

Pupil premium strategy statement – *Brunts Academy*

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	1388
Proportion (%) of pupil premium eligible pupils	29.8
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	17 November 2025
Date on which it will be reviewed	17 September 2026
Statement authorised by	C Fisher
Pupil premium lead	H Taylor
Governor / Trustee lead	K Squires

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 406 445
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£ 406 445

Part A: Pupil premium strategy plan

Statement of intent

At The Brunts Academy, our mission is to unlock the potential of every child and transform futures. We strive to provide an exceptional education for all pupils, with an increased emphasis on those that are disadvantaged, by creating a nurturing and innovative learning environment that fosters academic excellence, personal growth, and social responsibility. We understand our community and its context and have developed our academy values to ensure they reflect the needs of the children in our academy, focussing on pride, respect, resilience and ambition.

We have constructed our curriculum with our pupils at the forefront; our aim is to support every student to achieve the qualifications and skills they need to progress confidently to the next stage of education, employment or training. 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 will simultaneously 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 approach will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will persist to :

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure that there is quality first teaching within a challenging and inclusive curriculum
- act early to intervene at the point a need is identified using bespoke academic interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- support pupils to develop their cultural capital
- engage in wider approaches to improve engagement, attendance and attitude to learning
- use evidence based approaches and a range of data to inform interventions.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic progress and attainment</p> <p>Nationally, disadvantaged pupils typically have lower KS2 results and engagement in school than their non-disadvantaged peers. This can lead to lower levels of progress and attainment for these pupils by the end of Key Stage 4.</p>
2	<p>Aspirations and Engagement</p> <p>Mansfield is identified as an area of deprivation with low social mobility. To prevent this from being a barrier to pupils within the academy, particularly those that are disadvantaged, opportunities need to be created to develop greater social capital. Through the academy's CEIAG programme, pupils will be provided with opportunities to engage in high quality work placements within the community, widening pupils' network; they will also be exposed to the pathways and routes available to them post 16 & 18 such as higher-level apprenticeships and university courses within the Russell Group, and will be supported with identifying and applying for the most aspirational next step.</p>
3	<p>Lack of cultural capital</p> <p>The low socio-economic demographic of the local community, as well as the location of the school, in a suburban area of a de-industrialised town in the East Midlands means some pupils, particularly those that are disadvantaged, have limited access to diverse cultural experiences than their non-disadvantaged peers. This is addressed through the design of the academy's curriculum, providing opportunities both inside and outside the classroom for pupils to develop their cultural capital to ensure they can develop the knowledge, skills and behaviours to perform well in school and are able to communicate effectively in different social groups or societies outside of the academy.</p>
4	<p>Attendance</p> <p>Nationally, disadvantaged pupils attend less well than their non-disadvantaged peers. We know that pupils' progress is impacted by poor attendance. The academy strives to ensure attendance reverts to pre-pandemic levels where it was typically higher than it is currently.</p>
5	<p>Attitudes to learning, behaviour and suspension levels</p> <p>Disadvantaged pupils are more likely to require support with their ability to respond to social and emotional issues. The academy has made a commitment to provide the appropriate support and resources to ensure the most disadvantaged pupils thrive.</p>
6	<p>Literacy</p> <p>Nationally, young people that leave school without good literacy skills are held back at every stage of their lives. Our pupils, particularly those that are disadvantaged, need to continue to be supported to develop their literacy skills so they remain in-line with their non-disadvantaged peers within the academy, to ensure they can make good progress in all their subjects.</p>

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 pupils will be evident across the curriculum at the end of KS4.	The progress and attainment gap between disadvantaged pupils and their non-disadvantaged peers at Brunts continues to close. PP pupils achieve in line with their peers nationally in terms of progress and attainment measures.
During lessons, all pupils, particularly our disadvantaged, can demonstrate they understand and can apply, the skills and knowledge they have acquired, as a result of the implementation of a range of effective classroom strategies.	Lessons are planned and scaffolded appropriately to ensure the needs of all learners, particularly those that are disadvantaged, are met. Pupils are engaged in their learning and are appropriately challenged. Pupils know their areas for development and have opportunities to revisit and practice these to secure their knowledge and understanding further.
Pre-pandemic absence levels for all pupils, particularly our disadvantaged, will be resumed.	Attendance for disadvantaged pupils continues to improve so it is in-line with national disadvantaged rates and the gap between disadvantaged and their non-disadvantage peers closes further.
Development of pupils' reading comprehension at KS3 will allow disadvantaged pupils to successfully access the mainstream curriculum and close the gap between their non-disadvantaged peers.	The gap between disadvantaged and their non-disadvantaged peers' standardised scores and reading ages, following NGRT assessments, is diminishing and at least in line with national averages for similar pupils. Pupils that require additional reading and literacy support are identified through rigorous assessment and tracking processes.
Through effective adaptive teaching, reasonable adjustments and a graduated response, pupils will be provided with the skills to regulate their own behaviour.	Staff utilise the data available to ensure they know and understand the needs of the pupils. Staff use the pupil passports and APDR documents that identify clear strategies for pupils with specific needs, supporting pupils to be successful in and out of the classroom. Staff consistently use the behaviour policies and develop positive relationships using rewards in classcharts. The ratio of positives : negatives for disadvantaged pupils is in line with those that are not

	disadvantaged. There is a reduction in the number of sanctions for disadvantaged pupils.
Review opportunities within the curriculum linked to cultural capital to ensure there are no barriers to pupil's achievement or personal development, particularly those that are disadvantaged.	Curriculum plans clearly identify opportunities to develop cultural capital for all pupils, particularly those that are disadvantaged. There will be an increased opportunity to engage with key-note speakers, educational visits and trips. Enrichment and extra-curricular opportunities are promoted to our disadvantaged pupils to ensure they are proportionately represented.
High quality pastoral care and provision of appropriate CEIAG will enable pupils to successfully proceed to the next stage of their education.	Pupils, particularly those that are disadvantaged, have greater access to the appropriate level of pastoral support. The CEIAG offer within the academy supports pupils to make informed and ambitious choices about their next steps in education resulting in student destinations in either further education or employment. The percentage of disadvantaged pupils that are NEET is in line with their peers nationally and the gap between them and their non-disadvantaged peers within the academy continues to close.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching

Budgeted cost: £179 651

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored CPD programme offered to all staff utilising academy and GAT expertise, NPQ programmes and ECF providers. CPD is linked	The EEF 'PUPIL PREMIUM GUIDE 2019 states: 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.' 'Good teaching is the most important lever schools have to	1,2,5,6

<p>directly to whole school teaching and learning priorities, highlighted as a result of academy QA processes, and will focus on; inclusive planning, planning for progress, assessment and feedback, supporting pupils with SEN and conduct and culture.</p> <p>Additionally coaching, led by expert teachers and GAT colleagues will be used to develop teaching practice which positively impacts pupils that are disadvantaged.</p>	<p>improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium'. EEF</p>	
<p>Additional capacity will be provided through increased staffing to support disadvantaged pupils. E.g. Raising Standards Leader, Vocational Leader and Achievement Leaders focussing on identifying and supporting pupils, particularly those that are disadvantaged, to ensure they receive the appropriate interventions to help them to achieve their potential. Both the Literacy and EAL co-ordinators will also support our disadvantaged pupils through targeted interventions.</p>	<p>Evidenced through the impact of those roles in the 2024-25 strategy evaluation.</p>	<p>1,6</p>
<p>Regular completion of nationally recognised diagnostic assessments (NGRT) to provide accurate data that is used to inform appropriate classroom interventions and next steps and as a tool to monitor the progress of pupils. Ongoing</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>6</p>

training and support will be provided for teachers and TAs; administering the assessments, analysing the data, understanding the data and delivering subsequent interventions.		
Improving literacy in all subject areas in line with recommendations in the EEF. This will entail whole class strategies, e.g. regularly listening to a fluent reader, reading for pleasure on a regular basis (15 mins each day), the use of appropriately challenging texts, using the frayer model to introduce new vocabulary, as well as bespoke interventions such as; reading pairs, rapid plus, Project X, Lexia, Lexonik Leap and Lexonik Advance.	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>Oxford University Press - Word Gap - Oxford Language Report (oup.com)</p> <p>Also evidenced through the data analysis of the Lexonik, Lexia and GL assessments.</p>	6

Targeted academic support

Budgeted cost: £38 111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly targeted interventions will be provided for Y11 pupils in Maths through small group tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<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>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,6
Utilising the expertise of teachers, HLTAs and the librarian to deliver a range of well-evidenced literacy interventions such as	In England, positive effects have been found in studies where teaching assistants/support staff deliver high quality structured interventions which	1, 6

<p>reading pairs, Lexia, Lexonik Leap and Lexonik Advance, for pupils that require additional support to improve their reading comprehension and literacy skills. Purchase of more reading pens to support pupils to access work in the classroom. Clicker training to support with the delivery of writing strategies.</p>	<p>deliver short sessions, over a finite period. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>The Scholars Programme. An opportunity to raise the aspirations of disadvantaged pupils. This is an academic programme for pupils to work with PhD pupils from a Russell Group university on an aspect of the supra-curriculum.</p>	<p>The Brilliant Club mobilises the PhD community to support less advantaged pupils to access the most competitive universities and succeed when they get there.</p>	<p>1,2,3</p>
<p>Y11 Mentor Programme facilitated by leaders within the academy targeting disadvantaged pupils, identifying bespoke strategies to support them to achieve their potential.</p>	<p>Pupil voice and progress data from the 2024-25 pupil cohort evidences impact.</p>	<p>1,2,4</p>
<p>Careers appointments provided for all students, with disadvantaged students being prioritised, ensuring pupils are challenged to have high aspirations for their futures and are supported to achieve their desired destination. Further training for newly appointed Careers Advisor to ensure effective guidance is targeted at disadvantaged pupils.</p>	<p>Evidenced through pupil voice and destinations data.</p>	<p>2</p>

Wider strategies

Budgeted cost: £188 683

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase capacity within the academy to support with improvement of attendance, particularly of disadvantaged pupils.</p> <p>Renewed attendance policies draw on guidance from the DfE document Working together to improve school attendance - GOV.UK (www.gov.uk).</p>	<p>DfE research found that pupils with no absence are 2.2 times more likely to achieve 5 or more GCSEs or equivalent at grades 9-4 including English and mathematics and 4.7 times more likely to achieve the English Baccalaureate than pupils missing 10- 15 per cent of KS4 sessions. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<p>Develop and implement a conduct curriculum that aligns to the academy's PD curriculum, promoting the key characteristics pupils should display and targeting attendance of disadvantaged pupils.</p>	<p>EEF research suggests SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Further develop a range of pathways and strategies to support with both academic achievement and attendance. Utilising the behaviour and resilience mentors (BRMs) as well as external agencies to deliver specific strategies to develop and support with wider engagement.</p>	<p>EEF research suggests mentoring interventions may be beneficial for disadvantaged pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Appointment of extra-curricular and enrichment co-ordinator to explore and promote extensive opportunities for pupils to participate in curriculum enrichment activities and extra-curricular activities for all pupils, with an additional focus on disadvantaged pupils.</p>	<p>EEF research provides moderate evidence that participation in the arts can improve progress by up to 3 months. Parental and student feedback highlights the affordability of enrichment activities as a barrier.</p>	2,3

<p>PP pupils to have full access to resources, in school and at home, which will remove barriers to learning or attendance. E.g. uniform, PE kit, essential revision guides, catering ingredients, calculators, cameras, art kits, laptop and internet access.</p>	<p>Providing a range of resources to PP pupils removes the barrier to fully access the curriculum.</p>	<p>1,2</p>
<p>Access to peripatetic music lessons. Free instrument lessons for pupils who have played an instrument at primary school or who show an interest or aptitude that has not yet been developed.</p>	<p>Research suggests that participation in Arts, Sport and outdoor learning can contribute to pupils' progress by up to 4 months. (EEF)</p>	<p>2, 3</p>

Total budgeted cost: £ 406 445

Part B: Review of the previous academic year

We have analysed the performance of our school's disadvantaged pupils during 2024-25. The average A8 score for disadvantaged pupils, in Y11, has increased from the previous academic year, as did the percentage of disadvantaged pupils achieving the basics, En/Ma 9-7 and En/Ma 9-4. Whilst gains have been made at 9-5, we continue to prioritise strategies to develop this further. Destination data shows high levels of pupils securing their first-choice destinations into further education and training.

The whole school attendance strategy has had a positive impact; everyone understands its importance and the role they have to play. Attendance improved from last academic year, and was in line with national average. Early indicators show that attendance in the Autumn term of 2025 has improved again, above national average.

Reading is prioritised and promoted across the academy. Reading strategies and interventions are evidence informed and are strategically targeted, these are having a positive impact on pupils at KS3 and KS4. Standardised scores from NGRT assessments show that disadvantaged pupils are making better progress overall than their non-disadvantaged peers. This means that pupils are now better prepared for the demands of the curriculum when they start their GCSE's in Y10.

The Director of SEND and SENCo have made significant impact in ensuring those disadvantaged pupils with SEN have access to a greater range of support which in turn has enabled these pupils to develop the skills and qualities needed to engage positively in education. Teachers are better equipped to support these pupils in lessons as they are provided with detailed information in pupil passports and have had SEN specific CPD. These pupils' academic outcomes were over $\frac{1}{2}$ a grade higher in 2024-25 compared to the previous year. Pupil and parent voice tells us that they are feeling better supported and communication with the academy has been strengthened further.

Teachers and TAs engaged in a range of CPD sessions throughout the year focussing on strategies to develop teaching practices that positively impact our disadvantaged pupils. CPD evaluations show a significant proportion of staff felt that whole school and faculty CPD had supported them to improve their practice.

The enrichment coordinator has used pupil voice to ensure there is a broader range of extra-curricular activities and enrichment opportunities available to pupils at Brunts. Disadvantaged pupils continue to be represented proportionately compared to their non-disadvantaged peers.

Extensive work around improving the climate and culture of the academy, steeped in celebrating and rewarding students meeting the high standards and expectations met, continues to have a positive impact on both disadvantaged and their non-disadvantaged peers.

We recognise that despite these successes there is still further work to refine and embed some of the strategies to further improve outcomes for disadvantaged pupils and further reduce the gaps between them and their non-disadvantaged peers. The pupil premium strategy plan has therefore been reviewed and changes made as to how the budget will be used in order to ensure our pupils can achieve the high expectations and ambitions we set.