

Brandles School

Executive Headteacher: Mr Pierre van der Merwe
WESTON WAY, BALDOCK, HERTFORDSHIRE, SG7 6EY
Email: admin@brandles.herts.sch.uk **Telephone:** 01462 896351
Website: www.brandles.herts.sch.uk



Dan Login
Chair of Trustees

Paul Smith
Headteacher

PUPIL PREMIUM STRATEGY 2022-2025

Registered office:
C/o Larwood School, Larwood Drive Stevenage, Hertfordshire. SG1 5BZ, UK. Company Number: 10359418
Telephone: 01438 236333 Email: admin@larwood.herts.sch.uk

Pupil premium strategy statement – Brandles School

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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.

School overview

Detail	Data
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date of review	June 2024
Statement authorised by	Paul Smith, Headteacher
Pupil Premium lead	Paul Smith
Trustee lead	Dan Login, Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,310
Recovery premium funding allocation this academic year	£29,808
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£75,118

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are able to go into society equipped with the pro-social skills and life skill needed. Students will leave onto a defined pathway of further education and employment and with a fulfilled experience of cultural capital. Students will make good progress academically and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

The aim of our Pupil Premium strategy is to:

1. Improve levels of literacy in pupil premium students, including reading spelling and handwriting.
2. Increase opportunities for pupil premium students to experience the wider community and improve cultural capital
3. Develop a personal and individualised approach for disadvantaged students to support their progress, attendance, and wellbeing.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to 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.

As can be seen with the challenges below, the needs of our pupils are ever changing. It is essential that our practice and approach is fluid and changes for the individual. Some of our pupils may need support with being prepared for school (uniform, equipment, revision). Others may need additional education or mental health intervention, or staff support in lessons, fidget toys etc. An individualised approach should ensure that all pupils' needs are met, and any intervention is personalised to them.

Challenges

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

Challenge number	Detail of challenge
	In-school barriers
1	Mental health and wellbeing: Our cohort has a number of complex Social & Emotional needs. These are often issues surrounding mental Health and well-being that contribute significantly to underachievement
2	Prior attainment: Almost all students enter Brandles School with below age-related expectations; therefore, the challenge is to enable students to achieve their expected levels of progress. Whilst data suggests this is difficult, nevertheless we will put in place several strategies to 'bridge the gap' and work with students so that ELP are achieved.
3	Aspirations and motivation: For many of our disadvantaged students, there are issues surrounding long term aspirations derived from gaps in parenting skills/guidance.
4	Literacy and numeracy: Literacy and numeracy levels are in many cases well below age related expectations on arrival at Brandles.
	External barriers
5	Attendance rates for students eligible for PP are significantly below the school target for all students. This reduces their school hours and contributes significantly to underachievement. As detailed below, parents often don't value education and it can be difficult to engage with them to support us.
6	Parental disengagement with the school; not all parents/carers attend parents' evenings (approx. 39 %) and other key events. Poor support and attitude towards education, conflicting values and priorities to the school and low parental aspirations for the achievement of their child.
7	Economic hardship , including lack of employment, low incomes, crowded homes which are not conducive to learning, lack of food, clothing and provisions
8	Gaps in parenting skills , lack of boundaries at home, lack of educational conversation, parents not spending time with their children, or actively educating their children, parents not fostering learning behaviours
9	Parents are overwhelmed by the difficulties their children face, lack of support from outside agencies for their children's syndromes and diagnoses, lack of wider family support . Conflict between time needed to support the school and the need to work and earn money
10	Children whose education has been disrupted by being absent from education prior to coming to Brandles, or in educational environments that have been unsuitable (e.g., mainstream). Children who have attended several different schools before Brandles with negative experiences of education and their own abilities and self-worth
11	Mental health issues of individuals and families , such that it impacts the well-being of the child both at home and school.

12	Lack of cultural capital such as a lack of opportunities to experience new things, for example theatre, cinema, sports, or music events. Lack of access to reading or a culture of being able to be quiet and read at home. A lack of engagement or interest when offered opportunities to develop cultural capital.
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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
Improve levels of literacy in pupil premium students, including reading, spelling, and handwriting.	This should be highlighted in assessment data and increased focus on phonics delivery. An increased number of disadvantaged pupils should be working at age related expectations.
Increase opportunities for pupil premium students to experience the wider community and improve cultural capital.	Improved self-worth, self-esteem and participation throughout the curriculum documented by observations and conversations. Results from student surveys.
Disadvantaged pupils will have a personal and individualised approach to support their progress, attendance and wellbeing.	Through attendance of wider activities, observation, discussions, and demonstration of social independence skills. Further development of Black and Gold group, evidence of progress from parent input and learning journeys.

Activity in the academic year 2023-24

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: **£11,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualifying staff (2021-2025 ongoing) £10,000	We need to retain the good staff that we have. Discussions with those staff suggested that they wanted to become fully qualified. We home grow our staff and through 2021-2023 we enrolled several UQTs who are now at various stages of qualification. One teacher was funded before moving on to another school. We have a system in place to recoup costs of the training should staff leave within a certain time frame of the funded period.	1,2,3,4
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. NGRT £8.50 per pupil twice yearly. (£1,200)	Standardised tests such as Cat4 and NGRT can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,4
Continued Staff Training-responding to the needs arising (CPD)	The SEND Code of Practice highlights that ‘provision is underpinned by high quality teaching and is compromised by anything less’ (DfE and DoH 2015: para 1.24). As the needs of our pupils evolve, it is paramount that our practice also evolves to ensure we are providing the best possible learning environment and high-quality practice to ensure individual progress and attainment. During the academic year 2021-2022 the school funded training in early reading, Dyslexia and attachment and trauma training responding to arising needs for	1,2,3,4,11,12

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

Budgeted cost: **£55,000** (Pupil/ Recovery Premium funds a proportion of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school Phonics Policy incorporating staff training, assessment of all year 7 starters, personalised phonics interventions, monitoring progress of all phonics learners and review of provision.</p> <p>Dedicate one teaching assistant to literacy invention (£31,000). Boys requiring support with phonics are identified and interventions put in place. Progress is monitored and outcomes measured.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u></p>	4,3
<p>Create a learning resource centre with a fully stocked library and areas for students to sit and read, developing the love of reading. Equip the space and staff to deliver one-to-one literacy sessions.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.” (Education Endowment Foundation, 2021). One to one tuition allows for 1,3 6 greater communication, relationship building and will address gaps in knowledge for individual pupils.</p>	4,3
<p>Appointment of an additional student support team member to assist students in regulating and understanding emotions when in crisis (£24,000)</p>	<p>From the EEF:</p> <p><i>There is evidence that teaching awareness of emotions and feelings can improve young children’s emotional understanding and related skills such as positive emotional expression and regulation. Multiple randomised controlled trials (RCTs) and impact studies show the efficacy of interventions that teach pupils to label emotions with specific words, recognise facial expressions and link events with their emotional consequences</i></p>	1,8,11

	(Izard et al., 2004; Izard et al., 2008; LaForge et al., 2008; Deitcher et al., 2020; Ogren and Sandhofer, 2022).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast and snacks available for all pupils.</p> <p>(£2,500)</p>	<p>Our own research has seen an improvement when breakfast has been provided to pupils. We also know that some pupils are not provided with a breakfast from home (Evidence from Family Engagement Worker Visits)</p>	7,8,9,11
<p>To continue to provide a wide range of therapeutic strategies to support students with mental health or wellbeing concerns.</p> <p>Develop TAs to deliver intervention. Provide HLTA training to a minimum of three TAs (£2,000)</p> <p>Complete revamp of the HIVE building and resource it. Maglocks, redecorate, rewards room, partition, furniture. Approx £10,000</p>	<p>Sutton Report concludes this is a high impact, low-cost strategy.</p>	1,2,3,4,11
<p>To develop an attendance approach to improve the attendance of all students so that whole school attendance is at the national average. Develop the newly appointed pastoral/admin and attendance support lead.</p>	<p>March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stages 2 and 4. The findings for both Key Stages show that in general, the higher the absence rate, the lower the likely level of attainment. At KS4 the study reports that:</p> <p>‘... pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics, than pupils missing 15-20% of Key Stage 4</p>	1,2,3,4,5

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	<p>lessons.'</p> <ul style="list-style-type: none"> • Student attendance reaches school target of 89% • No 'in house' variances for any vulnerable groups • Students are motivated through attendance league tables • Student achievement is raised so that 90% of KS3 reach ARE <p>Attendance officer appointed</p>	
Develop community projects that provide experiences for students to develop pro-social skills within the wider community.	Feedback from agencies we worked with, particular pre-covid was positive in relation to how our young people interacted and benefitted from community projects.	1,3,11,12
Continue to fund uniform where needed (£500)		7,3
Contingency fund for acute issues (£5,000)	Based on our 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: £86,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that pupils eligible for pupil premium funding broadly attain at the same levels as non-pupil premium pupils at the school. All Year 11 disadvantaged pupils secured placements to their college placements of choice.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations and tools such as the Gatsby Benchmarks and Strength Difficulty Questionnaires (SDQs).

The data demonstrates that the increased opportunities for wider community experiences and cultural capital through community projects, the Duke of Edinburgh Award, enrichment activities and our careers programme have a positive impact in keeping pupils' goals and aspirations on track.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the embedding of a robust and purposeful literacy intervention programme that included the provision of a more prominent enhanced library has seen a much-improved pupils attitude towards a love of reading as evidenced in recent diagnostic tests (NGRTs).

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

Programme	Provider
Get Work Read Day	ELSA
Work Experience	Herts SfYP

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 SEND 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.