



Pupil Premium Impact Review 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)	£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 are above national disadvantaged and performing well against national "other", however as an Academy the internal gap remains a focus for 2018-19.
- B. 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)

- C. 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.
- D. 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.

2. Review of Expenditure

Academic Year	2018/19	Total PP budget	£146,795.00	Actual PP expenditure	
Total Students	900	Eligible for PP	157 (17.44%)	Date of Review	Oct 2019

Significantly Above National	Comparable to National	Significantly Below National
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2018-19 Pupil Premium Outcomes	Actual Results			Pupil Progress			National (2019)		
	2017	2018	2019	2017	2018	2019	PP	'N'	ALL
Number of Students / % Matched	24	36	31	100%	100%	100%	-	-	-
Attainment / Progress 8 (Overall)	4.4	5.0	4.4	-0.08	+0.18	-0.19	3.7	5.0	4.6
Attainment / Progress 8 (English)	5.1	5.6	5.0	+0.24	+0.38	+0.14	4.0	5.3	5.0
Attainment / Progress 8 (Maths)	4.5	5.0	4.7	+0.13	+0.29	+0.27	3.5	4.9	4.5
Attainment / Progress 8 (Ebacc)	4.2	5.0	3.8	+0.15	+0.34	-0.55	3.0	4.4	4.0
Attainment / Progress 8 (Open)	4.2	4.7	4.3	-0.64	-0.19	-0.36	3.8	5.1	4.7
% English & Maths (Grade 4+)	79%	61%	63%	-	-	-	44%	72%	64%
% English & Maths (Grade 5+)	33%	44%	31%	-	-	-	24%	50%	43%
% Ebacc (Grade 4+)	33%	42%	28%	-	-	-	13%	29%	25%
% Ebacc (Grade 5+)	21%	28%	16%	-	-	-	17%	20%	17%

Actual expenditure (Quality teaching for all, targeted intervention and other strategies)	Cost 2018-19
Improving attendance and wellbeing - Increased student care team	£54,647.40

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

2019 final attendance figures saw an increase in overall attendance compared to 2018 to 94.1%. The gaps that exist between pupil premium students and non-pupil premium students predominantly came down to a few complex cases which have had various external support engaged. The persistent absence percentage for pupil premium students has increased however 8 students sit on this border and already strategies employed are making a difference. The strategies employed will continue in 2019-20 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
2018/19	94.10%	96.90%	2.80pp	18.10%	3.60%	14.50pp

* Year group analysis along with behaviour/wellbeing to follow, however it is clear that further strategies will be employed in this area.

Improving Tracking, Monitoring and Mentoring - RSL appointed to work with students including those eligible for PP - Regular tracking, communication with family and support	£24,295.14
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Summary of Impact: (Barriers A, B, C and D)

As can be seen from the data below, pupil premium in 2018-19 remains above national disadvantaged in all areas except for the Ebacc element which is in line with national progress figures. Progress in English and mathematics is particularly pleasing exceeding national "other" progress. The strategies employed in these departments continue to be successful, and basics intervention employed by the RSL contributed to these outcomes. This strategy will continue in 2019/20, however tools available to staff to track and intervene with students will be looked at in more depth along with distribution of strategies amongst year groups. In relation to **(A)** the internal gap is still an area of focus and in particular the Ebacc and open elements.

2018-19 Pupil Premium Outcomes	Pupil Progress			National (2019)			Adjusted	
	2017	2018	2019	PP	'N'	ALL	2019	2019
Number of Students / % Matched	24	36	31	-	-	-	29	27
Attainment / Progress 8 (Overall)	-0.08	+0.18	-0.19	-0.45	+0.13	-0.03	+0.03	+0.25
Attainment / Progress 8 (English)	+0.24	+0.38	+0.14	-0.44	+0.11	-0.04	+0.32	+0.60
Attainment / Progress 8 (Maths)	+0.13	+0.29	+0.27	-0.39	+0.11	-0.02	+0.32	+0.57
Attainment / Progress 8 (Ebacc)	+0.15	+0.34	-0.55	-0.50	+0.14	-0.03	-0.18	+0.05
Attainment / Progress 8 (Open)	-0.64	-0.19	-0.36	-0.48	+0.12	-0.04	-0.16	+0.01
% English & Maths (Grade 4+)	79%	61%	63%	44%	72%	64%	61%	65%
% English & Maths (Grade 5+)	33%	44%	31%	24%	50%	43%	30%	32%
% Ebacc (Grade 4+)	33%	42%	28%	13%	29%	25%	30%	32%
% Ebacc (Grade 5+)	21%	28%	16%	17%	20%	17%	16%	17%

The adjusted columns above show the impact 2 or 5 students respectively, have made to the overall progress and attainment figures. These students were highly complex and many strategies were used to support them with their mental health, well-being and attitude to learning.



In relation to males (**B**), the internal gap between disadvantaged male/female and non-disadvantaged continues to be a focus. Teaching and Learning strategies for male students will continue to be a focus for 2019/20 along with a greater focus on their attitudes to learning. There is a massive difference between the adjusted progress and outcomes however and again the impact of 2 or 3 students can be clearly seen.

2018-19 Pupil Premium Outcomes	Progress			National (2019)			Adjusted	
	2017	2018	2019	PP	'N'	ALL	2019	2019
Number of Students / % Matched	12	21	18	-	-	-	16	15
Attainment / Progress 8 (Overall)	-0.10	+0.07	-0.68	-0.45	+0.13	-0.03	-0.35	-0.18
Attainment / Progress 8 (English)	+0.15	+0.06	-0.58	-0.44	+0.11	-0.04	-0.35	-0.16
Attainment / Progress 8 (Maths)	+0.39	+0.45	-0.01	-0.39	+0.11	-0.02	+0.05	+0.24
Attainment / Progress 8 (Ebacc)	+0.26	+0.23	-0.91	-0.50	+0.14	-0.03	-0.28	-0.10
Attainment / Progress 8 (Open)	-0.94	-0.33	-0.98	-0.48	+0.12	-0.04	-0.68	-0.55
% English & Maths (Grade 4+)	75%	52%	52%	44%	72%	64%	46%	49%
% English & Maths (Grade 5+)	50%	33%	19%	24%	50%	43%	15%	15%
% Ebacc (Grade 4+)	25%	33%	8%	13%	29%	25%	8%	9%
% Ebacc (Grade 5+)	25%	19%	8%	17%	20%	17%	8%	9%

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

£4,110.00

Summary of Impact: (Barriers A, and B)

T&L strategies for (**A**) and (**B**) were effectively led, with various sessions targeting challenge and higher order thinking. Teaching and learning groups were also setup with focuses around Oracy, Thinking Hard, Active Learning, Feedback/Assessment, Literacy, Mastery and the 6th Form. 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.

Feedback was also a focus this year with a new policy put into place and department training around what feedback at classroom and departmental level should look like and how effective feedback can support student progress. Literacy and vocabulary is also essential to the development of knowledge and strategies like "DEAR" time and whole school training with guest speaker David Didau were used to start the development of literacy within departments. Impact of these strategies, although not currently quantifiable, is still to be seen but the culture of reading has definitely increased and many studies show the impact that this can have on disadvantaged students.

Performance objective 2 has continued in 2018/19 with all staff focusing on disadvantaged and high ability students. This was a powerful strategy which led to great scrutiny and accountability and will be continued in 2019-20. Looking ahead however clear monitoring of the impact at assessment points needs to be improved in order to ensure that strategies are being employed effectively.

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

£3,342.00

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

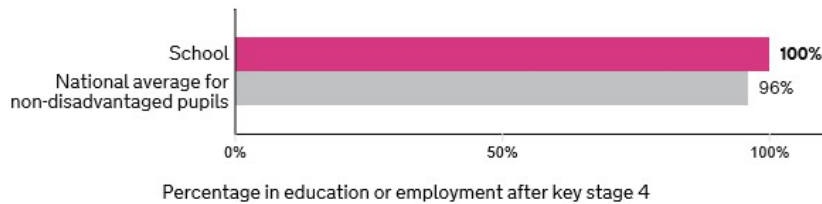
Careers advice, along with work by the sixth form and student care team, has had a positive impact on student destinations resulting in the successful transition for 100% of pupil premium students. Some of our most vulnerable students were supported towards specialist provision or Level 3 pathways.



Percentage of disadvantaged pupils staying in education or entering employment after key stage 4

This is provisional data for 2017/18 (2016/17 leavers)

Number of disadvantaged pupils = 24



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 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.

Literacy, Debating and Oracy - Develop student's oracy skills through the art of debating	£2,007.41
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Summary of Impact: (Barriers A and B)

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.

Access Support and Miscellaneous - Support with transport costs for pupils on a case by case basis - Support with bespoke financial support on a case by case basis	£33,400.00
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Summary of Impact: (Barriers A, B, C and D)

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 2019-20.

PiXL Main, PiXL 6, PiXL Edge and Enrichment - Share best practice to raise standards - Raise student self-esteem, improve life chances and broaden progression routes	£12,800.00
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Summary of Impact: (Barriers A, B and C)

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.

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 2019-20 and expect a lot of work to be done on the curriculum, literacy and vocabulary.

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

£13,808.00

Science Intervention

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

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.

	Mathematics	English	English Literature
BW 9-7	26%	15%	29%
BW 9-5	50%	45%	59%
BW 9-4	74%	73%	71%
National Comparison			
Nat 19 9-7	16%	14%	20%
Nat 19 9-5	40%	44%	56%
Nat 19 9-4	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 2019-20, 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. Below is a comparison of results at mocks a few weeks after the intervention and the final outcomes at the end of Year 11.

PP Mock Outcomes

	Mathematics	English	English Literature
BW 9-7	15%	3%	9%
BW 9-5	45%	27%	48%
BW 9-4	61%	70%	79%

PP Actual Results

	Mathematics	English	English Literature
BW 9-7	26%	15%	29%
BW 9-5	50%	45%	59%
BW 9-4	74%	73%	71%

PP Mock Outcomes

BW 9-7	8%
BW 9-5	56%
BW 9-4	71%

PP Actual Results

BW 9-7	25%
BW 9-5	53%
BW 9-4	66%

Along with the strategy employed above a 2 day grab-a-grade was put into place to support Open Bucket subjects, particularly around coursework and examination preparation (e.g. walking talking mocks). Impact of this intervention can be seen on the left and in particular this intervention helped secure the 9-7 outcomes for students. As a strategy this will continue into 2019/20.