

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 (3 year plans are recommended)	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	Alan Othen and Ika Castka

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,150
Recovery premium funding allocation this academic year	£23,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£,147,655

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

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: £5,176

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
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: £134,575.00

Activity	Evidence that supports this approach	Challenges addressed
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.' www.gov.uk	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 FE Colleges and work experience	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.' www.gov.uk	5,6

<p>Transportation, Cultural & Ongoing Support: 'In addition to paying for transport costs for some pupils, bespoke financial 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</p>	<p>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. www.gov.uk. At Brooke Weston, we recognise that we also need to offer additional financial support on a 'case by case' basis, which is reviewed every year.</p>	<p>1,2,3,4,5,6,</p>
<p>Provision of laptop and/or wireless connection devices for some students</p>	<p>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.'</p>	<p>4</p>
<p>Provision of visualisers to ensure effective remote education can take place</p>	<p>The Education Endowment Foundation have shared that digital technology available to teachers has 'on average, provided an additional four months' progress.'</p>	<p>3,4</p>
<p>Parental engagement support strategies including software such as EduLink</p>	<p>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.</p>	<p>5</p>
<p>Use of external benchmarking services such as GL assessments to support teachers and student intervention</p>	<p>The Education Endowment Foundation's tiered model and menu of approaches recommends having targeted academic support. This can include interventions that focus on language development and literacy. In order to ensure the right student is in the right intervention for them, the external benchmarking service will enable robust data to support the intervention to have maximum impact.</p>	<p>3,4</p>

Total budgeted cost: £147,655.00

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 2021 to 2022 academic year.

Brooke Weston Academy follows the Department for Education's latest guidance (Autumn 2021), and we ensure that evaluation is an ongoing process. When we look at the impact our pupil premium strategies had on students last year, we can see the below outcomes:

2021-22 Pupil Premium Outcomes	2018/2019	2019/2020	2020/2021	2021/2022	National (2022)			Outliers Removed
					PP	'N'	All	PP
Number of Students	34	32	29	27	-	-	-	24
English and Maths at grade 5+	38.2%	53.1%	59%	41%	-	-	57%	46%
English and Maths at grade 4+	64.7%	78.1%	86%	59%	-	-	76%	67%
Ebacc at grade 5+	23.5%	21.9%	24%	15%	-	-	24%	17%
Ebacc at grade 4+	35.3%	50%	34.5	37%	-	-	31%	42%
P8 Score	-0.05	+0.07	+0.77	-0.4	-	-	0.15	0.01
A8 Score	4.59	4.72	5.42	43.7	-	-	5.26	4.82

Due to the Covid-19 pandemic, 2020 and 2021 GCSE results were centre assessed grades. The columns highlighted yellow indicate the centre assessed results.

Raising attainment & achievement

- Close the progress and attainment gap of disadvantaged, with a particular focus on high attaining male students
- KS3 HAP and male students to meet their minimum targets
- KS4 HAP and male students to achieve Progress 8 ≥ 0
- PP students to achieve chronological reading age

Y11 HAP Male Student Actual Results

Average Progress 8	1.67
Average Attainment 8 Grade	8.50
Attainment Overall	85.00
English 9-7	100%
Math 9-7	100%

Y7 HAP Male Data	AP1	AP3
Number of Students	12	
Expected	59%	64%
> Expected	39%	38%

Y8 HAP Male Data	AP1	AP3
Number of Students	9	
Expected	68%	79%
> Expected	36%	44%

Y9 HAP Male Data	AP1	AP3
Number of Students	13	
Expected	67%	73%
> Expected	25%	33%

We are very happy with the progress made by our male high ability pupil premium students. The Covid-19 lockdown and remote provision impacted our disadvantaged students, yet we remained determined to support their education. The impact of the pandemic was mitigated as we provided every student with use of a laptop before the Department for Education released this strategy, ensured every student had access to Teams, and consistently tracked engagement and attendance so our high-quality curriculum was still delivered by subject specialists. We were able to close the gap with our high ability students and as we look to the new academic year and have reflected upon the new scaled scores and needs of the upcoming cohorts, we will now specifically develop our focus on the male middle-ability students to ensure they make progress across their subjects.

PP Mock Outcomes

	English	English Literature	Maths	Science
9-7	15%	11%	15%	7%
9-5	38%	40%	38%	19%
9-4	56%	71%	62%	39%

PP Actual Results

	English	English Literature	Maths	Science
9-7	14%	21%	22%	16%
9-5	56%	73%	50%	38%
9-4	72%	85%	69%	64%

Our extended tutor time intervention included every year 11 PP student. Students improved several of their predicted outcomes in English, Maths, and Science. As a strategy, this strategic intervention for students to maximise the progress made will be continued in a similar form in the coming academic year. This will see students in targeted intervention with specialists for three terms. Above is a comparison of results at mocks before the extended tutor time provision, and the final outcomes at the end of Year 11.

Holistic 'whole pupil' approach to assessment

- Create a PP 360 Report on every PP/K-code registered PP student
- Create a PP provision map to provide a holistic view of each PP student which identifies barriers to learning and allows for actions

All PP/K-coded students have had their information uploaded onto our PP Provision Map. As part of our three-year plan, the information will be shared with our Pupil Premium Champions and disseminated across all departmental areas. This will ensure that barriers to learning and relevant contextual information about our disadvantaged students is communicated with the staff body. This will inform pedagogical approach to lessons, ensure inclusive classrooms, and support positive relationships between student and teacher continue to flourish.

Improving Attendance

- Attendance and Persistent Attendance of PP students is above national average and the internal gap is within 5% of non-pupil premium
- Attendance and effected due to suspension is below national average and the internal gap is within 10% of non-pupil premium

2021/22 Attendance Overview

	Non-PP	PP	Gap		Non-PP PA	PP PA	Gap
School	93%	88.60%	4.4%		21.20%	33.90%	12.50%

National PP Attendance = 84.9%

National All Attendance = 89.7%

National All PA = 35%

Our 2022 Pupil Premium students had higher attendance than National All Attendance. We are very pleased with this and have met our goal of ensuring the internal gap between PP and Non-PP attendance is within 5%. The persistent absence percentage for pupil premium students is below the National All persistent absence. However, the internal gap of 12.20% is higher than we would like. This gap between pupil premium and non-pupil premium persistent absence is predominantly because of a few complex cases. The strategies employed will continue in 2022-23 with additional focus on areas to continue reducing PA whilst improving the overall attendance figure.

Mitigating the pandemic impact on our disadvantaged students

- Lesson observations show QFT evidence of deliberate strategies being used in lesson
- Lesson observations show all PP students are in the correct sets to maximise progress
- PP Champions to lead bi-termly departmental focus on PP Progress within subject and instigate interventions / strategies
- Curriculum team to monitor PP engagement in remote education where required to ensure 100% attendance where not ill
- All PP Students have access to technology to access blended learning

We continued to raise the profile of Pupil Premium students through our Pupil Premium staff Champions from every faculty. This group met each term and shared education research informed approaches to supporting quality-first teaching with their departmental areas. Pupil Premium Champions conducted their own quality assurance of pupil premium provision throughout the academic year. This involved looking at student books, speaking to students, sharing best practice with team members, and observing lessons in a variety of settings. Results shown by the above indicated that: 83% of pupil premium student's engagement and participation was in-line with their non-PP peers; 92% of feedback was engaged with in exercise books and teaching staff purposefully asked pupil premium students' questions at discussion points in the lesson. Working in collaboration with Pupil Premium Champions, a pupil premium bulletin was also launched with the staff body. The bulletins shared had a particular focus on oracy, resilience, homework, and high expectations.

At both whole-school and departmental level, every staff member engaged with an informed approach on how to deliberately use questioning to support student agency and retention of key knowledge. Our whole school focus on Literacy enabled every student to engage in weekly ‘Drop Everything and Listen’ sessions in both tutor time and English lessons. Building on this, every year 7 and 8 student engaged weekly with the Literacy platform Bedrock. This was consistently monitored by English teachers and was a resource that provided a tailored programme for the needs of the individual learner. Our curriculum academy review provided each faculty area with bespoke areas for development and outlined areas of strengths. To ensure this was consistently evaluated, each Head of Department conducted regular quality assurance audits of their departments, considering book work, learning walks, student voice and curricular foci.

In cases where blended learning was a requirement, Teams was used in classroom settings and lessons were also recorded to support student progress. Throughout the year, we issued an additional 26 laptops to students so their learning could continue if they had to isolate yet were well enough to participate in online lessons.

Strengthening parental engagement

- Enhanced PP parental engagement for PP students
- PP parental attendance to school events at 100% attendance
- Student / Family barriers to learning recorded in PP provision map
- 100% uptake of PP parents to Edu-Link

PP Parental Attendance to School Events

Y7 Parents' Evening	Y8 Parents' Evening	Y9 Parents' Evening	Y10 Parents' Evening	Y11 Parents' Evening
86%	56%	64%	82%	72%

Both our year 8 and year 9 cohorts had lower parental attendance to parents' evening then we would like. It's important to note that both these year groups were particularly impacted by the COVID-19 pandemic and upon joining the academy had a disrupted start to school-life with the lockdown and remote education being their first experience of secondary school. This is certainly an area that will remain a focus as we look toward the future.

To support with the above, each year group now has a dedicated Raising Standards Lead and Student Care Officer. These are both key roles within the academy as they act as a first point of contact between home-life and school-life.

99% of pupil premium parents have engaged with the online platform Edulink.

Raising aspirations through impartial careers education, advice and work-related learning

- PP students to secure positive destinations with zero NEETs
- Provide at least 1 employer interaction every year

- 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

In relation to Key Stage 3 and 4 transition, careers guidance continues to be of great value. An example of this is the work completed across the year, where each KS4 PP student is met as a priority by our in-school Careers Lead to ensure that all our students make the correct choices to reach their preferred destination or 6th form. In line with our current key stage 4, this also means that students make informed decisions so that they can succeed at the end of Year 11. This work continues into the 6th form, with students go through a range of processes, guidance meetings and interviews to ensure they are ready for their next steps.

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