

Pupil premium strategy statement

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	James Brindley
Number of pupils in school (Jan 21 census)	178
Proportion (%) of pupil premium eligible pupils	113 (sole and dual reg) 63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 -22
Date this statement was published	December 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Board of Trustees
Pupil premium lead	Lisa Valentini
Governor / Trustee lead	Alastair Cowen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – based on Jan 21 census	£ 59 425 With an additional 52 x dual registered secondary aged pupils – pupil premium will be claimed back if the pupil remains with JBA for longer than a term
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>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</p>	<p>£65 425 plus additional monies received from dual registered schools</p>
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Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Young people experience a range of challenges to come to school and many have previously been school refusers at their previous schools. The young people need re-engagement strategies, increasing the pull factors towards attending school. Many also come from deprived backgrounds where a regular, healthy breakfast may be difficult to access.
2	There are a high number of young people at James Brindley, particularly at the teaching centres, who have identified mental health difficulties. There are a high percentage of young people at James Brindley who have experienced trauma in their lives, amongst other A.C. Es (Adverse Childhood Experiences). The majority of pupils attending Northfield and Parkway Teaching Centres have experienced trauma which have had an impact on their wellbeing.
3	There are a significant number of young people at James Brindley who have lower reading ages compared to their chronological age. Within the teaching centres, 53% of pupils tested have reading ages below their chronological age (Oct 2020). This has arisen due to large amounts of time missed from school or spending time in other schools when their needs have not been met or when they have not been emotionally available to learn.
4	A significant number of young people who attend James Brindley have achieved below the expected standards for numeracy at KS2. This has arisen also due to large amounts of time missed from school or spending time in other schools when their needs have not been met or when they have not been emotionally available to learn.

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
PP pupils in KS4 make improved levels of literacy and numeracy	Improved levels of expected progress in English and Maths

PP pupils increase literacy levels	Gap between reading age and chronological age is narrowed
For PP pupils to have increased engagement with lessons	VIP data demonstrates increased level of engagement with lessons Attendance of PP pupils increases Progress data of PP pupils improves
To improve attendance of PP pupils	Overall attendance for pupils eligible for PP to improve
To improve emotional development and well-being of PP pupils	Engagement for learning of PP pupils to improve Thrive screening tools demonstrate improvement in emotional development

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: £ [6000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioner training and cascading of relational approaches shared with all staff	Increasing the number of Thrive Practitioners not only increases the amount of Thrive interventions delivered but also enables training regarding the relational approaches to be cascaded to all staff. This includes the use of PACE and VRFs. These are evidence based approaches for working with young people who have experienced trauma.	2

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

Budgeted cost: £ [55 425]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress Mentors (a proportion of costs are covered)	The progress mentors deliver Fresh Start, which is an evidence-based intervention targeting those who have reading ages significantly below their chronological age.	3
Maths tutoring	Evidence suggests that the most effective way of improving outcomes is one to one tutoring. This will be available for year 11 to improve outcomes in qualifications, as well as targeted other years to improve progress.	4
Personalised interventions	Targeted support is provided for individuals who are pupil premium. These are personalised to the individual pupil, with the aim of increasing engagement with learning and closing the gap to achieve expected progress.	All

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Room development and interventions	Thrive is an evidence-based intervention for young people to develop their emotional wellbeing. It particularly targets young people who have experienced trauma. The Thrive 'room's have been developed to target the pupils with the biggest gaps in their emotional wellbeing and who may otherwise, may become school refusers.	2
Enhanced breakfast club	Providing breakfast provides an additional pull factor for the young people to attend. In addition it provides for their basic needs, when many do not have access to a healthy, regular breakfast. The enhanced model also provides a hot breakfast once a week.	1

Total budgeted cost: £ [65 425]

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.

	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress English in all Teaching Centres (Y7 – 10)	2019-20: 46% 2020-21: 25.4%	2019-20: 46% 2020-21: 34.9%
% of pupils Year 11 pupils achieving grade 4 or above in English (just English Language)	2019-20: 35% 2020-21: 60%	2019-20:55% 2020-21:61.1%
% making expected or better than expected progress Maths in all Teaching Centres (Y7 – 10)	2019-20: 87% 2020-21: 32.8%	2019-20: 74% 2020-21: 45.7%
% of Year 11 pupils achieving grade 4 or above in Maths	2019 -20:35% 2020-21: 57.7%	2019 -20: 37% 2020-21: 52.6%

For the year 2019-20 the data is only for part of the year due to lockdowns from March 2020. Therefore, this isn't a fair comparison year on year. However this has given us an indication of where interventions are required moving forward.

KS4 Teacher Assessed Grades:

Pupil Premium Average Grade		
GCSE Summary	All	3
	No	4
	Yes	3
GCSE Science Double	All	4 3
	No	4 4
	Yes	4 3
Vocational Summary	All	L1D
	No	L1D
	Yes	L1D

Name	Pupil Premium	Total Grades	Average Grade
Computer Science (GCSE)	All	1	7
	No	1	7
English Language (GCSE)	All	43	4
	No	18	4
	Yes	25	4
English Literature GCSE (Level 1/2)	All	1	4
	No	1	4
Fine Art (GCSE)	All	12	4
	No	3	2
	Yes	9	5
GCSE Three Dimensional Design (New GCSE)	All	5	3
	No	3	3
	Yes	2	2
Geography (GCSE)	All	8	4
	No	5	4
	Yes	3	4
History (GCSE)	All	10	3
	No	5	3
	Yes	5	3
Maths (GCSE)	All	45	3
	No	19	3
	Yes	26	3
Photography (GCSE)	All	2	9
	No	2	9
SCI Biology (GCSE)	All	27	2
	No	15	3
	Yes	12	2

Name	Pupil Premium	Total Grades	Average Grade
Science Double (GCSE)	All	66	43
	No	24	44
	Yes	42	43
Catering (L1 L2)	All	11	L1D
	No	2	L1P
	Yes	9	L1D
Creative Imedia(L1 L2)	All	10	L1D
	No	5	D
	Yes	5	L2P
Health and Social Care (L1 L2)	All	6	L2P
	No	1	L2D
	Yes	5	L2P
PArts Music (L2)	All	8	L2M
	No	4	L2M
	Yes	4	L2M
Sports Leader (L1 L2)	All	5	L1P
	No	2	L1D
	Yes	3	L1P
Summary	All	40	L1D
	No	14	L1D
	Yes	26	L1D

Attendance:

Attendance PP 2019 -20	Attendance NPP 2019-20	Attendance PP 2020-21	Attendance NPP 2020-21
76.7	78.4	68.3	68.8

There is still one more year of the pupil premium strategy plan 2019 – 2022.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive Approach	Thrive
Fresh Start	Read Write Including Fresh Start
Accelerated Reader	Renaissance Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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