

The BRIT School Pupil Premium Strategy Statement 2022- 2023

School overview

Metric	Data
School name	The BRIT School
Pupils in school	1419 (391 KS4 / 1028 KS5)
Proportion of disadvantaged pupils	17% at Key Stage 4
Pupil premium allocation this academic year	£62,070 (2021- 2022)
Academic year or years covered by statement	2019 - 2023
Publish date	November 2022
Review date	July 2023
Statement authorised by	Stuart Worden
Pupil premium leader	Mike Offen
Pupil Premium SLT Lead	Ray Oudkerk
Governor lead	Kate Ambrosi

Pupil Premium eligible pupil performance overview for last academic year compared with previous years

	Pupil Premium 2022	Pupil Premium 2021	Pupil Premium 2020	Pupil Premium 2019	National Pupil Premium 2019	National Non- Pupil Premium 2019
Progress 8	-0.47	TAGs	TAGs	-0.59	-0.45	0.13
Ebacc entry	9.09%	11.5%	9.1%	7%	27.5%	44.5%
Attainment 8	51.88	49.77	49.18	41.05	36.7	50.3
% Grade 5+ in English and Maths	55.9%	57.7%	45.5%	27.9%	24.7%	49.9%

Barriers to attainment for Pupil Premium students (2019-2023)

Likely Barriers to attainment	
1.	High percentage of Pupil Premium eligible students have expressed concerns about inadequate ICT provision and non ICT provision at home in order to access remote learning as well as independent study.
2.	A high percentage of Pupil Premium students enter the school with low levels of literacy and numeracy, as evidenced in induction tests.
3.	Pupil Premium students have historically made less progress than their peers in Maths.
4.	Pupil Premium students have historically made less progress than their peers in Science.
5.	Higher ability Pupil Premium students have historically made less progress than their peers in English.
6.	Some Pupil Premium eligible students have gaps in subject knowledge due to the impact of Covid-19/lockdowns and/or time away from school in order to isolate.
7.	The impact of Covid-19 has presented challenges when it comes to the School's capacity to enrich PP students' cultural capital through in-house productions as well as external trips.
8.	Pupil Premium eligible students may have less support when it comes to Post-16 choices, further education, work experience and careers.
9.	Pupil Premium eligible students may have less support when it comes to well-being and mental health provision.

Tiered Strategy aims to reduce barriers for Pupil Premium students

1. Teaching Strategies:

Strategy/Aim	Barrier addressed	Implementation	Evidence to support this approach	Target	Target date	Monitoring
Improve whole school teaching and learning strategies, improving learning for all students, especially those that are disadvantaged.	2, 3, 4, 5	Whole school CPD training in teaching and learning strategies to enhance teaching, assessment, feedback and ease teacher workload – <i>Teacher Toolkit</i> INSET number 2 run by Ross Morrison McGill	Bromley Education 2021: 'teacher effectiveness has more impact in classrooms than anything else The most effective teaching means that socio economic backgrounds become null and void.	High quality teaching and learning strategies embedded across subjects, enriching teaching and learning experiences for all students, in all subject areas, including the most disadvantaged.	Ongoing	Learning Reviews and outcomes Learning Reviews
		Whole School INSET/development on Intent, Implementation and Impact including provision for disadvantaged students	Teacher's individual accountability positively impacted 2020-21 PP outcomes.	All depts. have strategic plans to ensure disadvantaged students can access and achieve in dept. curriculum content and delivery.	Ongoing	Line Managers
		Teaching & Learning Performance Management targets specifically include outcomes for disadvantaged students.	Shared understanding of the link between disadvantaged students and our EDI strategic objective - maintaining the diversity of intake of students from all backgrounds.	Prioritising the outcomes of disadvantaged students for all members of staff – especially individual teaching staff.	Ongoing	EDI Committee
		Whole School EDI focus - including removing barriers to learning/achievement and ensuring outcomes for all.	Weekly mentoring sessions - PP students and staff.	Raising the profile and priority focus on the achievement of specific student groups including disadvantaged groups.	Ongoing	PP Lead
		Pupil Premium Staff Mentoring		To support student achievement.		SLT
				To improve outcomes and career choices.	Oct. 22– May 23 Jan - May 23	

		Professional Mentoring Programme	Allocated mentoring for BCRB/PP students.			
Increase the attainment of PP students in GCSE maths	3	<p>Change to the structure and delivery of KS4 maths to allow highest quality teaching for all students:</p> <ul style="list-style-type: none"> -introduce a new setting system to boost subject confidence - adopt a more aspirational approach to the study of maths with more students accessing the higher paper and studying further maths (key member of staff appointed to oversee) - appoint lead practitioner in the subject to enhance teaching and learning for students and improve strategies across the department 	<p>Bromley Education 2021: 'teacher effectiveness has more impact in classrooms than anything else</p> <p>The most effective teaching means that socio economic backgrounds become null and void.</p>	<p>Higher quality teaching and learning in maths</p> <p>Reduction of the Maths attainment gap between PP and non PP students</p>	May 2023	<p>Mock exam outcomes 2023</p> <p>Core group tracking and analysis</p>
Increase the attainment of PP students in GCSE science	4	<p>Change to the structure and delivery of KS4 science to allow highest quality teaching for all students:</p> <ul style="list-style-type: none"> - An additional class added to science groups, allowing for smaller class numbers and greater teacher led feedback - Purchase of 'Tassomai' app for all students to identify and fill gaps in knowledge 	<p>Large science classes have proven to be problematic in terms of teaching and learning, and have been a barrier to effective teacher feedback, as well as hindering practical work. Bringing class sizes in-line with English and maths will allow for more effective teaching and learning, benefiting our most disadvantaged students.</p> <p>Students using the app are able to take responsibility for their own learning, whilst the app's algorithm is able to individually target students with the content most needed.</p>	<p>Higher quality teaching and learning in science</p> <p>Reduction of the science attainment gap between PP and non PP students</p> <p>-higher percentage of students making 4+ and 5+ in science</p>	<p>May 2023</p> <p>May 2023</p>	<p>Mock exam outcomes 2022</p> <p>Core group tracking and analysis</p> <p>2022 GCSE outcomes</p>

2. Targeted Academic Support:

Strategy/Aim	Barrier addressed	Implementation	Evidence to support this approach	Target	Target date	Monitoring
Identify and prioritise 'attainment vulnerable' students (V list) in English, maths and science	2, 3, 4, 5,	All students (inc. PP) subject report data monitored on a termly basis. Students most at risk of not achieving a level 4/5 or their target grade in maths, English or science are targeted with intervention support and/or mentoring	The school is able to see the impact of termly interventions and adapt/revise each strategy if non effective,	Higher percentage of students making 4+ or 5+ in English, Maths and science. Higher percentage of students reaching their target grade.	Ongoing	Termly subject report scrutiny in middle leader's 'core group'
Increase the attainment of PP students in need of literacy and numeracy support	2, 3	PP students with lower literacy/ numeracy levels identified through induction testing and offered 'Upskiller' classes for weekly small group work on literacy and numeracy basics. Integration of a literacy focus to tutor time/ppd	EEF: 'Impacts are highest when feedback is delivered by teachers.' 'Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.' – <i>our 'Upskiller' classes have an average of 10 students, allowing for much more frequent and varied feedback.</i> Black and William – 'children [...] who are only familiar with the restricted code of their everyday language may find it difficult to engage with the discourage and language of the classroom' (2018)	All PP students with low levels of literacy and/or numeracy identified through induction and timetabled for 'Upskiller' classes at the start of each academic year All KS4 students, including PP, enhance their literacy, particularly in their acquisition of higher end vocabulary	Ongoing Ongoing	English and Maths mock exam scrutiny for Upskiller students
Increase the attainment of HAP students in GCSE English	5	Aspirational setting of PP students into highest streamed English classes to boost exposure to high-quality learning.	Our experiences tell us that placing key students in higher-level sets, regardless of ability, boosts attainment, including vocabulary	Reduction of the English attainment gap between PP and non PP HAP students	Sept' 2022 Ongoing	Mock and summer exam scrutiny for targeted students

Language and Literature		Targeted higher-level small group intervention for Y11 PP HAP students in English	Small group intervention allows for more detailed written and verbal feedback, as well as providing students with the 'space' to ask for more guidance	Reduction of the English attainment gap between PP and non PP HAP students		
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3. Targeted Academic Support:

Strategy/Aim	Barrier addressed	Implementation	Evidence to support this approach	Target	Target date	Monitoring
PP/Catch-up funding used to support students with gaps in subject knowledge due to lockdown	6	1-1 tuition with subject teachers outside of school hours, focussed on gaps in knowledge	EPI: "We need to continue to look at how we can support all pupils through effective catch-up programmes, but especially those from disadvantaged backgrounds, whose education has seen the most damage from the pandemic."	No subject gaps for disadvantaged students in time for the summer exams	Ongoing	Core Group tracking and mock scrutiny
Developing cultural capital for disadvantaged students through enriching extra-curricular experiences	7	Staff to student mentoring initiative for PP students, encouraging development personally, socially and academically as well as coaching based on post-16 careers and further studies. Subsidised tickets for in-house productions for PP students PP funded trips out of school hours e.g. J'ouvert	A.N.D. 'The importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.	Improved well-being and confidence. Students are able to make broader links within and between subjects.	Ongoing	Pupil Premium evaluation
Providing the best careers/futures support for	8	Careers department to prioritise Pupil Premium students for appointments,	A.N.D. 'The importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing	Improved sense of direction and focus for Post-16 study and beyond.	Ongoing	Destinations scrutiny Post-16 and further study

Pupil Premium students		sharing notes with their allocated mentor. Industry related work experience placements (when viable) prioritised for Pupil Premium students	cultural capital to remove barriers to accessing and understanding the wider curriculum.	Disadvantaged students given the best experiences when it comes to industry related work experience.		
Improved access to mental health related services for Pupil Premium students	9	Pastoral department to prioritise counselling appointments/wider pastoral support for disadvantaged and LAC students	Children and Young People's Mental Health Coalition: 'disadvantaged children are at greater risk of poor mental health due to rising poverty and growing inequality caused by the Covid-19 pandemic, a coalition of more than 200 organisations has warned.'	Improved well-being and focus on academic studies	Ongoing	

Review: last year's aims and outcomes

Aim	Outcome
Narrow the attainment gap between PP and non-PP students in English, Maths and Science	Achieved (see below)
Ensure than all PP students have access to at home learning resources during national/regional lockdowns, periods of isolation	Achieved

Review: results headlines and highlights 2021-2022

	% 9-5 Eng.	% 9-5 Ma.	% 9-5 Sci.	5+ Strong passes inc. Eng. & Ma.	5+ Standard passes inc. Eng. & Ma.	Av. Att. 8
ALL (191)	86.7	61.8	47.5	59.2	82.7	54.23
PP (34)	79.4	61.8	37.5	59.9	82.2	51.88
NON PP (157)	84.3	61.8	49.6	55.9	85.3	54.73

Although there are still gaps between the attainment of our PP and non-PP students, there are encouraging signs that these are narrowing. The BRIT School is especially proud of the following qualification highlights showing the differences between the outcomes of those students eligible for pupil premium (PP) and those not (Non PP):

English Literature	Maths	Science
9-7: PP 41.2% / Non PP 42% 9-5: PP 76.5% / Non PP 75.2%	9-5: PP 61.8% / Non PP 61.8%	Combined Science 9-4: PP 70.6% / Non PP 78.3%

Options Subjects	Overall Single Award GCSE's	Vocational
Art & Design 9-7: PP 66.7% / Non PP 28.6% Biology 9-5: PP 100% / 84.8% Dance 9-7: PP 50% / Non PP 46.7% French 9-5: PP 100% / Non PP 94.1% Film Studies 9-5: PP 77.8% / Non PP 79.5% Further Maths 9-7: PP 33.3% / Non PP 18.2% Graphic Design D*-M: PP 100% / Non PP 90% Sociology 9-5: PP 70% / Non PP 66.1% Spanish 9-5: PP 87.5% / Non PP 75% Music 9-5: PP 80% / Non PP 66.7% Textiles 9-5: PP 100% / Non PP 100%	9-5: PP 75.3% / Non PP 74.3%	Dance, IDD, Music & Theatre: PP D* - M 100% Dance D*-D: PP 75% Music D*-D: PP 71.4% Overall Vocational Qualifications: D*-M: PP 89.2% / Non PP 91.4%