

Review of Expenditure				
School Name:	The Brakenhale School			
Academic Year:	2018/19	Total PP budget:	£225,900	Progress 8 for PP, 2018-2019: -0.36 (2017/18: -0.31 / National: -0.44)

5a: Quality of teaching for all				
Budget	What is the desired outcome?	What is your action / approach?	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (will you continue with this approach?)
£2,000 £8,000	A1, A2, B, C, G, H	Data analysis by SLT, HODs, HOY and Data Manager using SISRA SLT LM Data Meetings Additional classes in Ma / En to support identified pupils SIMS attendance and behaviour data, analysis to identify key individuals, groups in order to support	Data compiled, reviewed and shared each AP point with all stakeholders LM Mtg minutes dedicated to AP data review and interventions/support Key students highlighted by HODs and HOY to support additional 'on report' monitoring and parental contact/engagement	This provides all Middle Leaders with up-to-date and relevant information to support progress, add intervention as well as celebrate success and on-going progress for groups and individuals. Regular conversations ensure that students are at the fore-front of minds in order to recognise success and challenge performance and individual progress.
£0	B, E, H	Staff training to reiterate high expectations and consistency in application of policy	TLCs completed – focusing on <i>high expectations, HQFT and principles around memory recall, low stakes testing and questioning</i> – promoting student engagement and prioritising PP students; evidenced throughout schools DDI process.	To maintain and support continued HQFT
Yr1: £20,000 (Yr2: £25,000)	B, D, F	Identified pupils are offered KS4 college placements to support their continued learning and positive engagement	12 x Yr10 students and 14 x Yr11 students are attending college courses. Reduction in behaviour logs for these students against logs from previous year. Review of courses ready for Academic Year 19/20	Supports an appropriate curriculum, positive engagement and 'buy-in' to school principles and the value of education and continued learning
£0	G	Differentiated and challenging teaching to support knowledge and understanding alongside application	DDI logs show that these aspects of T&L are stronger, through focused TLC and staff training	These will remain a focus, across the school as it continues to drive forward the HQFT, for all students

PUPIL PREMIUM STRATEGY REVIEW STATEMENT – 2018/19

£0	A1, A2, D, E	High quality feedback - make this a whole school improvement priority. Embed into the lesson observation and teaching standards which staff are to be judged against. Staff training on high quality feedback.	Focus of TLCs across previous and current academic year DDI logs show an increasingly positive picture of the use of feedback during lessons.	Priority feedback for PP students ensure and supports high quality direction and focus.
£2,000	A1, A2, D, E	Regular calendared whole staff training, in line with the SIP, focusing on key areas of marking and feedback, questioning, memory recall and metacognition as well as the NNs (in particular conduct, appearance and behaviour) Increase distributed leadership across the school with a significant number undertaking higher educational courses: NPQH, NPQSL, Middle Leaders, Masters	6 x TLCs across the academic year, positive feedback and inclusion in teaching at subject level Greater consistency in the use of NN to engage and insist upon high expectations – on average 4500 golden tickets issued across the focus weeks –increased positive recognition and student engagement with learning # of colleagues are completing their courses and focusing on whole school priorities to improve progress and engagement of all students. The school is looking to sign up another cohort of staff, next academic year.	TLCs in place and within the school calendar Golden Tickets further support and bring about positive engagement in learning and support Another cohort of staff are undertaking, or expressed an interest, in order to strengthen personal and professional development.
£8,000	A1, A2, C	Literacy Lead to further promote the power of literacy – stickers in all student books, WOW and tokens; consistent and regular use of the literacy marking policy across the school	Literacy stickers in all student books, WOW embedded each half term and promoted through whole school and tutor initiatives, very positive engagement from staff and students. Regular drop-ins by Literacy Lead to support this focus and sharing of best practice, highlighting the impact on students' progress and engagement.	
£2,000		Tutor wide reading programme across Years 7 to 10	Successfully and fully implemented across the school (Yrs7-10), monitored by HOY and SLT regularly – on-going and regular updates provided to SLT LM, and to SLT	On-going to support further literacy development
£10,000		The CODE intervention programme, year 7	Across the year, 26 out of 28 identified students made significant progress as a result of them completing The Code.	

5b: Targeted Support				
Budget	What is the desired outcome?	What is your action / approach?	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (will you continue with this approach?)
£8,000	A1, A2, G	English, Maths and Science focused tutor groups which involve teacher led work and peer tutoring (3x per week)	Students attended regularly with on average 86% of students engaging and attending these sessions; HOY supported by insisting that they attend.	Next year to look at a strategy to ensure 100% of students engage and have access to this resource and intervention
£12,000	H	Run a targeted programme with the pupils whose attendance needs to be improved and other incentives for them to improve their attendance.	Dedicated assemblies with identified students and HOY; students on attendance report; letters home. Meetings with Attendance Officer, DHT and home visits to target individuals and focus attendance improvements.	Regular reviews are essential to maintain focus of students and family
£5,000	A2, B, D, F, G, H, J	Targeted Easter Revision sessions Half term and weekend workshops Revision residential weekend	21 identified students attended these sessions, all or some of them. All students in Year 11 received a notebook, post-it notes and flash cards	Targeted provision is essential to get the 'buy-in' from the students.
£12,000	J	Family Support Worker employed to work with families of students exhibiting poor levels of engagement (and attendance, with attendance officer) alongside regular communication from tutors	Frequent and regular meetings with a core group of students, as well as triage of students on a daily basis, sometimes this can be 5-8 students a day.	
£2,000	J	Structure across the academic year a series of workshops to engage and support parents and family members with secondary education and learning	Information evenings, ICT advice and guidance, Revision sessions, Careers and Sixth Form evening – all well attended by the cohort	Highly valued and important tool to share information, to continue.
£10,000	B, H, I	Breakfast club available every morning Lunch club: Building bridges available Homework Club available every day after school in the LRC	This continues to rise and hit 67 students accessing breakfast on a regular basis. This is available to all students, PP students have accessed it but attendance was up and down so hard to gauge a real sense of regular attendees. Regularly group of attendees but needs to be a greater focus on support	Use invitations and direction to increase use by specific individuals A clear focus and priority to support PP students with homework
£0	B	HOY data analysis of behaviour along with behaviour interventions. Use of report cards, associated rewards and pupils reviews (SIS's) to support improved consistency of high quality teaching and B4L across all subjects	Analysis by each HOY to focus key students, initially via 'on report'; improvements in behaviour due to our 'high expectations' continues to be positive and well supported.	

5c: Other Approaches				
Budget	What is the desired outcome?	What is your action / approach?	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (will you continue with this approach?)
£75,000	A1, B, E, H, J	<p>Ensure key vulnerable pupils have access to The Bridge for the transition from Primary to Secondary.</p> <p>Identified and experienced staff to work with key pupils to prevent repeat offences.</p> <p>Bridge provision continues to support a range of needs</p> <p>EAL coordinator deployment to support immersion into English and access to the curriculum, with resources</p>	<p>12 students began in The Bridge with all students accessing their timetable by Christmas, ready for the new year; fully engaged, with parents to ensure a smooth transition from primary to secondary school life; regular meetings held to discuss progress and interventions.</p> <p>The number of students accessing this resource continues to group and support their engagement and enjoyment with school. Blue cards, medical cards and groups have increased to support identified individuals.</p> <p>EAL students: Yr7 – 14, Yr8 – 22, Yr9 – 29, Yr10 – 35, Yr11 - 29 Small groups allowed identified students to have intervention predominantly in English, this also included in class support and some 121 sessions.</p>	<p>This provision and resources provides a safe place, nurturing environment and the support on an individual level to allow them to grow and share. To continue.</p> <p>This resource will remain due to the continuing growth of our diverse school community</p>
£12,000 (+£2,000 for resources)				
£1,000	H, J	Use of online parents payment and booking system. (Parents evenings and visits and trips)	Accessible by all families and regularly used to target families of PP students in order to get them to attend events – allowing them prior access for a few days before the whole year group can make appointments. Key students have appointments made for them by admin staff / HOY. The school is now solely using this format to book appointments and monitor/support attendance.	
£1,000	D	Digital technology – SIMS Gateway, GCSEPod.	Regularly used to support learning and tracking of students, at KS4 predominantly.	
£0	A2, F, H, I, J	Extending school time	HOY identify key students and encourage them to attend specific subject sessions – communications via letter, phone and incentive driven.	
£35,000	F, H, J	Funding available to support pupils and families with purchasing resources and/or financial support for trips.	Individual and group breakdown of expenditure in support of attendance, enrichment, engagement and learning is available across the school and all year groups. Examples to include: Subject revision guides, Food Tech ingredients, Art resources, Music lessons, Calculators & Tools4L, Photography (cameras), Online subscriptions, Uniform, Educational trips and visits	To continue, invaluable to those in need.