

## Pupil Premium Strategy Statement for 2018-19:

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 2018-19 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)	£2300

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. Summary information					
Academic Year	2018/19	Total PP budget	£146,795.00	Date of recent Review	Feb 2019
Total Students	900	Eligible for PP	157 (17.44%)	Date of next Review	April 2019

### 2. Current Data

Significantly Above National	Comparable to National	Significantly Below National
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Pupil Premium Outcomes – AP2	Current Data			BWA 2018			National 2018		
	PP P8	PP	'N'	PP P8	PP	'N'	PP	'N'	ALL
Number of Students / % Matched	31	31	147	36	36	141	-	-	-
Attainment / Progress 8 (Overall)	+0.39	4.9	5.9	+0.18	5.0	5.7	3.6	5.0	4.5
Attainment / Progress 8 (English)	-0.04	4.9	5.7	+0.38	5.6	6.2	3.9	5.2	4.8
Attainment / Progress 8 (Maths)	+0.21	4.7	5.8	+0.29	5.0	5.7	3.4	4.8	4.4
Attainment / Progress 8 (Ebacc)	+0.59	4.9	6.1	+0.34	5.0	5.6	3.3	4.8	4.4
Attainment / Progress 8 (Open)	+0.35	5.0	5.9	-0.19	4.7	5.4	3.7	5.0	4.6
% English & Maths (Grade 4+)	-	84%	93%	5%	61%	82%	43%	71%	63%
% English & Maths (Grade 5+)	-	61%	74%	-1%	44%	69%	24%	49%	42%
% Ebacc (Grade 4+)	-	45%	71%	16%	42%	57%	12%	28%	23%
% Ebacc (Grade 5+)	-	29%	49%	9%	28%	35%	7%	20%	16%

### 3. 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)

- Disadvantaged students are above national disadvantaged and performing well against national "other", however as an Academy the internal gap remains a focus for 2018-19.
- Disadvantaged male students are above national disadvantaged and performing well against national "other", however as an Academy the internal gap remains a focus for 2018-19.

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

- Attendance and persistent absence rates for disadvantaged students is in line with or better than national disadvantaged, however as an Academy we feel that this is still an important area of focus.
- Parents are supportive of Brooke Weston and good relationships are fundamental to our success. The work done with families, where needed, allows us to raise aspirations, increase engagement and support transition at all levels.



4. Outcomes and how they will be measured			
Desired outcomes		Strategies	Success criteria
<b>A.</b>	Disadvantaged students are not achieving equivalent success in the Basics measures.	<ul style="list-style-type: none"> <li>Improving Attendance and Wellbeing</li> <li>Improving Tracking, Monitoring and Mentoring</li> <li>Improving T&amp;L and Performance Management</li> <li>Literacy, Debating and Oracy</li> <li>Access Support</li> <li>PiXL Main, PiXL 6, PiXL Edge and Enrichment</li> <li>Science, Math and English Intervention</li> </ul>	<p>Students eligible for pupil premium are effectively monitored and supported at KS3/4 to ensure that they improve Basics 4/5 to a figure above 2017-18 and broadly in line with or above national 'other'.</p> <p>The in-school gap should also reduce compared to 2017-18, with the English and maths team along with RSL identify strategies to support students to achieve Basics 4/5.</p>
<b>B.</b>	Disadvantaged male students are not making as much progress as female students.	<ul style="list-style-type: none"> <li>Improving Attendance and Wellbeing</li> <li>Improving Tracking, Monitoring and Mentoring</li> <li>Improving T&amp;L and Performance Management</li> <li>Careers Information, Advice and Guidance</li> <li>Literacy, Debating and Oracy</li> <li>Access Support</li> <li>PiXL Main, PiXL 6, PiXL Edge and Enrichment</li> <li>Maths, English and Science Intervention</li> </ul>	<p>Male students eligible for PP make as much progress as female students across KS3/4, so that 100% make expected progress and 50% make more than expected progress.</p> <p>The in-school gap should reduce compared to 2017-18 outcomes.</p> <p>Appropriate T&amp;L and CPD provision to support teachers along with subject teachers and intervention targeted towards increasing progress and reducing the gender gap.</p>
<b>C.</b>	Increased attendance rates for students eligible for PP.	<ul style="list-style-type: none"> <li>Improving Attendance and Wellbeing</li> <li>Careers Information, Advice and Guidance</li> <li>Access Support</li> </ul>	<p>Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below.</p> <p>Overall attendance among students eligible for PP improves to 97% in line with 'other' students.</p>
<b>D.</b>	Raising aspirations, parental engagement and ensure effective transition at all levels.	<ul style="list-style-type: none"> <li>Improving Attendance and Wellbeing</li> <li>Careers Information, Advice and Guidance</li> <li>Pupil Premium Lead</li> </ul>	<p>Effective transition with 100% of disadvantaged students in appropriate provision.</p> <p>All parents attend parent's evenings or equivalent meetings with the senior team and relevant needs addressed.</p>

### How the school will measure the impact of the pupil premium?

All students' progress is captured and reported at three Assessment Points (AP) throughout the academic year (AP1 to AP3). The progress of Pupil premium students' are tracked by the Senior Leadership Team, Key Stage Leaders, Raising Standards Leaders, Heads of Departments and classroom teachers. Reviews are undertaken through MSI and departmental meetings.

<b>5. Planned expenditure</b> (Quality teaching for all, targeted intervention and other strategies)			
<b>Academic year</b>	2018/19	<b>Total Planned Expenditure to Date</b>	£148,409.95

### **Improving Attendance and Wellbeing**

**Total Budgeted Cost: £54,647.40**

An increased student care team at key stage 3, 4 and 5 continues to ensure that students eligible for pupil premium funding, particularly those with low attendance or special circumstances receive adequate support. Along with this looked after PEP reviews, meetings and tracking is regularly undertaken to support students.

### **Improving Tracking, Monitoring and Mentoring**

**Total Budgeted Cost: £24,295.14**

After the success of the Year 11 Raising Standards Leader (RSL) in 2018-19, we have appointed a further two raising standards leaders. This means that Year 9/10, Year 11 and Year 12/13 have a raising standards leader responsible for effective tracking, monitoring and mentoring of students so that efficient progress is made. Along with this, departmental champions in each department to ensure effective tracking and intervention is happening at departmental and classroom level, which includes one termly meeting with a senior leader.

### **Improving T&L and Performance Management**

**Total Budgeted Cost: £4,110.00**

With the rapid improvement of T&L practice in 2017-18, the appointment of another assistant principal for T&L has meant that the quality of CPD and opportunities in the Academy have increased. The quality assurance for the Academy has also been centralised into this team, bringing an extra level of scrutiny and alignment with T&L. This along, with effective performance management strategies such as objective 2 will continue.

### **Careers Information, Advice and Guidance**

**Total Budgeted Cost: £3,342.00**

Early and additional guidance is offered to vulnerable students eligible for Pupil Premium funding to ensure that they can be supported to pursue aspirational futures. With early guidance from KS3 through to KS4 we can improve aspirations and behaviour for learning.

### **Literacy, Debating and Oracy**

**Total Budgeted Cost: £2,007.41**

In 2017-18 we signed up for the PiXL Up for Debate programme to develop student's oracy skills through the art of debating. Literacy is a big push in the academy this year, especially with the links between disadvantaged progress and vocabulary. To further support this an additional role with this responsibility has been created to ensure that students benefit from this strategy.

### **Access Support and Miscellaneous**

**Total Budgeted Cost: £33,400.00**

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.

### **PiXL Main, PiXL 6, PiXL Edge and Enrichment**

**Total Budgeted Cost: £12,800.00**

PiXL (Partners in Excellence) is a not-for-profit partnership of over 1,700 secondary schools, 600 sixth forms, 500 primary schools, and 75 providers of alternative education. They share best practice to raise standards and support staff to raise student self-esteem, improve life chances and broaden progression routes.

### **Maths, English and Science Intervention**

**Total Budgeted Cost: £13,808.00**

With the importance of these core subjects to the working world and further education and training, we invest a large amount in small group intervention. This is delivered by subject specialists and also includes grab-a-grade days to maximise student progress. Students are targeted according to their need, with pupil premium a priority.