

# Pupil premium strategy statement: Brooke Weston Academy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 outcomes for disadvantaged pupils last academic year

## School overview

Detail	Data
School name	Brooke Weston Academy
Number of pupils in school	912 (Y7-11)
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-22, 2022-23, <b>2023-24</b>
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Shaun Strydom (Principal)
Pupil premium lead	Kevin Glesinger (Vice Principal)
Governor / Trustee lead	Alan Othen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,235
Recovery premium funding allocation this academic year	£37,812
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	£163,047

## Part A: Pupil premium strategy plan

### Statement of intent

Brooke Weston Academy opened in 1991 with the intention to ‘transform lives and provide more than an education for the students of Corby, Kettering, and the surrounding villages’. The founders of Brooke Weston Academy aspired to ‘Increase the life chances, social mobility, and opportunities of our students.’ These intentions and aspirations have not changed. We have made a commitment to design and implement a curriculum which closes both the academic and experiences gap for all students, regardless of individual starting points, socioeconomic disadvantage and inclusive of all backgrounds.

Our shared mission is to provide a stimulating learning experience which places learning and teaching at the heart of everything we do. We know it has been proven that high-quality teaching has the greatest impact on closing the disadvantage attainment gap. We have an unrelenting focus on ensuring inclusivity within each classroom where every student will be supported to achieve their goals and have memorable learning experiences.

We understand the importance of having an individualised and adaptive approach to supporting each disadvantaged student. We are proactive and responsive to the challenges faced by vulnerable students, for instance those who are young carers or have a social worker. At a time where there is a cost-of-living crisis, we understand the importance of supporting our wider community so all can thrive. Furthermore, to enhance our provision, and to continue in our response to the impact of the COVID-19 pandemic for the worst affected students, targeted support through the National Tutoring Programme is a further strand within our strategy.

A core part of our ethos is that we have high expectations for all. We maintain that a handful of years spent at Brooke Weston Academy can build confident, socially, and morally astute individuals who are ready to embrace life beyond school. We look to achieve this through embedding our practice on research evidence to inform our decision making and the continuance of diagnostic assessment to shape our provision for Pupil Premium students.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Behaviour, Access, and Inclusion</b></p> <p>There are a minority of pupil premium and non-pupil premium students that are a focus for academic and pastoral staff.</p> <p><b>BWA Context:</b></p> <p>Whilst our 2022-23 data indicates that suspensions for disadvantaged students at Brooke Weston Academy are below that of National, we understand the importance of maintaining focus on this area.</p>
2	<p><b>Attendance</b></p> <p>Our disadvantaged pupils have on average lower attendance when compared to non-pupil premium peers. Lower attendance to school has a <a href="#">damaging impact</a> on students' attainment.</p> <p><b>BWA Context:</b></p> <p>Despite our pupil premium attendance being above the 90.7% National All attendance last academic year, we recognise that there was a 2.2% gap between pupil premium and non-pupil premium peers in our building last academic year. It is important that we close this gap not only for academic reasons, but also to support the wellbeing of our pupil premium student body.</p>
3	<p><b>Attainment and reading age</b></p> <p>We understand that our disadvantaged pupils can often enter key stage three with lower reading ages than their non-pupil premium peers. We know this can lead to significant gaps in learning, especially when coupled with several social economic factors which can result in lower attainment upon entry to secondary school.</p> <p><b>BWA Context:</b></p> <p>We understand that a small percentage of our KS3 pupil premium students have a reading age lower than their chronological age and we will continue to closely monitor this.</p>
4	<p><b>Pandemic and Mental Health</b></p> <p>Mitigate <a href="#">Covid-19 barriers</a> that were experienced because of the pandemic. Our disadvantaged students tend to require more mental health support due to challenges faced at home and because of lockdown. <a href="#">Challenges</a> were felt much more strongly by disadvantaged students during the lockdown and the ability to engage in lessons and make academic progress was hindered because of this.</p> <p><b>BWA Context:</b></p> <p>Our school dealt with a number of mental health incidents last academic year. This was an increase from pre-COVID-19 pandemic.</p>

5	<p><b>Strengthening Parental Relationships</b></p> <p>The pandemic resulted in communication with parent/guardians existing on online platforms. We need to work to bring families back into our community and school building. Considering the current cost-of-living crisis, we also understand that our community is experiencing a challenging time and there can be external barriers to families communicating with our school and participating in school events.</p> <p><b>BWA Context:</b></p> <p>Since the pandemic, we have seen a decrease in parental face-to-face attendance to Parents' Evenings. We understand the importance of supporting all families to attend events that take place within our community.</p>
6	<p><b>Aspirations and Cultural Capital</b></p> <p>Aspirations for disadvantaged young people can be limited due to fewer opportunities to develop cultural capital outside of school. The consequence of this is that there is a potential reduction in background knowledge which can lead to barriers in learning and understanding of future educational destinations and career pathways.</p> <p><b>BWA Context:</b></p> <p>The catchment area of the Academy has some of the most significant levels of deprivation in the country on the IDACI profile. Of the 194 Lower Super Output Areas (LSOA's) in North Northamptonshire, 12 LSOA's are amongst the top 10% most deprived in England and a further 18 falls within the decile 2 nationally.</p>
7	<p><b>Recruit and Retain Staff</b></p> <p>We need to recruit and retain the very best staff as this is key to consistent quality first teaching for all students as this has the greatest impact on closing the disadvantaged attainment gap.</p> <p><b>BWA Context:</b></p> <p>As experienced nationally, we are struggling with a recruitment crisis. As such, a current barrier is recruiting and retaining strong staff across key subject areas.</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
Closing the attainment gap	<ul style="list-style-type: none"> <li>• Close the progress and attainment gap of disadvantaged, with a particular focus on white, British, middle attaining male students</li> <li>• KS3 MAP and male students to meet their minimum targets</li> <li>• KS4 MAP and male students to achieve Progress 8 <math>\geq 0</math></li> <li>• All PP students to achieve chronological reading age</li> </ul>
Holistic 'whole pupil' approach to monitoring progress	<ul style="list-style-type: none"> <li>• PP 360 Report on every PP/K-code registered PP student</li> <li>• PP year group guidance notes to provide a holistic view of PP students which identifies barriers to learning and allows for actions</li> </ul>
Improving Attendance	<ul style="list-style-type: none"> <li>• Attendance and Persistent Absence of PP students is above national average, and the internal gap is within 5% of non-pupil premium</li> <li>• Persistent absence and effected due to suspension are below national average and the internal gap is within 10% of non-pupil premium</li> </ul>
Strengthening parental engagement	<ul style="list-style-type: none"> <li>• Enhanced PP parental engagement for PP students, including engagement with EHAs</li> <li>• PP parental attendance to school events at &gt;90% attendance</li> <li>• Student / family barriers to learning recorded in PP cohort guidance notes</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 with Careers Lead.</li> <li>• Prioritisation of elective requests for PP 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: £81,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Quality first teaching</u></b> Retention and high-quality support of teachers in their early career:</p>	<p>The Educational Endowment Foundation states that: <a href="#">the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</a></p>	1,3,4,5,6,7
<p>Cognitive, metacognitive and self-regulated learning strategies used to support the quality of teaching and learning</p>	<p>Cognitive, metacognitive and <a href="#">self-regulated learning</a> strategies have been highlighted as a stand-out 'component of high quality teaching' from the Education Endowment Foundation. It has potential to add <a href="#">7 months' additional learning</a> when utilised accurately.</p>	
<p>Skilled teacher questioning to support the learning cycle</p>	<p><a href="#">Questioning</a> can deepen understanding; assess previous knowledge; address key misconceptions and supports each student to have a clear learning cycle.</p>	
<p>Effective use of feedback and assessment to push learning forward</p>	<p><a href="#">Feedback</a> can refocus and redirect each student to a key area to support each student to reach their goals and make progress. Feedback can support students to make an additional 6 months' progress. <a href="#">Embedding Formative Assessment</a> can also enable students to make an additional 2 months' progress.</p>	
<p>Spaced retrieval</p>	<p><a href="#">Spaced retrieval</a> is supported by evidence from two scientific fields, neuroscience, and cognitive psychology.</p>	
<p>Faded practice to guide student progress</p>	<p><a href="#">Faded practice</a> supports information-processing. This includes rephrasing,</p>	

	elaborating, and summarising new material in order to store this material into the long-term memory	
<p><u>Review curriculum</u> created, evaluated and delivered</p> <p>Curriculum equity</p>	<p><a href="#">Durrington Research School</a> have shared that the curriculum and the way it is sequenced should be consistently refined to support student coherence.</p> <p><a href="#">Embedding high challenge low complexity</a> across the whole-school curriculum reassures students that they don't need to know all the answers because we are going to scaffold the ways in and support them, primarily through talk.</p>	1,3,4,6,7
<p><b><u>Professional development</u></b> is evidence informed</p> <p>National College membership and other bespoke training such as SSAT</p> <p>Instructional coaching</p>	<p><a href="#">Effective Professional Development</a> should be used to enhance student outcomes in the classroom.</p> <p>The trusted source (<a href="#">National College</a>) will be used in school to embed an evidence-informed approach to the continuance of professional development.</p> <p><a href="#">Instructional coaching</a> has the impact that it does because of its specificity and incremental nature. It also acknowledges that teachers need high levels of support to adopt new habits in the complex environments of their classrooms.</p>	1,3,4,6,7

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

Budgeted cost: £40,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional timetabled 'recovery' lessons created across the curriculum	<a href="#">Key findings</a> from the Sutton Trust identified that more advantaged children are substantially more likely to receive extra private tuition. To mitigate impact from the	1,3,4

	<a href="#">pandemic</a> , establishing a timetable that provides early intervention is crucial.	
Pupil Premium Champions to ensure departments identify appropriate students and interventions	The Unity Research School have established that <a href="#">collaborating and sharing good practice in context</a> supports a robust and inclusive structure across a school.	1,2,3,4,5,6,7
Small group intervention in Year 11 for students who require additional support to meet their target grades/levels in Math, English and Science	<a href="#">Reducing class size</a> can have the positive impact of supporting an additional 2 months' learning. This will support teachers to have more interaction with fewer students and therefore maximise learning time.	1,3,4
Literacy support programme including Sparx Reader and Fresh Start intervention	<a href="#">Sparx Reader</a> enables each student to have personalised reading tasks and achieve a better understanding of vocabulary. As Literacy is the <a href="#">building block</a> for academic success, harnessing platforms to support student progress is vital.	1,3,4
Targeted intervention through utilisation of the National Tutoring Programme	<a href="#">Small group tuition</a> can support 4 months' additional progress. Through utilisation of the <a href="#">National Tutoring Programme</a> , we can facilitate additional targeted tuition, including virtual tutoring.	1,3,4,
Online support for students through GCSE Pod, SENECA, SARX, Educake and Smith Proformas to support with knowledge gaps	Through enabling each student to access the <a href="#">award winning</a> platform GCSE Pod, we can support academic progress through its ability to teach, monitor, assess and engage.	1,2,3,4,

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

Budgeted cost: £40,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work experience for KS4 students at risk of being NEET or showing high levels of disengagement with school	<a href="#">Work experience</a> can be understood to serve multiple purposes, including experience of the world of work, employability skill development and experience to help guide future career decision-making.	6



Creation of student 360 to ensure that all aspects of student progress is tracked and monitored	Being able to <a href="#">critically review how we work with all stakeholders</a> supports transparency in our school community. Having the 'student 330' will support a shared priority to deliver the best outcomes.	1,2,3,4,5,6
Student Welfare Team with explicit focus on PP students and families	Building a <a href="#">supportive school network</a> is important to limit barriers to school attendance and academic attainment.	1,2,5
Full time Education Welfare Officer and Raising Standards Leads to support PP families and track attendance of PP students	Ensuring there is robust <a href="#">parental engagement</a> is important to ensure attainment gaps do not widen. Having school systems in place that support this communication can aid 4 months' additional progress	1,2,4,5
Counselling for most vulnerable PP students	Ensuring we safeguard the <a href="#">social and emotional</a> welfare of any student in need is paramount.	1,2,4,5
PP one-to-one guidance in accessing Unifrog and careers interview(s)	<a href="#">Key insights</a> provided by the EEF signal the importance of having personalised and targeted career advice. <a href="#">Unifrog's</a> mission is to level the playing field for young people to find the best opportunities.	2,5,6
PP students receive one employer interactions per year, trips to FE Colleges and work experience	Experiencing <a href="#">work related activities in school</a> can support with employability and technical skills. This can support students to be informed.	5,6
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	The <a href="#">EEF School Planning Guide</a> highlights the importance of establishing routines. Understanding student and family need is key to removing barriers so school can be attended without issue.	1,2,3,4,5,6,
Provision of laptop and/or wireless	The <a href="#">digital disadvantage</a> is something that most disadvantaged students experienced	4

connection devices for some students	during the pandemic. Ensuring that the provision of laptops is provided for any student in need can support academic success and ability to engage with study outside of school hours.	
Provision of visualisers to ensure effective remote education can take place	Utilising <a href="#">digital technology</a> (such as visualisers) as a pedagogical approach to high-quality teaching can help teachers model in a new way and highlight how experts think as well as what they do.	3,4
Parental engagement support strategies including software such as EduLink	<a href="#">Parental engagement</a> is consistently linked to better academic performance. <a href="#">EduLink</a> is a platform that supports parental engagement with all aspects of school life.	5
Use of external benchmarking services such as GL assessments to support teachers and student intervention	The <a href="#">GL Assessment</a> platform enables a robust assessment of student need to ensure we can identify and prioritise these needs swiftly.	3,4

**Total budgeted cost: £163,013**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Student outcomes

To rigorously evaluate the outcome of our Pupil Premium students, we have analysed national data, internal summative and formative assessments and the outcomes of targeted interventions.

The GCSE outcomes highlights that PP students at Brooke Weston Academy outperformed their PP peers nationally in all measures, significantly so in progress measures. While there is an internal gap, the progress gap has closed since the 2018-19 results by 0.09 which is a significant improvement. Further highlighting the Academy's ambition for all students to study the EBacc curriculum, 44% were entered at the end of Year 11, with those achieving EBacc 5+ in line with National ALL data. While this is even more clear when outliers are removed from the cohort (where P8 is positive), there is still an Academy focus on securing even better outcomes for our PP students.

2022-2023 Pupil Premium Outcomes	2022/2023		National (2023) All		PP Outliers Removed*
Number of students	29		-		26
English and Maths at grade 5+	24%		-		27%
English and Maths at grade 4+	59%		-		65%
Ebacc at grade 5+	17%		-		19%
Ebacc at grade 4+	26%		-		27%
P8 Score	-0.10		-		0.07
A8 Score	3.88		-		4.22

With a targeted focus on the outcomes and progress of middle achieving boys, an analysis of internal Key Stage 3 data highlights that between assessment points at the start and end of the 2022/23 academic year, the proportion of PP students meeting or exceeding their target is in line with non-PP students. Internally, as identified and strategised for, an internal gap remains for the proportion of Key Stage 3 PP MAP boys meeting or exceeding their target. A gap also continues to exist with Y10 MAP boys, therefore this remains an integral part of this year's strategy.

Analysis of internal targeted intervention highlights a real success for our most vulnerable and low achieving students. Throughout the course of the year, we facilitated the National Tutoring Programme through employing an Academic Mentor and engaging with a Department for Education Tuition Partner. Areas for development were as diverse as literary devices and persuasive writing in English to shape and algebra in Maths. This tuition was well received, and significant progress was made after a cycle of focused intervention with our Academic Mentor, reported through an Academic Mentoring Impact Report. Cohort level progress was significant in both English and Maths, with

average summative attainment improving by 13pp and 25pp in English and Maths respectively at Key Stage 3.

To support the target of all PP students reaching their chronological reading age a number of Pupil Premium students across Key Stage Three also received support from our school's Literacy Pathway provision across the academic year. 76% of KS3 pupil premium students have achieved their chronological reading age by the end of their respective academic year. This work to support Literacy is ongoing as students continue to progress through Key Stage Three. Students with a standardised age score of less than 97 in Key Stage 3 and 4 engaged with bespoke fresh start literacy programme.

### **Assessment of wider issues**

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, parental relationships and raising aspirations.

Our target to improve attendance for our most vulnerable students is a beacon of success. Our 2023 pupil premium students had higher attendance than National All Attendance 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 although the internal gap is still a focus for development. This gap between pupil premium and non-pupil premium persistent absence is predominantly because of a few complex cases. Rates of suspensions for all students remains below National Average, and while a small internal PP gap exists, the rate of 2+ suspensions for our PP students remains below National All data.

Improving parental relationships continues to be a priority. Attendance to consultation evenings disproportionately affected PP students' families following the COVID-19 pandemic and to support recovery, pastoral support prioritises contact with families of our PP students. There are signs of recovery however with improvements recorded in Years 9 and 10, and attendance to Year 8 in line with non-PP.

Through a wide curriculum of support, we are proud to support raising the aspirations of our PP students, through prioritised 1:1 guidance meetings, University Taster Days, Employer Visits, and securing positive destinations with zero NEETs.

Based on all the information above, the performance of our disadvantaged pupils meets expectations with some shoots of growth indicating positive outcomes and progress for some of our most disadvantaged students, particularly low attainer and low reading age students and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that quality first teaching is supporting all of our learners to achieve excellent end of course outcomes and progress seen, enabling purposeful and appropriate destinations. A forensic and holistic understanding of the

barriers our students face has enabled a proactive approach to supporting PP students, with effective targeted interventions further enhancing their educational experience.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*