring and targeted intervention in Maths and English for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Making a difference with effective tutoring</p> <p>EEF/small-group-tuition</p>	<p>1, 3, 5</p>
<p>Literacy intervention following diagnostic assessment to identify those in need of catch-up. This is delivered by trained (L4 Phonics) Literacy Coordinator.</p> <ul style="list-style-type: none"> - IDL - Sparx Reader - Lucid Testing - Test Wise NGRT 	<p>Scrase (2002)</p> <p>In 2002, Richard Scrase analysed the progress made by 150 learners on the IDL programme. The study found average improvement rates in reading and spelling by a factor of 4 times.</p> <p>Lifting Barriers (2014)</p> <p>Average 10 months improvement in reading and 11 months improvement in spelling after just 26 hours on the IDL programme.</p>	<p>1, 3</p>

<ul style="list-style-type: none"> - English Curriculum delivery with a specialist SEND TA for English to maximise progress on the fundamentals. - Whole Class Reading (BARD) - Fresh Start (to be added in 2025) 	IDL Literacy in Focus: An Extensive Summary of Research Outcomes UK (idlsgroup.com)	
<p>Year 10/11 small group Period 6 intervention for English and mathematics. This has also been extended to after school for targeted students.</p>	<p>Students receive regular tutor time intervention from HOD; this frequency shows the greatest impact (EEF). This intervention is tailored to students' specific needs; we use mock exams to identify and target these needs. The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year</p> <p>EEF/small-group-tuition</p>	<p>1, 3, 4, 5</p>
<p>Senior Leadership Team member of staff overseeing Literacy and CPD</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £69,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance trackers, first response phone calls and home visits.</p> <p>Attendance Officer in post to improve attendance.</p>	<p>Robust tracking of attendance data is crucial to address attendance issues (Durrington Research School). This allows patterns of absence to be scrutinised and interventions (e.g. phone calls from HOY, home visits and rewards) to be implemented in a timely manner.</p>	<p>2</p>

	Working together to improve school attendance.pdf	
<p>Pastoral Support Workers - work with PP students at risk of exclusion.</p> <p>Our PSWs also provide support for our Service PP students whose families are struggling with deployment and parents working away for extended periods of time.</p>	<p>Provide pastoral support at an early stage to ensure that students are able to be in lessons as much as possible.</p> <p>EEF/mentoring</p>	2, 5
<p>After-school clubs, trips and peripatetic music lessons for Key Stage 3 students; Duke of Edinburgh trips for Key Stage 4 students.</p>	<p>Outdoor adventure learning, after-school clubs (including physical activity and arts participation, including music lessons) and trips 'support pupils to develop non-cognitive skills such as resilience... [which] in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extracurricular activities may increase pupil attendance and retention (EEF).</p>	2
<p>Key workers within the SEND team for SEND (SEMB and C&I) students.</p>	<p>Teaching assistants providing targeted support to specific students out of class can have an impact of +4 months on pupils' progress (EEF).</p> <p>EEF/Teaching Assistants</p>	1, 3, 5

Total budgeted cost: £168,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

At Braunton Academy, 14% of our students are Pupil Premium eligible. This is low in comparison to other schools and therefore means that the impact of this group is heightened in comparison with other groups. The Department for Education have stated that the disadvantage gap following the 2022-23 results stood at its highest level since 2011. The outcomes from 2024 show us that disadvantaged students do not make as much progress as non-disadvantaged students. Compared to students' starting points their progress is considerably lower than non-disadvantaged. This means that it continues as a whole school priority for the school.

Our Progress 8 figure shows that Pupil Premium students have made progress since 2019. In 2019 P8 was -0.89. In 2022 this score was -0.75 and in 2023 this reduced again to -0.66. In 2024 this progress for Pupil Premium students dropped to -1.02. In 2024 there was an anomaly where a significant number (16/18) of our students with attendance below 70% were considered disadvantaged. A significant factor here was a high number of disadvantaged students who were school refusers and did not take exams in the 2024 summer series. This is not the case currently for rest of school as attendance in other year groups is above or in line with national for DA (due to the work we have done on driving up attendance).

Attendance of our Year 11 disadvantaged students was 65% when compared with whole school attendance of 91.5%. This impacted outcomes greatly as these students were not in school and therefore not impacted by the array of strategies in place to accelerate their progress. Despite the work to re-engage these students with individual action plans, home visits, family meetings and intensive pastoral support from our Pastoral Team, their attendance remained extremely low, and its impact was seen in outcomes at KS4. This work has seen success with all other year groups above national attendance figures.

Comparisons also show:

- In 2024, 5+ English and Maths has risen from 7% in 2019 to 21% (Devon Disadvantage score is 20.5%).
- The P8 gap is in line with the national disadvantage gap, which has continued to widen since 2019. However, ours is slightly less than the disadvantage gap in the South West which stands at -1.28.

- Attainment 8 score has increased for our Disadvantaged students when compared to 2023, increasing by +1.32.
- Our Attainment 8 Gap has reduced by 5.07 compared to 2023.

We know that the Covid-19 pandemic has disproportionately impacted both attendance and outcomes, largely due to the gaps in learning of new curriculum content. Our attendance for our disadvantaged students across the school was 83%, which is below the whole school figure of 91.8%.

When we look at the impact of our curriculum, teaching and interventions on our ‘taught cohort’ (those with attendance in Year 11 on or above 82%) we can see a more positive impact.

2024 Headlines v Taught Cohort 82%+ Attendance

	Measure	2024 Outcomes	2024 Taught Cohort 82%+	Comments on impact on Taught Cohort in 2024
P8/A8	P8 PP	-1.02	-0.39	Increase by +0.63
	A8 DA	32.33	42.75	Increase by +10.42
	A8 not DA	51.49	53.36	Increase by +1.87
	A8 Gap	19.17	3.9	Gap closes by 15.81
Av.Grade	APS DA	2.76	3.77	Increase by +1.01
	APS Non-DA	4.37	4.57	Increase by +0.20
	APS Gap	1.61	0.8	Gap closes by 0.81
EM4+	EM 4+ DA	42.11%	75%	Increase by +32.89%
	EM 4+ Not DA	75	78.01%	Increase by +3.01%
	Gap DA v Not DA	32.89	3.01	Gap closes by 29.88%
EM5+	EM 5+ DA	21.05%	25%	Increase by +3.95%
	EM 5+ Not DA	58.06	62.28	Increase by +4.22%
	Gap DA v Not DA	37.01	37.28	Gap closes by 0.27
A8 Maths	A8 DA Maths	6.74	8.25	Increase by +1.15
	A8 Maths not DA	10.56	10.91	Increase by +0.35
	A8 Maths Gap	3.83	1.15	Gap closes by 2.68
A8 Eng	BA A8 DA Eng	7.21	9	Increase by +1.79
	BA A8 Eng not DA	10.06	10.32	Increase by +0.26
	BA A8 English Gap	2.85	1.32	Gap closes by 1.53

Additionally, our % of persistent absentees who were disadvantaged was 53% and our PP students are overrepresented in our suspension and exclusion figures. FSM6 figures were 2.6% lower than National. When we drill down into this, we can see that it was Year 11 disadvantaged attendance that was having the biggest impact on this figure, as it is 17.6% lower than National.

- All the Y10 students with attendance below 90% have had interventions. Some are on Early Help plans with review meetings every 6 weeks and support from external agencies such as the Family Intervention Team, DACs, Fearless, NDADA, YSMART, Young Carers and Youth Intervention Team.
- All Heads of Year have an attendance group which receive targeted support and increased regular communication.
- The Education Keyworker team are involved at supporting some students to attend school. VP Inclusion was involved in attendance plans with pupils and families and for some, the EWO is leading legal meetings.
- We also prioritise appointments with Careers Southwest for pupils who have low attendance to give them a focus for their education over Key Stage 4 and beyond.
- Where students have a specific medical need preventing them from attending school, we have completed medical referrals and work with Devon County Council to provide suitable education, allowing students to access learning but stay on our role.
- On return to school, they are provided with support in the study and through phased returns where necessary. Intervention groups are also provided for students who are not achieving targets.

Again, this will be one of our whole school key priorities moving forward, as outlined above.

Year 10 progress again shows gaps that need to be addressed through targeted intervention, particularly in English and Maths. Diagnostic formative assessment will help to identify groups of learners in both Year 10 and 11 who will benefit from intervention led by the respective Heads of Department. This is already embedded in both year groups and the projected outcomes for our current Year 11 are favourable.

Year 11 Predictions for Summer 2025*

	Summer 2024 PP Students	Current Year 11 predictions for PP students
Attainment 8 PP	36.23	47.03
English and Maths PP 4+	45.45	62%
English and Maths PP 5+	21.27	48%
English and Maths PP 7+	3%	10%

*Above are teacher predictions only

Key Stage 3

A significant positive impact was seen last year as a result of our literacy intervention. Pupil Premium students received support to develop their reading ages. For some students this involved 1:1 sessions with our specialist Literacy Coordinator. Other students received small group intervention. Outcomes are as follows:

Pupil Premium Success

Year	How many PP students	Mean increase in RA
7	12	12.16 Months
8	13	14.85 Months
9	10	11.4 Months
10	3	5.33 Months

Our internal assessments last year have shown:

Year 7

	PP on track or above target	Non-PP on track or above target
English	93%	90%
Maths	98%	96%
Science	95%	93%

Year 8

	PP on track or above target	Non-PP on track or above target
English	69%	79%
Maths	72%	90%
Science	47%	56%

Year 9

	PP on track or above target	Non-PP on track or above target
English	85%	85%
Maths	65%	75%
Science	56%	79%

When compared to last year we can see that the gap in Year 9 has reduced. There is however a gap between PP students and non-PP students. Intervention will be targeted at the PP students who are below their mastery target. The progress of our disadvantaged students in Science is lower than English and Maths. This will be a key focus for the Science department this year.

Our outcomes at GCSE in 2024 still show a significant gap in attainment when disadvantaged students are compared with non-disadvantaged students. This warrants the inclusion of the attainment and progress of disadvantaged students as a whole school priority and central to our school improvement plan over the coming years.

Externally provided programmes

Programme	Provider
NGRT	GL Assessment
Lucid Tests	G L Assessment
IDL	Ascentis
4 Matrix	New Media Learning Ltd
Access IT	Access IT Software Ltd.
Sparx Maths	Sparx Limited
Sparx Reader	Sparx Limited
Lucid Tests	G L Assessment
Classcharts	Edukey Education Ltd
My Maths	Oxford University Press
CPOMs	CPOMs Systems Ltd.
Educake	Educake English Ltd.
SIMs	ESS
Smid Reports	Prodeo Ltd.
Evolve	Evolve DCC
Absolute Education	Absolute Education Ltd.

Service pupil premium funding

<p><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></p>
<p>We pay for Pastoral Support Workers dedicated to the emotional wellbeing of Forces' students, where it is needed. The students can talk to these members of staff to help cope with anxiety and loss when a family member is deployed. We also identified gaps in Forces' students' education caused by moving between schools which we address with targeted support. There are after-school clubs for Forces' students to join, enrichment activities such as music lessons and cultural visits that they can take part in.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Any students who required mentoring and targeted support did receive this.</p>

