

Pupil Premium Impact Review for 2017-18:

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for Pupil Premium:

Children with 'Free School Meals' (FSM 'ever 6')	£935
Children who are 'Looked After' (CLA)	£1900

Publicly funded academies and schools have autonomy to spend Pupil Premium funding according to their individual strategies and action plans. Funding for children who are 'looked after' is tracked and monitored by the Virtual School in the relevant Local Authority.

1. Barriers to future attainment (for students eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

- A. Disadvantaged students, who have higher prior attainment at the end of KS2, are not making equivalent progress to disadvantaged lower and middle ability students or other higher ability students nationally.
- B. Disadvantaged students are not achieving equivalent success in the Ebacc 5+ and Basics 5+ measures.

External barriers (issues which also require action outside school, such as low attendance rates)

- C. The persistent absence rates for PP students was high in 2016-17 compared to other students.
- D. Some low aspirations and parental engagement limits the progress which all students can make. Reinforcing relationships and strengthening communication with parents will support outcomes for PP.

2. Review of Expenditure

Academic Year	2017/18	Total PP budget	£145,860.00	Actual PP expenditure	£148,627.46
Total Students	901	Eligible for PP	156 (17.3%)	Date of Review	Dec 2018

Significantly Above National	Comparable to National	Significantly Below National
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2016-17 Pupil Premium Outcomes	Actual Results			Pupil Progress			National		
	2016	2017	2018	2016	2017	2018	PP	'N'	ALL
Number of Students / % Matched	26	24	36	96%	100%	100%	-	-	-
Attainment / Progress 8 (Overall)	4.2	4.4	5.0	-0.14	-0.08	+0.18	3.6	5.0	4.5
Attainment / Progress 8 (English)	4.2	5.1	5.6	-0.40	0.24	+0.38	3.9	5.2	4.8
Attainment / Progress 8 (Maths)	4.4	4.5	5.0	0.22	0.13	+0.29	3.4	4.8	4.4
Attainment / Progress 8 (Ebacc)	3.6	4.2	5.0	-0.22	0.15	+0.34	3.3	4.8	4.4
Attainment / Progress 8 (Open)	4.6	4.2	4.7	-0.11	-0.64	-0.19	3.7	5.0	4.6
% English & Maths (Grade 4+)	77%	79%	61%	17%	20%	5%	43%	71%	63%
% English & Maths (Grade 5+)	-	33%	44%	-	-1%	-1%	24%	49%	42%
% Ebacc (Grade 4+)	27%	33%	42%	8%	15%	16%	12%	28%	23%
% Ebacc (Grade 5+)	-	21%	28%	-	5%	9%	7%	20%	16%

Actual expenditure (Quality teaching for all, targeted intervention and other strategies)	Cost 2017-18
Improving attendance and wellbeing - Increased student care team - Increased SEND team to support PP "E" and "K" code students	£19,978.80

Summary of Impact: (Barriers A, B, C and D)

2018 final attendance figures saw a marginal increase in attendance gaps between pupil premium students and non-pupil premium students, which predominantly came down to a few complex cases. The persistent absence percentage for pupil premium students did decrease substantially however and is now on a 3 year trend of improvement. Although the gap between pupil premium and non-pupil premium persistent absence has increased, it is due to the overall attendance strategies also bringing down the non-pupil premium percentage. The strategies employed will continue in 2018-19 with additional focus on areas to continue reducing PA whilst improving the overall attendance figure.

	Year Attendance		Gap	Persistent Absence		Gap
	PP	Non-PP		PP	Non-PP	
2015/16	94.69%	96.53%	1.84pp	16.57%	6.32%	10.25pp
2016/17	94.68%	96.69%	2.01pp	15.17%	5.50%	9.60pp
2017/18	93.90%	96.70%	2.80pp	14.60%	4.10%	10.50pp

Along with this, high ability student attendance was 94% for pupil premium students, which is broadly in line with national and a contributing factor to their success.

Improving Tracking, Monitoring and Mentoring - RSL appointed to work with students including those eligible for PP - Regular tracking, communication with family and support	£20,887.35
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Summary of Impact: (Barriers A, B, C and D)

As can be seen from the data above, pupil premium in 2017-18 improved on all levels of attainment except for Basics 4+. Progress has also improved across all areas which now sees a 3 year trend of improvement. Extremely pleasing was the progress 8 score of +0.18 which is testament to the hard work and dedication of all staff, including the RSL and student care team which tracked and mentored students. In relation to high ability (A) students the work of these staff was evident with 3 year trends of improvement across almost all areas of attainment and progress as seen below.

	Actual results			Pupil progress		
	2016	2017	2018	2016	2017	2018
Number of Pupils / % Matched	6	9	15	100%	100%	100%
Attainment / Progress 8 (Overall)	5.0	5.4	6.5	-1.25	-0.33	+0.27
Attainment / Progress 8 (English)	4.3	6.0	7.1	-2.03	-0.04	+0.72
Attainment / Progress 8 (Maths)	5.8	5.8	6.6	-0.60	+0.04	+0.25
Attainment / Progress 8 (Ebacc)	4.8	5.1	6.7	-1.32	-0.32	+0.41
Attainment / Progress 8 (Open)	5.3	5.1	6.0	-1.09	-0.77	-0.16

In relation to EBacc and Basics (B), it is clear from the data shown below that there are a number of successes. Firstly outcomes have improved in almost all areas with the exception of Basic 4+, showing a 3 year trend of improvement. Secondly in relation to national pupil premium (National PP) students Brooke Weston is

significantly above in all measures as seen below. Thirdly in comparison to national other (non-pupil premium), EBacc results are above national with Basics 4+ and 5+ with only a 10pp and 5pp gap. This is extremely pleasing and although there needs to be a focus on Basics 4+ it was still above national pupil premium students by quite a margin and Basics 5+ continues to see a trend of improvement.

	BWA 2016	BWA 2017	BWA 2018	National PP	Diff	National Other	Diff
Basics 4+	77%	79%	61%	43%	18%	71%	-10%
Basics 5+	-	33%	44%	24%	20%	49%	-5%
EBacc 4+	27%	33%	42%	12%	30%	28%	14%
EBacc 5+	-	21%	28%	7%	21%	20%	8%

Looking at internal result data there is still a gap between pupil premium students and non-pupil premium, but the gap this year has reduced significantly in all measures except for Basics 4+. Once again this is a significant shift and strategies will continue to be employed in 2018-19 along with the addition of another raising standards leader to further support students.

2017 Results			2018 Results		
PP	Other	Gap	PP	Other	Gap
79%	88%	-9%	61%	82%	-21%
33%	67%	-34%	44%	69%	-25%
33%	71%	-38%	42%	57%	-15%
21%	56%	-35%	28%	35%	-7%

Improving T&L and Performance Management

- Improved T&L scrutiny and quality assurance process
- Improved CPD for teachers around identified areas of challenge
- Use of performance management objective 2 to increase accountability

£12,360.00

Summary of Impact: (Barriers A, and B)

T&L strategies for high ability students (A) was effectively led, with various sessions targeting challenge and higher order thinking. Teaching and learning groups were also setup with focuses around high ability and pupil premium. These were led by staff who were able to try new strategies in lessons and observe each other to focus improvements. Whole school approaches and training was also adopted to support teaching at all levels including the 6th form.

At a senior level, external agencies were employed to scrutinise the school including pupil premium. Findings from this report indicated that the school was outstanding and that pupil premium students were making progress in line with other student groups.

Performance objective 2 was also introduced and successful with most staff reaching their targets through bespoke strategies use within classrooms, departments and after school. Evidence of impact can be seen through the outcomes achieved and the 3 year trend of improvement. This was a powerful strategy which led to great scrutiny and accountability and will be continued in 2018-19.

Careers Information, Advice and Guidance

- Year 11 and 13 students to reach appropriate employment, education and training
- Ensure Key Stage 3 transition to Key Stage 4 effective

£7,663.00

Summary of Impact: (Barriers A, B and D)

Careers advice, along with work by the sixth form and student care team, has had a positive impact on student destinations resulting in the successful transition for 100% of pupil premium students. Some of our most vulnerable students were supported towards specialist provision or Level 3 pathways. In relation to high ability students (A) this saw over 60% of them moving into the Brooke Weston 6th form.

In relation to Key Stage 3 and 4 transition, careers guidance continues to be of great value. An example of this is the work done during term 3 of Year 8, where each student is met in order to help them pick appropriate options. This serves to ensure that all of our students make the correct choices in order to reach their preferred



<p>destination or 6th form. In line with our current 3 year 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 going through a range of processes, guidance meetings and interviews to ensure they are ready for their next steps.</p>	
<p>Debating</p> <ul style="list-style-type: none"> - Develop student's oracy skills through the art of debating 	<p>£2,688.87</p>
<p>Summary of Impact: (Barriers A and B)</p> <p>Debating was delivered to all students through the KS3 curriculum in English. This was the start of the literacy and oracy push at Brooke Weston and in 2018-19 more fine-tuned strategies are going to be undertaken. Although there is no evidence yet, research and the revised Ofsted framework have indicated the importance of literacy and vocabulary to disadvantaged students. Various training sessions, strategies and a strand of the school improvement plan are all aimed at moving this forward.</p>	
<p>Access Support</p> <ul style="list-style-type: none"> - Support with transport costs for pupils on a case by case basis - Support with bespoke financial support on a case by case basis 	<p>£17,545.37</p>
<p>Summary of Impact: (Barriers A, B, C and D)</p> <p>Additional funding for transportation, uniform, trips, exams, etc. all help to ensure that students receive a high quality education. These funds are discretionary and used to support students according to their needs. Although this expenditure is hard to quantify, it is evident through improvements in attendance, well-being and academic outcomes that the money is used effectively. This strategy will continue into 2018-19.</p>	
<p>PiXL Main, PiXL 6, PiXL Edge and Enrichment</p> <ul style="list-style-type: none"> - Share best practice to raise standards - Raise student self-esteem, improve life chances and broaden progression routes 	<p>£12,800.00</p>
<p>Summary of Impact: (Barriers A, B and C)</p> <p>Attendance to the conferences is good and staff use strategies to support all students. The raising standards leaders often feedback and implement strategies to further support teachers and students. Training sessions have been had for middle leaders and strategies such as PiXL's DTT, Smith proforma and think hard are all used to ensure students are supported.</p> <p>Further to this, a raising standards partner visits the school regularly to support us with strategies and ensure that we are effectively meeting the needs of our students. This also includes PiXL examinations which give us valuable information about our students and how they are performing against a national dataset. This helps us target intervention in the right areas, and in particular pupil premium. Along with this dedicated APPs have been developed around areas such as maths and English, which allow students to understand their weaknesses and get specific intervention to close those gaps. This has been used effectively along with Smith proforma's to close gaps in groups such as pupil premium. As a strategy and an improvement partner we will be continuing with this in 2018-19 and expect a lot of work to be done on the curriculum, literacy and vocabulary.</p>	
<p>6th form Intervention</p> <ul style="list-style-type: none"> - The use of 6th form students to improve mathematics and Science grades 	<p>£0.00</p>
<p>Summary of Impact: (Barriers A and B)</p> <p>According to the Sutton Trust, evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. This can be clearly seen in mathematics where 6th form intervention has been used for a number of years as a proven strategy to support students in making progress. With the success of this intervention in mathematics and ever increasing use in Science, we will be continuing this in 2018-19, however it will be with greater targeting and planning as it becomes a "strand" of the 6th form provision.</p>	

Science Intervention

- Students have been given an additional targeted revision session
- Grab-a-Grade implemented for 2 days to secure student outcomes

£14,729.95

Summary of Impact: (Barriers A and B)

Due to the move to the new 9-1 and increased content in science, students were given an additional lesson. This lesson was used by the department to target intervention and support students. Carousel lessons, small group intervention, online resources and 1-1 teaching were all used to support students. The lecture theatre was also regularly used to perform walking talking mocks, or have specialists deliver on an area of weakness, and this proved successful in providing bespoke intervention based on examination tiers. Along with this a 2 day grab-a-grade was put into place to support science in moving students on as predictions indicated that students may have been at risk of underperforming.

	Science	Biology	Chemistry	Physics
BW 9-7 (A*-A)	10%	60%	80%	80%
BW 9-5 (A*-B)	45%	100%	100%	100%
BW 9-4 (A*-C)	65%	100%	100%	100%

As seen through the results achieved, this intervention and time spent in Science has resulted in fantastic results which are above national in all areas.

With the success of this intervention and importance of Science, this will be continuing as a strategy for 2018-19.

National Comparison

Nat 18 9-7 (A*-A)	7%	41%	43%	43%
Nat 18 9-5 (A*-B)	33%	78%	78%	79%
Nat 18 9-4 (A*-C)	55%	89%	90%	91%

English and mathematics Intervention

- Targeted small setting intervention with subject specialist for 2 terms
- Online APPs used to determine PLC outcomes and intervention requirements
- Trust director of subject used to enhance provision for students

£21,121.56

Summary of Impact: (Barriers A and B)

According to the Sutton Trust, evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Maths and English were targeted intervention sessions for pupil premium students in order to ensure that they secured the currency required to move into the next stages of their education. Looking at the data below it is clear to see that the attainment of pupil premium students in maths and English has been impressive and exceeded national outcomes in almost all areas compared to national other.

	Mathematics	English	English Literature
BW 9-7 (A*-A)	22%	31%	25%
BW 9-5 (A*-B)	56%	50%	56%
BW 9-4 (A*-C)	75%	69%	67%

National Comparison

Nat 18 9-7 (A*-A)	16%	14%	20%
Nat 18 9-5 (A*-B)	40%	45%	56%
Nat 18 9-4 (A*-C)	60%	62%	73%

Looking at the small group intervention in particular students improved a number of their predicted outcomes in English and maths. As a strategy, this will be continuing in 2018-19, however the view is to bring forward the strategic intervention in order for students to maximise the progress made. This will see students in targeted intervention with specialists for 3 terms.

English	Mathematics
Expected +33pp	Expected +8pp
> Expected +33pp	> Expected +17pp

Open and Ebacc Subject Intervention

- Grab-a-Grade implemented for 3 days to secure student outcomes
- Disadvantaged students were targeted in all strategies to close open element gap
- Humanities and Languages received additional time to close Ebacc gap

£14,250.00

Summary of Impact: (Barriers A and B)

The impact of the grab-a-grade cannot be underestimated. Results in both the Ebacc and open elements of progress 8 improved over 2016-17, with the Ebacc element showing a 3 year trend of improvement and the open element improving substantially from the -0.64 progress figure. Compared to national, Ebacc is higher now than national "other" and the open element is broadly in line with other but above national "pupil premium" and "all", a fantastic achievement. As a strategy this will continue to be used in 2018-19, and will be planned into the academic calendar to allow staff time to effectively plan schemes of work thereby reducing impact on curriculum time.

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Pupil Premium Mentor

- Mentor to meet students and make contact with parents
- Develop better understanding of the barriers students are facing

£4,602.56

Summary of Impact: (Barriers A, B, C and D)

No Sutton Trust evidence available. Having an individual with the job specification to pupil premium 'champion' or 'advocate' for our disadvantaged students has been a powerful strategy, with notable impact across a wide range of other strategies and measurable outcomes. This was performed in many ways throughout departments and enabled students to be supported individually to ensure that their needs are being met.

Going into 2018-19 the use of this is going to be increased, with champions working alongside RSL's, middle leaders and the pupil premium lead to track intervention, better understand student needs and fine tune departmental practice which not only works, but can be shared as best practice.