

Pupil Premium Strategy Statement for 2020-2021:

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 2020-21 financial year, schools will receive an increase in the following funding for each child registered as eligible for Pupil Premium:

Children with 'Free School Meals' (FSM 'ever 6')	(£935) Increase to £955
Children who are 'Looked After' (CLA) or PLAC	(£2300) Increase to £2345

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	2020/21	Total PP budget	£160,020.00	Date of recent Review	Sept 2020
Total Students	899	Eligible for PP	149 (16.37%)	Date of next Review	Jan 2021

2. Current Data

Significantly Above National	Comparable to National	Significantly Below National
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Pupil Premium Outcomes – AP1	Results 2019-20			National 2019-20		
	PP P8	PP	'N'	PP P8	PP	'N'
Number of Students / % Matched	32	30	146	-	-	-
Attainment / Progress 8 (Overall)	0.07	4.7	5.9	-	-	-
Attainment / Progress 8 (English)	0.14	5.2	6.1	-	-	-
Attainment / Progress 8 (Maths)	0.08	4.6	5.9	-	-	-
Attainment / Progress 8 (Ebacc)	0.02	4.4	5.9	-	-	-
Attainment / Progress 8 (Open)	0.03	4.8	5.9	-	-	-
% English & Maths (Grade 4+)		78%	89%	-	-	-
% English & Maths (Grade 5+)		53%	72.6%	-	-	-
% Ebacc (Grade 4+)		50%	67.8%	-	-	-
% Ebacc (Grade 5+)		22%	47.9%	-	-	-

BWA 2018-19			National 2018-19		
PP P8	PP	'N'	PP	'N'	ALL
31	31	146	-	-	-
-0.19	4.4	5.9	3.7	5.0	4.6
+0.14	5.0	6.5	4.0	5.3	5.0
+0.27	4.7	5.9	3.5	4.9	4.5
-0.55	3.8	5.6	3.0	4.4	4.0
-0.36	4.3	6.0	3.8	5.1	4.7
-	63%	89%	44%	72%	64%
-	31%	76%	24%	50%	43%
-	28%	66%	13%	29%	25%
-	16%	45%	17%	20%	17%

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)

- A. Disadvantaged students are above national disadvantaged and performing well against national “other”, however as an Academy the internal gap remains a focus for 2020-21, in particular PP HAP students.
- B. Disadvantaged male students is a focus for 2020-21 with the internal gap between male and female an area for development.
- C. Mitigate the pandemic impact on disadvantaged students due to lost learning & lack of engagement in distance learning. ‘If we wanted to design a curriculum and mode of delivery that would disadvantage the disadvantage, then distance learning would be it’ Dan Nicholls-Director of Education-Cabot Learning Federation. ‘Projections suggest that school closures will widen the attainment gap between the disadvantaged students and their peers-reversing the gains made in closing the gap since 2011 and widening the gap by as much as 36%’ EEF (Education Endowment Foundation)

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

- D. Attendance and persistent rates for disadvantaged students is broadly in-line with or better than national disadvantages, however as outlined by the EEF, there is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils. Therefore we will still need to be vigilant and maintain this as important area of focus.
- E. Parents are generally 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. However, what the pandemic has illustrated, is that we need plan for deeper involvement and collaboration with families as co-educators of children-directing them as an additional resource in closing the attainment gap.

4: Desired Outcomes & Success Criteria

Desired outcomes		Success criteria
A.	Raising attainment & achievement	<ul style="list-style-type: none"> • Close the progress and attainment gap of PP HAP & PP Male students • KS3 HAP PP & Male PP Year 9 achieve Progress 8 target equal to or above 0 • KS4 HAP PP & Male PP achieve Progress 8 equal to or above 0
B.	Holistic ‘whole pupil’ approach to assessment.	<ul style="list-style-type: none"> • Create a PP 360 Report on every registered PP student. • 360 Report provides an individual holistic view of each PP student which identifies barriers to learning and motivates all PP students. • PP students to achieve chronological reading age in English / Maths / Science
C.	Improving Attendance	<ul style="list-style-type: none"> • Attendance & Persistent Attendance of PP students is above national average. • Attendance and Persistent Attendance data of PP students is within 5% of non-pupil premium students



D.	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 strategic seating plans to maximise learning. • Centralised individual 360 PP Performance Passport accessible by all teachers. • New PP Champions to lead departmental focus on PP Progress within subject. Instigate interventions/ strategies. • Increase engagement in distance learning • All PP Students have access to technology to access blended learning
E.	Strengthening parental engagement	<ul style="list-style-type: none"> • Enhanced PP parental engagement for PP students • Increased PP parental attendance to school / online events • Student / Family barriers to learning recorded in 360 • 'Achievement for All' launched to all PP parents to gain increased parental buy-in / raise aspirations / importance of attendance
F.	Raising aspirations through impartial careers education, advice and work related learning.	<ul style="list-style-type: none"> • PP students are at greater risk of becoming NEETS, so will receive unbiased careers advice, support & guidance to secure positive destination data and zero NEETS • KS3 HAP PP students to be enrolled and successfully complete Brilliant Club course • KS3 Male LAP / MAP PP students to be enrolled and successfully complete Starpack course. • Students are 80% less likely to fall into NEET if they have at least 1 employer interaction every year . BW PP students receive 2 employer interactions every year in each age group to ensure no PP NEETS. • All PP students receive one-to-one guidance in accessing Unifrog / Kudos & Tutor Time careers programme. • Provision Mapper to be purchased by BW SEND and includes PP strand to show expected progress measures



Catchment Area: Although Brooke Weston is situated in Great Oakley, Corby, North Northamptonshire, 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 fall within the decile 2 nationally.

Amongst the area's boroughs and districts, only Corby (22%) contains a greater proportion of child income deprived LSOAs (deciles 1 & 2) than the 20% national division. Corby's position in the 'Rank of average rank' indicator shows there is greater uniformity in the spread of child income deprivation across the borough.

Despite containing the county's highest ranking child income deprived LSOA, Kettering s ranged mid-range nationally for all three indicators and overall is impacted less by child income deprivation than Corby. The Social Commission 2017 report states "children from disadvantaged backgrounds who go to school in former manufacturing urban areas, such as Kettering and Doncaster, have among the poorest outcomes"

This year, the five aspects around which we will deploy our focuses for Pupil Premium Funding are:

- 1.Strand One: Raising attainment and achievement Male PP & HAP PP
- 2.Strand Two: Holistic 'whole pupil' approach to assessment.
- 3.Strand Three: Improving attendance
- 4.Strand Four: Mitigating the pandemic impact on our PP students
- 5.Strand Five: Strengthening parental engagement
- 6:Strand Six: Raising aspirations through impartial careers education, advice and work related learning
- 7:Strand Seven: Transport, Culture & Ongoing Support

5: Planned Expenditure 2020/2021					
Total Planned Expenditure	£167,454.00	Actual Expenditure		Variance	

Strand One: Raising Achievement & Attainment for HAP PP & Male PP	Planned Cost: £30,700.00
<p>Strand One: Raising Achievement and Attainment: Research has been conducted by The Sutton Trust to identify strategies that help to close attainment gaps. Their research indicates that the more successful strategies include 1 to 1 tuition, small group work, peer support, parental support and homework. It is recommended that effective support must however be tailored to the individual needs of the student and not be generic. The additional Pupil Premium funding has enabled the school to invest in additional personalised support to targeted students.</p>	
<ul style="list-style-type: none"> • Pupil Premium Champion(s) to act as an advocate for Pupil Premium students by overseeing and coordinating a range of interventions and enrichment activities. and to work alongside designated SLT in monitoring the progress of students within the PP cohort. Pupil Premium Champions to rigourously track, monitor and mentor PP student with particular focus on KS3 Year 9 & KS4 HAP PP / Male PP students. 	£11,000
<ul style="list-style-type: none"> • One teacher to work with small group intervention students in Key Stages 3 and 4 who require additional support to meet their target grades/levels in Maths 	£4,000
<ul style="list-style-type: none"> • One teacher to work with small group intervention students in Key Stages 3 and 4 who require additional support to meet their target grades/levels in Science 	£4,000
<ul style="list-style-type: none"> • One teacher to work with small group intervention students in Key Stages 3 and 4 who require additional support to meet their target grades/levels in English 	£4,000
<ul style="list-style-type: none"> • Literacy Support Programme consists of a range of approaches to promote literacy with our weakest readers with a particular focus on our PP students including Bedrock Literacy intervention-DEAR Time-Poetry Events with PP students 	£3,000
<ul style="list-style-type: none"> • Work experience for KS4 students at risk of being NEET or showing high levels of disengagement with school. Includes regular observations and/or meetings with employer onsite. 	£1,000
<ul style="list-style-type: none"> • PiXL Main, Edge and Enrichment support to share best practice, raise standards and support staff to raise student self-esteem, improve life chances and broaden progression routes. 	£3,700
<p>Rational & Research based Evidence</p>	
<ol style="list-style-type: none"> 1. 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. Moderate impact for moderate cost. 2. 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. These approaches appear to be particularly effective for older readers (8 or above) who are not making expected progress. Moderate impact for low cost. 3. 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. In the UK there is evidence that such programmes are linked with GCSE improvement by a third of a grade in mathematics and three quarters of a grade in science. There is some evidence that disadvantaged pupils benefit disproportionately, making 4. Approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. Moderate impact for moderate cost. 	

Strand Two: Holistic 'whole pupil' approach to assessment.	Planned Cost: £2,579.00
<p>Strand Two: Holistic 'whole pupil' approach to assessment. 'Why do so many educational professionals insist on addressing the needs of Pupil Premium learners as a as a single, homogenous group of students, without first identifying exactly what those needs are? How can we even begin to contemplate closing the gap if we do not know, for each child or young person, what has caused the gap in the first place? <i>Garry Freeman is SENCO at Park Lane Academy in Halifax-SecEd Article</i></p>	
<ul style="list-style-type: none"> Identify, track and mentor all PP students with a low GL DATA score in Maths / English & Science / Reading & Spelling / Cognitive Ability Testing (CAT) and scores in 'attitude', 'self', 'school' and 'health' 	£308
<ul style="list-style-type: none"> Develop centralised individual 360 PP Profile that identifies and collates each PP students individual barriers to learning 	£271
<ul style="list-style-type: none"> Analysis, intervention and bespoke 'individualised' PP student intervention planning through PP Champions / RSL / SEND as appropriate 	£2,000
Rational & Research based Evidence	
<p>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</p>	

Strand Three: Improving Attendance & Wellbeing	Planned Cost: £61,521.00
<p>Strand Three: Improving Attendance: Students are unlikely to make the expected levels of progress required or realise their full potential unless they attend school regularly. Brooke Weston Academy has invested in developing and delivering plans to improve levels of student attendance. A full- time attendance officer has been employed to ensure capacity is in place to support individual students and their families as well as to coherently track attendance in a sustained manner.</p>	
<ul style="list-style-type: none"> Student Welfare Team with explicit focus on PP students and families 	£47,949
<ul style="list-style-type: none"> Full time attendance officer to support and track PP students and families 	£5,310
<ul style="list-style-type: none"> Counselling for most vulnerable PP students 	£2,866
<ul style="list-style-type: none"> Think for the Future 'Behaviour and Resilience Mentoring Programme' 1 full days 	£5,396
Rational & Research based Evidence	
<p>At Brooke Weston, our high expectation require all students to attend school every day and achieve 100% attendance. Even attending school for 4½ days a week (90% attendance) will result in 4 weeks, or half a term being missed per year.</p>	

Strand Four: Mitigating the pandemic impact on our PP students	Planned Cost: £17,352.00
<p>Strand Four: Mitigating the pandemic impact on our PP students The impact of the pandemic will not be felt equally across schools and academies, those serving high disadvantage in highly deprived areas (such as Corby) will have the greatest challenge; where the full impact of the pandemic and economic downturn will play out. It is in these areas and schools that we will need to work the hardest to maintain a child's focus on education, secure attainment mobility and give them the opportunities to be more than they thought they could be. Dr Dan Nicholls-The implications of Covid-19 crisis for educational inequality</p>	
<ul style="list-style-type: none"> QFT to implement deliberate strategies to stretch All PP students (e.g. targeted questioning, additional verbal / written feedback, targeted live marking and initiate strategic seating plan across all lessons) including training, tracking & lesson observations. 	£1,000
<ul style="list-style-type: none"> Additional timetabled 'catch up' lessons created across the curriculum 	£14,400
<ul style="list-style-type: none"> Online support for students through GCSE Pod in order to support with knowledge gaps 	£952
<ul style="list-style-type: none"> Supply PP students with smith proforma and revision resources to support learning 	£1,000
<p>Rational & Research based Evidence</p> <p>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</p>	

Strand Five: Strengthening parental engagement	Planned Cost: £4,700.00
<p>Strand Five: Strengthening parental engagement Parental support is essential in raising student attainment. Empowering parents helps them to support their children and the school in raising standards.</p>	
<ul style="list-style-type: none"> Subject specific parental engagement videos to support parents and students with accessing content 	£2,200
<ul style="list-style-type: none"> Purchase and delivery of 'Achievement for All' for parental meetings (Covid-19 Permitting) 	£1,000
<ul style="list-style-type: none"> Parental On Site Engagement Events (Literacy Events-'The Gathering') (Covid-19 Permitting) 	£1,000
<ul style="list-style-type: none"> Online parental consultation meetings throughout the year as required to support engagement 	£500
<p>Rational & Research based Evidence</p> <p>According to the Sutton Trust there is some evidence that supporting parents with their first child will have benefits for siblings. However, there is also conflicting evidence which suggests that, at least in terms of Early Years Intervention for example, the involvement of parents does not increase the benefits. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need effective monitoring and evaluation. The association between parental involvement and a child's academic success is well established, but rigorous evaluation of approaches to improve learning through parental involvement is sparser. Costs per pupil are estimated as moderate.</p>	

Strand Six: Raising aspirations through impartial careers education, advice, and work- related learning	Planned Cost: £10,054.00
<p>Strand Six: Raising aspirations through impartial careers education, advice and work related learning: Brooke Weston Academy is committed to ensuring effective use of the Pupil Premium to help disadvantaged students make rapid sustained progress, as well as raise their aspirations for the future. Pupil Premium is used to ensure that Pupil Premium students benefit from the same opportunities as wealthier families, to increase social mobility and to enable more pupils from disadvantaged backgrounds to get to the best possible post-16 provisions and institutions</p>	
<ul style="list-style-type: none"> • Tutor led CDI mapped careers programme across all year groups 	£1,000
<ul style="list-style-type: none"> • KS3 PP HAP students enrolled onto Brilliant Club programme 	£3,500
<ul style="list-style-type: none"> • KS3 PP Male students enrolled onto Starpack National Competition 	£500
<ul style="list-style-type: none"> • PP students receive 2 employer interactions per year plus trips to local FE Colleges 	£1,000
<ul style="list-style-type: none"> • PP one-to-one guidance in accessing Unifrog /Kudos & Priority careers interview (s) 	£2,554
<ul style="list-style-type: none"> • Year 10 Work Experience 	£1,500
<p>Rational & Research based Evidence</p> <ul style="list-style-type: none"> • According to the Sutton Trust, on average, interventions which aim to raise aspirations appear to have little to no positive impact on educational attainment. This may seem counter-intuitive –and it should be noted that the relationship between aspirations and attainment is complex and not fully understood. The aforementioned Brilliant Club involves a trip to Cambridge / UCL University, which from student voice survey our students found a really positive experience. • The Brilliant Club has been recognised within the OFSTED publication ‘The Most Able Students: An Update on Progress Since 2013’ as an example of effective use of pupil premium funding as something that university tutors are positive about. OFSTED said: “[We] found few instances of the pupil premium being used effectively to support the disadvantaged most able pupils. In the schools visited for this survey, about a third were using the pupil premium funding effectively to target the needs of these pupils. Where this was applied successfully, schools were using the funding, for example, to make sure that students could attend university open days or cultural visits...” 	
Strand Seven: Transportation, Cultural & Ongoing Support	Planned Cost: £40,548.00
<p>Strand Seven: 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>Rational & Research based evidence</p> <ul style="list-style-type: none"> • 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. 	

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.

6: Multi-year & In-year Strategic Plan		
<p>From September 2019 schools are encouraged to consider a multi-year strategy. This is not compulsory. At Brooke Weston, we adopt long term pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. They are challenges that we will face each year. But our pupil premium cohort needs change each year and therefore we believe it essential to set bespoke in year pupil premium targets too which we realise could become multiyear targets after year 1. Our over-arching aim is to consistently achieve the following aims;</p>		
Aim	Target	Target Date
Progress 8	<ul style="list-style-type: none"> Consistently achieve above the National Average for disadvantaged students Consistently achieve a positive P8 for progress made by disadvantaged students 	Summer 2021
Attainment 8	<ul style="list-style-type: none"> Consistently achieve a reduction in the attainment gap within 0.5 of non PP students. Consistently achieve an A8 score above national other 	Summer 2023
Percentage of Grade 5+ / 4+ in English and Maths	<ul style="list-style-type: none"> Percentage of Disadvantaged students achieving 4+/5+is within 10% of non PP students Percentage of Disadvantaged students achieving 4+/5+ is no lower than like-for-like students nationally Percentage of Disadvantaged students achieving 4+/5+ is no lower than all students nationally 	Summer 2023
Attendance	<ul style="list-style-type: none"> Attendance of Disadvantaged students is consistently in line with other students Attendance of Disadvantaged students is consistently above national average 	Summer 2021
EBacc APS	<ul style="list-style-type: none"> EBacc APS for Disadvantaged students to be within 0.5 Of non PP students 	Summer 2023