

## Pupil Premium Strategy – 2021-22

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	Brooke Weston Academy
Number of pupils in school	903 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	14.25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	09/09/2021
Date on which it will be reviewed	01/01/2022
Statement authorised by	Shaun Strydom
Pupil premium lead	Emily O'Keeffe
Governor / Trustee lead	Vikki Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,150
Recovery premium funding allocation this academic year	£18,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143,000

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

We have made a commitment to design a curriculum which closes both the academic and experiences gap for all students, especially for those who are disadvantaged.

- Support to allow independent learning, greater autonomy and self-directed learning
- Personalised Academic Mentoring that meets their needs
- An understanding of the progression route and opportunities available to them post 16
- Memorable experiences that will support engagement and grow independence
- Make at least National average progress in English, maths and science in years 7 and 8

Our Recovery Funding has been allocated to specific activities to support pupils to catch up with lost teaching during the previous months, in line with our curriculum expectations for this academic year. Our core aim is to raise the attainment of all pupils, closing gaps created by COVID-19 school closures. In particular to raise aspirations, attainment, improve progress and the life outcomes of those students affected by the school closures in 2020/21. Along with this we need to ensure that students sitting examinations in summer 2021 are not negatively impacted by COVID-19.

Our Recovery Premium strategy has the following priorities:

- To focus on those students with the biggest gaps in academic progress across all year groups
- To close the gap between disadvantaged and non-disadvantaged
- To focus on the core skills of literacy and numeracy
- To support student's emotional wellbeing

### Challenges

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

Challenge	Detail of challenge
1	The young people have often had negative experiences of the educational system and positive learning practices and relationships need to be established. Disadvantaged pupils have proportionally more exclusions compared to other students.
2	Lower attendance compared to other students due to changing or challenging home circumstances
3	Disadvantaged pupils often have significant gaps missing from their learning due to several social economic factors which can result in them having to catch up
4	Mitigate the pandemic impact on disadvantaged students due to lost learning and potential lack of engagement in distance learning
5	Work done with families, where needed, allows us to raise aspirations, increase engagement and support transition at all levels
6	Aspirations for these young people can often be limited due to personal circumstance and/or background

## 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
Raising attainment & achievement	<ul style="list-style-type: none"> <li>• Close the progress and attainment gap of disadvantaged, with a particular focus on high attaining male students</li> <li>• KS3 HAP and male students to meet their minimum targets</li> <li>• KS4 HAP and male students to achieve Progress 8 &gt;= 0</li> <li>• PP students to achieve chronological reading age</li> </ul>
Holistic 'whole pupil' approach to assessment	<ul style="list-style-type: none"> <li>• Create a PP 360 Report on every PP/K-code registered PP student</li> <li>• Create a PP provision map to provide a holistic view of each PP student which identifies barriers to learning and allows for actions</li> </ul>
Improving Attendance	<ul style="list-style-type: none"> <li>• Attendance and Persistent Attendance of PP students is above national average and the internal gap is within 5% of non-pupil premium</li> <li>• Attendance and effected due to suspension is below national average and the internal gap is within 10% of non-pupil premium</li> </ul>
Mitigating the pandemic impact on our disadvantaged students	<ul style="list-style-type: none"> <li>• Lesson observations show QFT evidence of deliberate strategies being used in lesson</li> <li>• Lesson observations show all PP students are in the correct sets to maximise progress</li> <li>• PP Champions to lead bi-termly departmental focus on PP Progress within subject and instigate interventions / strategies</li> <li>• Curriculum team to monitor PP engagement in remote education where required to ensure 100% attendance where not ill</li> <li>• All PP Students have access to technology to access blended learning</li> </ul>
Strengthening parental engagement	<ul style="list-style-type: none"> <li>• Enhanced PP parental engagement for PP students</li> <li>• PP parental attendance to school events at 100% attendance</li> <li>• Student / Family barriers to learning recorded in PP provision map</li> <li>• 100% uptake of PP parents to Edu-Link</li> </ul>
Raising aspirations through impartial careers education, advice and work-related learning	<ul style="list-style-type: none"> <li>• PP students to secure positive destinations with zero NEETs</li> <li>• Provide at least 1 employer interaction every year</li> <li>• All PP students to access Unifrog and the Tutor Time PD and careers programme with 1-1 meetings for all Year 9, 11 and 13 students</li> </ul>

## 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: £3,141.71

Activity	Evidence that supports this approach	Challenges addressed
Quality first teaching through the retention and high quality support of teachers in their early career	The Educational Endowment Foundation states “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”	1,3
Review curriculum created, evaluated and delivered	The Durrington Research School have shared that integrating ‘approaches to memory, metacognition and disciplinary literacy’ into the curriculum are key ways of supporting ‘rigour, sequencing and coherence.’	1,3,4
Cognitive and metacognitive strategies used to support the quality of teaching and learning. An example is the elevate programme	Cognitive and metacognitive strategies have been highlighted as a stand-out ‘component of high quality teaching’ from the Education Endowment Foundation that have been referenced as ‘fundamental to learning and are the bread and butter of effective teaching’.	1,3,4,5
Professional development is evidence informed and linked to the National College membership and other bespoke training such as SSAT	The Education Endowment Foundation has shared that through utilising ‘online platforms’ professional development can be sustained through a ‘programme of upfront training and follow on support’.	1,3,4,6

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

Budgeted cost: £7,904.00

Activity	Evidence that supports this approach	Challenges addressed
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Additional timetabled 'catch up' lessons created across the curriculum	It has been made clear by the Education Endowment Foundation that 'high quality teaching is supported by, and inextricably bound to, targeted academic support'. As per the 'tiered approach to tackling educational disadvantage', utilising the 'targeted academic support' phase will support those most disadvantaged to have small, structured tuition to support their needs.	1,3,4
Pupil Premium Champions to ensure departments identify appropriate students and interventions	The Unity Research School have established that there should be a 'culture of inclusivity' and to reach inclusion we need to establish 'system-wide knowledge, responsibility and expertise' that 'recognises difference' and 'adopts inclusive pedagogy for all.'	1,2,3,4,5,6
Small group intervention in Year 11 for students who require additional support to meet their target grades/levels in Math, English and Science	According to the Sutton Trust, research indicates that pupils taught in small groups make an average of four additional months' progress when compared with larger groups or whole class teaching. As a rule of thumb, smaller groups lead to higher attainment.	1,3,4
Literacy support programme including Bedrock and Fresh Start intervention	According to the Sutton Trust, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.	1,3,4
Targeted after school intervention programme through My Tutor or NTP	According to the Sutton Trust, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes	1,3,4,
Online support for students through GCSE Pod and Smith Proformas in order to support with knowledge gaps	According to the Sutton Trust, meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. High impact for low cost, based on extensive evidence	1,2,3,4,
School led tutoring programme to support identified students affected by COVID	According to the Sutton Trust, research indicates that pupils taught in small groups make an average of four additional months' progress when compared with larger groups or whole class teaching. As a rule of thumb, smaller groups lead to higher attainment.	1,2,3,4

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

Budgeted cost: £134575.00

Activity	Evidence that supports this approach	Challenges addressed
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Work experience for KS4 students at risk of being NEET or showing high levels of disengagement with school	It has been stated that it is vital that ‘voluntary and community sector organisations work together to support young people.’ <a href="http://www.gov.uk">www.gov.uk</a>	6
Creation of student 360 in order to ensure that all aspects of student progress is tracked and monitored	There has been much written on the most effective interventions for Pupil Premium students. However, much of this has been built on a flawed assumption that Pupil Premium students can be treated as a homogeneous group who have similar needs and barriers. It is therefore vital that we view each Pupil Premium student as an individual. Teachers Toolkit.co.uk	1,2,3,4,5,6
Student Welfare Team with explicit focus on PP students and families	Forming part of the ‘wider strategies’ for the Education Endowment Foundation’s ‘tiered approach to tackling educational disadvantage’ a focus on ‘behaviour and attendance’ is part of the holistic support provided to tackle the educational disadvantage gap. It has been stated that ‘helping pupils re-engage with school – feeling safe and ready to learn- will be at the forefront of school leader’s plans’.	1,2,5
Full time EWO and RSLs to support and track PP students and families	It has been shared by the Education Endowment Foundation that in some cases ‘schools will need to address absences directly’. It is important for ‘parents’ and pupils’ concerns that may be inhibiting school attendance’ be explored.	1,2,5
Counselling for most vulnerable PP students	The Education Endowment Foundation has shared that ‘a common misconception can be that pupils’ wellbeing and social emotional learning is separate from their academic, curriculum-based learning’.	1,2,5
Think for the Future ‘Behaviour and Resilience Mentoring Programme’	The Education Endowment Foundation has shared that social and emotional learning interventions can have ‘an identifiable and valuable impact on attitudes to learning and social relationships in school’.	1,2,5
PP one-to-one guidance in accessing Unifrog and careers interview(s)	The Education Endowment Foundation have indicated that ‘small group and one to one interventions can be a powerful tool for supporting students.’	2,5,6
PP students receive one employer interactions per year, trips to local FE Colleges and work experience opportunities	It has been stated that ‘for some young people a lack of understanding of the working world can be a significant barrier to finding and sustaining employment.’ <a href="http://www.gov.uk">www.gov.uk</a>	5,6
Transportation, Cultural & Ongoing Support: ‘In addition to paying for transport costs for some pupils, bespoke financial	Evidence suggests that Pupil Premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas – teaching quality – investing in learning and development for teachers. <a href="http://www.gov.uk">www.gov.uk</a> . At Brooke	1,2,3,4,5,6,

support on a case by case basis has been made available for pupil premium students in order to enable access to a range of activities, resources and support wellbeing	Weston, we recognise that we also need to offer additional financial support on a 'case by case' basis, which is reviewed every year.	
Provision of laptop and/or wireless connection devices for some students	It has been shared by the Education Endowment Foundation that 'ensuring access to technology is key, particularly for disadvantaged students.' It has been stated that 'a lack of appropriate technology...may continue to prove a challenge for many disadvantaged pupils.'	4
Provision of visualisers to ensure effective remote education can take place	The Education Endowment Foundation have shared that digital technology available to teachers has 'on average, provided an additional four months' progress.'	3,4
Parental engagement support strategies including software such as EduLink	The Education Endowment Foundation has directed schools to develop a clear plan for communications across the academic year. Personalised messages to parent/guardians are encouraged and in addition to this, the EEF has stated that to 'reinforce simple, encouraging messages' is a key way of maintaining communication.	5
Use of external benchmarking services such as GL assessments to support teachers and student intervention		3,4

**Total budgeted cost: £145,621.00**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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



## Further information (optional)

We have used the EEF support guide to use the funding in the best way possible:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary is as follows:

Overall Strategy Area	Specific Strategies
<b>Teaching and whole-school strategies</b>	<ul style="list-style-type: none"> <li>• Explicit Teaching, review curriculum</li> <li>• Supporting remote learning, providing a high quality blended curriculum and ensuring all students have access</li> <li>• Whole school focus on literacy</li> <li>• Effective diagnostic assessment and low stakes assessment to review gaps</li> <li>• Cognitive and metacognitive strategies widely used - elevate programme</li> <li>• Professional development is evidence informed - national college membership</li> <li>• Quality assurance programme that actively supports curriculum development</li> <li>• Regular subject and departmental meetings</li> <li>• GCSE Pod for at home learning</li> <li>• Trust directors of subject developed misconception videos for home learning</li> </ul>
<b>Targeted approaches</b>	<ul style="list-style-type: none"> <li>• Additional group tuition</li> <li>• Literacy and numeracy interventions</li> <li>• Bedrock programme</li> <li>• GL assessments for transition groups - Year 7</li> <li>• 1-2-1 tutoring</li> <li>• Use of cover supervisors and support staff to support lessons</li> <li>• Ed Lounge</li> </ul>
<b>Wider strategies</b>	<ul style="list-style-type: none"> <li>• Supporting behavioural and emotional needs (Internal and external packages)</li> <li>• Communicating with and supporting parents</li> <li>• Active and early attendance tracking and interventions</li> <li>• Frequent contact home for our most vulnerable students</li> </ul>