

Pupil premium strategy statement

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 in the last academic year.

School overview

Detail	Data
School name	The BRIT School
Number of pupils in school	1436 (394 KS4 /1042 KS5)
Proportion (%) of pupil premium eligible pupils	18.27% at Key Stage 4
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Stuart Worden
Pupil premium lead	Michael Corcoran
Governor / Trustee lead	Kate Ambrosi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,134
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>	N/A
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	N/A
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>	£64,134

Part A: Pupil premium strategy plan

Statement of intent

The BRIT School recognises nationally reported gaps that exist between Pupil Premium and non-Pupil Premium students, measuring the attainment and progress of all students to identify gaps between different groups. The BRIT School therefore uses the Pupil Premium Grant to ensure students from all socio-economic backgrounds are able to continue into and access all forms of higher education, work and wider life opportunities.

The BRIT School's Pupil Premium (PP) Policy also upholds the Department for Education's values and beliefs, grounded in the following principles:

- Young people wish to learn and participate in a creative environment within a firm framework of teaching and learning;
- The best discipline comes from a commitment to shared goals;
- Students need an understanding of, and access to, developing technology to encourage participation and leadership in a rapidly changing society;
- and the arts encourage each individual to work in a creative, co-operative and collaborative manner.

In line with Martin Oliver's focus on the impact of child poverty, it is a key priority of The BRIT School to continue to work towards closing the attainment gap.

At the same time, The BRIT School wishes to clarify that there is no such thing as a 'Pupil Premium Student' or 'Disadvantaged Student', rather 'Students eligible for the Pupil Premium Grant' or 'Students who experience disadvantage.'

Furthermore, as Daniel Sobel points out, 'There is no one thing that works, it is about best practice [...] It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility.' Moreover, according to the Education Endowment Foundation latest Pupil Premium guidance report, "Quality First Teaching is the key ingredient of any successful school, and should rightly be a top priority for pupil premium spending." This is reinforced by Dylan William, who states "There is abundant evidence that, of all the things schools can influence, "what teachers know, do, and care about" has the biggest impact on student outcomes by some margin, and that high-quality teaching narrows the attainment gap."

The BRIT School aims therefore to use the Pupil Premium Grant to fundamentally 'narrow the gap' between students in receipt of PP funding and the rest of the year

group. We aim to do so by focusing on developing 'best practice' in relation to our provision for students eligible for PP funding in order to achieve the best educational outcomes for those students allocated the funding, and to ensure that all students in receipt of the grant leave with the best examination outcomes possible in their curriculum areas as well as their specialist strand of study.

This year we aim to reduce the 'gap' in attainment across subjects, ensuring all students eligible for PPG will benefit from bespoke support and provision in the following areas:

- Support the attainment of students eligible for PPG by focusing on the effective professional development of staff across Core, Strand and Option subjects guided by the principles of Quality First Teaching (QFT).
- Priority for work experience placements and careers advice.
- Funding for IT related equipment and/or personal items that aid progress and attainment, where there is a real need, ensuring that all eligible students for PPG have equal access to online learning and resources than their peers.
- Subsidised costs for selected curricular and extra-curricular trips that generate cultural capital enrichment including access to physical literacy initiatives like BRIT FIT and partnerships with local activity venues such as The Legacy Centre and Merky FC.
- Provision of educational materials such as revision guides, books and resources in English, Maths and Science as well as other subjects.
- The opportunity for all students eligible for PPG to have a staff mentor in Year 11 as part of the BRIT RISE (Raising Individual Student Excellence) mentoring programme.
- Tuition for select students eligible for PPG.
- Opportunity for all students eligible for PPG to have access to resilience and mental health support via AEN and Pastoral channels.
- Provision of English, Maths and Science weekly/holiday interventions to work exclusively with students eligible for PPG.

The above does not represent an exhaustive list of provisions made which benefits students eligible for PPG, but is a reflection of the nature of the financial expenditure to ensure all students eligible for PPG succeed. The BRIT School therefore decides how Pupil Premium funding is allocated based upon historic trends in needs, progress and attainment and ongoing impact assessment. Some funding is reserved to meet the individual requirements of students as and when these needs arise; it is also possible for parents to request, within reason, funding to support an individual need that is linked to a student's academic or vocational progress. Whilst The BRIT School's use of PPG funding will always centre on eligible students, other students within the school community may also benefit from certain Pupil Premium initiatives in order to create the social mobility and equity of opportunity education should provide. The BRIT School also believes that Pupil Premium funding is also about much more than

examination results. Funding can be used to develop aspects such as self-esteem, organisation, aspiration and engagement, as the student's learning skills and wellbeing are equally critical to a successful education and foundation for life. The BRIT School will aim to use diagnostic assessment to track the progress and attainment of students eligible for PP funding, to ensure we review and adapt strategies according to their impact. According to The Education Endowment Foundation "Diagnostic assessment is important for identifying the specific areas where intervention and support will improve each pupil's academic progress."

Eligibility and allocation of the Pupil Premium Grant:

The Pupil Premium Grant is awarded to Key Stage 4 BRIT School students who fall into one of the four main categories below:

- Pupils who are eligible for free school meals (FSM), or have been eligible in the past 6 years (Ever 6)
- Pupils who are looked after by the local authority (LAC)
- Pupils previously looked after by a local authority or other state care (post-LAC/PLAC)
- Pupils who have been registered as a 'service child' in the last 6 years (Ever 6 Service Child)

Development of the Policy:

The policy is developed in consultation with students, staff, governors, parents and carers. It is part of our commitment to reduce inequalities in outcomes and promote the inclusive nature of the work we do at BRIT, as required in the Equality Act 2010 and the Children and Families Act 2014. It will support the school in meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act.

Monitoring and Review of the Policy:

Our Pupil Premium Policy is reviewed and adjusted on an annual basis according to the impact of the strategies on student achievement. This process will consider funding variations that occur from year to year. We will evaluate new strategies robustly to ensure positive impact. Our annual PPG review will involve staff, pupils, governors, parents, carers and guardians. We will also do a case study across 24/25 to quality assure our provision.

Appeals Procedure:

Queries about the policy or implementation of the policy from parents with respect to individual students should be addressed via the School's complaints procedure.

Planning, Implementation and Evaluation:

The BRIT School will continue to ground its PPG strategies in the findings of the latest reports and studies about effective use of Pupil Premium funding, which consider the impact of socio-economic disadvantage on educational outcomes and how to address these challenges to learning. BRIT will also continue to reflect on the wealth of studies conducted by The Education Endowment Foundation, following implementation guidance to help develop our various initiatives.

Source: [The Education Endowment Foundation](#)

Challenges¹

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

Challenge	Detail of challenge
1.	The attainment of students who experience disadvantage in Core Subjects is generally lower than that of their peers. Historical trends show a high percentage of students eligible for PPG enter BRIT with low levels of literacy and numeracy, as evidenced in induction tests (CAT4 and STAR Reading).
2.	Many lower attaining pupils who experience disadvantage lack metacognitive and/or self-regulation strategies when faced with challenging tasks, notably across Core subjects.
3.	Students who experience disadvantage can face challenges involving social and emotional issues that affect attainment. National data shows these students benefit significantly from consistent expectations on site, and clear Pastoral care.
4.	Historically, students eligible for PPG, as is the case nationally, are less likely to access initiatives which increase cultural capital including physical and digital literacy, and access to the arts.
5.	Attendance data nationally shows that students who experience disadvantage have lower attendance than non-disadvantaged peers.

¹ [Barriers to learning for disadvantaged groups, DofE](#)

6.	Students who experience disadvantage are less likely to experience consistent, key stability factors at home , such as structured, academic support.
7.	High percentage of students eligible for PPG have expressed concerns about inadequate digital provision at home in order to access remote learning as well as independent study.
8.	Students eligible for PPG may have less support when it comes to Post-16 choices, further education, work experience, careers, well-being and mental health provision , so as to access expert advice and guidance on careers from successful professionals.

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
Equal outcomes for students eligible among pupils eligible for PPG across the curriculum at the end of KS4 compared to those not eligible. Improve whole school teaching and learning strategies, curriculum development, improving learning for all students.	Success in this area will see the gap between disadvantaged and non-disadvantaged reduced to less than 10% with an ambition to be less than 5% in all subjects (9-4 or equivalent).
Improved metacognitive and self-regulatory skills among students eligible for PPG across all subjects.	Teacher reports and class observations suggest students eligible for PPG are less able to monitor and regulate their own learning, and any gap between disadvantaged and non-disadvantaged is minimised or removed.
To achieve and sustain improved wellbeing for all students eligible for PPG.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Year-on-year reductions in referrals of students eligible for PPG to Pastoral or AEN Team for mental health concerns • a significant increase in participation in enrichment activities for students eligible for PPG.

To achieve and sustain improved attendance for all pupils eligible for PPG	Sustained high attendance from 2024/25 demonstrated by: • The overall absence rate for students eligible for PPG to be in line with non-disadvantaged • Data for persistently absent students eligible for PPG to be in line with non-disadvantaged peers.
To support embedding ambition, career aspirations and opportunities for students eligible for PPG.	Attendance and participation rate strategies, initiatives, trips, opportunities and visits which increase cultural capital for students eligible for PPG.

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: £ 40,000

Activity	Evidence	Challenge number(s) addressed
Part funding of Director of Teaching and Learning, and Pupil Premium Lead TLR	Creating capacity for strategic improvements in this area allows for strong direction, enabling delivery of both the broader support and micro interventions within the Pupil Premium strategy. https://dera.ioe.ac.uk/11329/1/DCSF-RR108.pdf	All
Improved whole school teaching and learning strategies to enhance learning for all	In order to raise profiles and prioritise the outcomes and achievements and career choices of students who experience disadvantage, as well as to improve whole school T&L strategies that aim to secure progress and attainment of all students eligible for PPG, the following	1,2,5 & 8

<p>students eligible for PPG.</p>	<p>high-quality strategies were initiated (list not exhaustive):</p> <ul style="list-style-type: none"> ● In-class support AEN assistance for certain students; ● Whole school INSET/CPD training in EEF verified PP strategies to enhance pedagogy, assessment and feedback; ● Teaching & Learning Performance Management targets incorporated, as well as annual Learning Reviews specifically include focus on disadvantaged students; ● Ensured focus on SEF and then DIPs; ● All departments have strategic plans to ensure students who experience disadvantage can access and achieve in departmental curriculum content and delivery; ● Whole School EDI focus in termly EDI staff working group, focusing on removing barriers to learning/achievement and ensuring outcomes for all; ● Numerous INSET sessions delivered to promote best practice for all teaching and support staff who mentor students eligible for PPG as part of BRIT RISE Programme; ● Supply of Chromebooks and laptops where needed to support learning. <p>Efficacy will be evaluated by mock and summer exam outcomes, as well as termly 'Core Group' tracking and analysis and whole school school data analysis.</p> <p>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.'</p> <p>https://autus.group/2021/07/19/impact-step-4-ensuring-equity/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	
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	https://www.gov.uk/government/speeches/sir-martyn-olivers-speech-at-the-naht-conference	
Increase attainment of HAP students eligible for PPG, Lead Practitioner appointed to support training of HAPS in-part	<p>According to 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.’</p> <p>https://autus.group/2021/07/19/impact-step-4-ensuring-equity/</p> <p>In order to reduce the English attainment gap between PP and non PP HAP students due to national gaps in this area, BRIT appointment a Lead Practitioner with a HAP focus in 2023/24 to improve whole-school strategies as well as enhance teaching and learning for HAP students eligible for PPG. LP delivered numerous INSET and CPD sessions to whole staff and Core and Middle Leaders on best practice in relation to teaching and learning strategies to target HAP learners also eligible for PPG.</p> <p>BRIT ensures the aspirational setting for HAP students eligible for PPG into highest streamed classes to boost exposure to high-quality learning. Targeted higher-level small group intervention for Y11 High Attaining eligible for PPG are conducted on a weekly basis across English, Maths and Science, as small group intervention allows for more detailed written and verbal feedback, as well as providing students with the ‘space’ to ask for more guidance. Our experiences tell us that placing key students in higher-level sets, regardless of ability, boosts attainment.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</p> <p>Efficacy will be evaluated by Mock and Summer exam outcomes, as well as termly ‘Core Group’ tracking and analysis.</p>	1,6,7,8

<p>Develop Literacy of students eligible for PPG, Literacy Coordinator appointed</p>	<p>BRIT appointed a TLR-based Literacy Co-ordinator in 2023/2024 and will look at continuing for 24/25. The coordinator delivered a February 2024 INSET on best practice Literacy based T&L strategies. Literary Lead also established weekly Friday Reading initiatives throughout all Key Stage 4 Forms, as well as an enhanced Literacy focus incorporated into KS4 PPD curriculum. BRIT utilised it's baseline literacy assessment data to create strategies based on need.</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	<p>1,7</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 14,000

Activity	Evidence	Challenge number(s) addressed
<p>Identify and prioritise 'attainment vulnerable' students in English, Maths and Science</p>	<p>With the national attainment gap currently at its widest since 2012, BRIT's intention is to generate a higher percentage of students achieving 4+ or 5+ in English, Maths and Science, as well as their target grade. All students eligible for PPG have their 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 weekly/holiday intervention support and/or mentoring. The school is able to see the impact of termly interventions and adapt and revise each strategy if non effective.</p> <p>Efficacy will be evaluated via termly subject report scrutiny in senior and middle leader's 'Core group.'</p>	<p>1</p>

	https://social-mobility.data.gov.uk/intermediate_outcomes/compulsory_school_age_(5_to_16_years)/attainment_at_age_16	
Funding for small-group academic intervention to support students with gaps in subject knowledge	<p>BRIT enacts weekly Core Intervention across English, Maths and Science, mandatorily inviting students eligible for PPG to Wednesday small group intervention, as well as holiday intervention. BRIT's focus on 1-to-1 one tuition aims to address gaps in knowledge experienced by students who face disadvantage in time for Mock and Summer exams, as according to the 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."</p> <p>https://assets.publishing.service.gov.uk/media/6239cb5fe90e0779a2c9952a/Understanding_progress_in_the_2020_to_2021_academic_year_Findings_from_the_summer_term_and_summary_of_all_previous_findings.pdf</p> <p>Research also indicates that small group tuition is very effective at improving pupil outcomes, which is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or who experience barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Efficacy with be monitored via Core Group tracking and mock scrutiny.</p>	1, 5, 6
Increase the attainment of PP students in need of literacy and numeracy support	<p>At the start of the academic year, students eligible for PPG with lower literacy and/or numeracy levels are identified through induction testing and mandatorily timetable for additional 'Upskiller' classes. These weekly small group interventions, in addition to their mainstream English/Maths classes, are focused on students enhancing key skills in these areas. As the EEF state: 'Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently'.</p>	1, 5, 6

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Efficacy will be evaluated by English and Maths mock and Summer exam scrutiny for Upskiller students.</p>	
<p>Developing cultural capital: Subsidised Peripatetic Music Lessons</p>	<p>Reports suggest that structured music lessons significantly enhance children’s cognitive abilities — including language-based reasoning, short-term memory, planning and inhibition — which lead to improved academic performance. Additionally, the non-academic impacts are considerable, such as increases in confidence, ambition and improvements in work-ethic.</p> <p>Students eligible for PPG are offered at least one fully subsidised Peri Music/Dance lesson at Key Stage 4.</p> <p>https://blog.frontiersin.org/2018/04/19/neuroscience-music-lessons-cognitive-skills-academicperformance/</p>	4
<p>Developing cultural capital: Subsidised Trips</p>	<p>Evidence suggests that trips can have a positive impact on an academic as well as non-academic basis, enabling the learning of facts and concepts, encouraging personal, social and academic development, improving well-being and confidence, as well as allowing students to make broader links within and between subjects.</p> <p>Students eligible for PPG are offered numerous fully subsidised places on school trips to in-house and external productions, museums and galleries, musical events, Cinema and trips abroad (i.e. BRIT Ski, Poetry Live, BRIT Camp and <i>For Black Boys</i>...</p> <p>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.’</p> <p>https://www.anewdirection.org.uk/research/pupil-premium-case-studies</p> <p>Efficacy to be captured via Pupil Premium Student Voice evaluation Google Forms.</p>	4

<p>Developing cultural capital: Physical Learning and Sports Enrichment</p>	<p>Latest reports state that outdoor adventure learning has academic as well as non-academic benefits in terms of self-confidence, self-efficacy, practical problem-solving, explicit reflection and discussion of thinking and emotion, as well as Metacognition and Self-Regulation, whilst offering collaborative learning experiences with a high level of physical (and often emotional) challenge.</p> <p>Annual Year 10 visit to PGL run BRIT Camp 2022/23.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Studies suggest that increased physical activity has a positive impact on academic attainment of students who experience disadvantage. In addition to the link between physical activity and academic performance, it is crucial to ensure that pupils eligible for PPG access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>BRIT FIT offering weekly classes, Terms 1-4 2023/2, being phased into the Year 10 curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3, 4, 8</p>
<p>Mentoring: BRIT RISE programme</p>	<p>The BRIT RISE mentor scheme is a tailored mentoring initiative that pairs students eligible for PPG with staff mentors across the school in order to offer a range of guidance in KS4 from academic support to wellbeing. Mentee and Mentor meet on a weekly basis to set targets and discuss outcomes that help support progress and attainment.</p> <p>The EEF's Teaching and Learning Toolkit contains the latest summary of education evidence ratified by the DfE, based on cost, implementation and impact. They regard mentoring as an impactful strategy for students who experience disadvantage, based on its "high impact for very low cost based on extensive evidence."</p>	<p>1, 2, 3, 6, 8</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence	Challenge number(s) addressed
<p>Improved access to Pastoral support services for students eligible for PPG</p>	<p>Pastoral department to prioritise counselling appointments and/or wider pastoral support for students who experience disadvantaged in order to improve well-being and focus on academic studies, so as to inspire progress, attainment and SEMH wellbeing for students who experience disadvantage; A multitude of pastoral support initiatives have been initiated, including the Year 11 ASP Mentoring Scheme, increased staffing in the Pastoral Team and AEN, as well as access to Educational Psychologists, Speech and Language Therapy, and BRIT Counselling services.</p> <p>Evidence suggests work to support students in meta-cognition, self-regulation, as well as SEMH learning approaches, have a positive impact on academic outcomes for students, and will support students in maintaining boundaries and consistent expectations. Additionally, according to The 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’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2, 3</p>

	https://cypmhc.org.uk/wp-content/uploads/2020/09/CYP_MHC_AnnualReport.pdf	
Rewards and/or Prizes for students eligible for PPG	<p>Where learning is emphasised and linked to rewards, an effective system of prizes can be perceived by students as a motivational factor, and can encourage good behaviour and hard work.</p> <p>https://www.tandfonline.com/doi/pdf/10.1080/14681360200200142</p>	1
Digital Provision for individual students eligible for PPG	<p>Studies suggest that financial support in relation to the procurement and training of digital equipment to individual students can be seen to improve behaviour and discipline, and can have a positive impact on many areas such as academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1, 7
Academic Intervention: EWO support for students eligible for PPG	<p>Latest report data shows a clear link between poor attendance and lower achievement, as persistently absent students are less likely to stay in education.</p> <p>https://schoolleaders.thekeysupport.com/pupilsand-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	5

<p>Provision of Careers support for students eligible for PPG</p>	<p>Careers department to ensure that students who experience disadvantage are given the best guidance when it comes to industry related work experience. They will prioritise students eligible for PPG for appointments, and share notes with their allocated BRIT RISE mentor. Industry related work experience placements (when viable) will be prioritised for students eligible for PPG in order to improve sense of direction and focus for Post-16 study and beyond.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417895/Careers_Guidance_Schools_Guidance_March_2015.pdf</p> <p>Efficacy will be evaluated via Destinations scrutiny Post-16 and further study.</p>	<p>8</p>
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Total budgeted cost: £64,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outlined below is a statistical breakdown of the performance of disadvantaged pupils in the previous academic year at The BRIT School. It contains the following:

- Published data from the previous academic year's national assessments and qualifications for disadvantaged and non-disadvantaged pupils.
- Progress 8, Attainment 8 and EBacc entry data for disadvantaged and non-disadvantaged pupils at The BRIT School.
- Comparison to local and national averages and outcomes achieved non-disadvantaged pupils.

2023 BRIT Pupil Premium Qualification Headlines:

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 proud of the following exam highlights.

Review: Pupil Premium eligible pupil performance overview for last academic year compared with local and national statistics:

	School dis. pupils	Local authority (non-dis pupils)	England (non-dis pupils)
No. of pupils	30	2463	447552
P8 score & CI	-0.39	0.26	0.17
A8 score	49.4	50.3	50.3
English & Maths at grade 5+	43%	54%	52%
English & Maths at grade 4+	73%	74%	73%
Ebacc at grade 5+	7%	21%	20%
Ebacc at grade 4+	10%	30%	29%

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

	Pupil Premium 2023	Pupil Premium 2022	Pupil Premium 2021	Pupil Premium 2020	Pupil Premium 2019
Progress 8	-0.39	-0.47	TAGs	TAGs	-0.59
Ebacc entry	10%	9.09%	11.5%	9.1%	7%
Attainment 8	49.4	51.88	49.77	49.18	41.05
% Grade 5+ in English and Maths	43%	55.9%	57.7%	45.4%	27.9%

Review: results headlines and highlights 2022-2023:

	% 9-5 English	% 9-5 Maths	% 9-5 Science	5+ Strong passes inc. Eng and Maths	5+ Standard passes inc. Eng and Maths	Av Att. 8
All (195)	88.7	58.5	43.3	54.4	81	54.81
PP (29)	79.3	41.4	17.4	41.4	62.1	48.91
Non PP (166)	90.4	61.4	47.8	56.6	84.3	55.84

Although there are still gaps between the attainment of our PP and non-PP students, there are encouraging signs that these are narrowing:

English	Maths	Science
English Literature 9-4: PP 89.7% / Non PP 97%	Mathematics 9-4: PP 75.9% / Non PP 89.1%	Combined Science 9-4: PP 69.6% / Non PP 79.9%
English Language 9-4: PP 86.2% / Non PP 93.4		Biology 9-5: PP 83.3% / Non PP 75% 9-4: PP 100% / Non PP 96.9%
		Chemistry 9-5: PP 66.7% / Non PP 62.5%

The BRIT School is proud of the following highlights showing the differences between the outcomes of students eligible for pupil premium (PP) and those not (Non PP).

Options Subjects	RSL/NCFE/BTEC Tech Award
Spanish Option 9-5: PP 100% / Non PP 84.2%	Dance: D* PP 100% / Non PP 95.7% D* - M PP 100% / Non PP 100%
Film Studies Option 9-6: PP 71.4 / Non PP 69.2%	Music: D - M PP 100% / Non PP 100%
French Option 9-8: PP 33.3% / Non PP 29.4% 9-6: PP 100% / Non PP 70.6% 9-5: PP 100% / Non PP 82.4% 9-4: PP 100% / Non PP 88.2%	Musical Theatre: D* PP 100% / Non PP 100%
Photography Option 9-5: PP 100% / Non PP 100% 9-4: PP 100% / Non PP 100%	Theatre: D - M PP 100% / Non PP 100%
	Graphic Design Option: D* - M PP 100% / Non PP 86.7%
	Interactive Digital Design: D* - P PP 100% / Non PP 100%
	Film and Media Production: D*- P PP 100% / Non PP 100%
	Visual Art & Design: D* - P PP 100% / Non PP 100%
