

## PUPIL PREMIUM STRATEGY STATEMENT – 2018/19

### 1: Summary Information

School Name:	The Brakenhale School						
Academic Year:	2018/19	Total PP budget:	£225,900	Date of most recent PP review:	Sept 2018		
Total no. of pupils:	1033 (inc. Sixth Form)	No. of pupils eligible for PP:	346 (33%)	Date of internal review:	Jan 19 / Apr 19 / Sept 19		
PP pupils by Year Group:	Year 7 - 76	Year 8 - 75	Year 9 - 71	Year 10 - 59	Year 11 - 44	Year 12 - 11	Year 13 - 10

### 2: Current Attainment

	2016-2017	2017/2018	2016-2017	2017/2018
	Pupils eligible for PP		Pupils not eligible for PP [National Average]	
Progress 8 score average – <i>indicative score</i> :	0.34	-0.31↓	0.27	0.2↔
Attainment 8 score average – <i>indicative score</i> :	34.77	36.11↑	42.28	44.92↑
% achieving 5-9 / 4-9 in English and Maths:	3% / 27%	23%↑ / 39%↑	27.5% / 54%	36%↑ / 67%↑
% achieving 4-9 in English	39%	57%↑	71%	75%↑
% achieving 4-9 in Maths	33%	50%↑	60%	73%↑
% Entered for EBacc / standard pass (4+)	0% / -	27% / 11%↑	- / 14%	- / 20%↑

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<b>3: Barriers to Future Attainment – for ALL pupils eligible for PP</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, e.g. poor literacy skills)</i>	
<b>A</b>	Pupils arrive with pre-existing gaps in literacy as they enter Year 7 and gaps in some areas continue as pupils move through key stages
<b>B</b>	Behaviour for Learning of a small group of PP pupils is having a detrimental effect on academic progress and that of their peers.
<b>C</b>	Poor Literacy/Numeracy skills mean pupils struggle to access some areas of the curriculum, which in turn affects their progress.
<b>D</b>	Middle ability pupils achieved lower levels of progress in 2017/18 GCSE results
<b>E</b>	Greater focus on the non-negotiables <sup>1</sup> (NNs) in school and the classroom to raise expectations, focus and progress of all pupils
<b>F</b>	Restricted access to wider educational, extra-curricular and cultural experiences
<b>G</b>	Gender gap between PP pupils exists. PP girls tend to show lower levels of progress than boys
<b>External barriers</b> <i>(issues requiring action outside of school, e.g. low attendance rates)</i>	
<b>H</b>	Low attendance rates of Pupil Premium students, reducing their contact hours and causes them to fall behind on average.
<b>I</b>	Poor home learning environments mean that not all out-of-class work can be/is completed.
<b>J</b>	Parental engagement with the school from some PP families is lower than desired, to ensure parents are able to support their child's education to secure improvements in progress and attainment; a more cohesive approach required.

<sup>1</sup> **Non-negotiables** are aimed to increase the flow of learning, starts to lessons and aspects to ensure pupils are prepared for their learning these include: correct uniform, tools for learning (equipment), boy/girl seating plan, no-hands up questioning

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4: Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A1</b>	Close gaps in attainment between PP and non-PP pupils in Yr7 and Yr8, measured through AP data drops	Pupils eligible for PP in Yr7 and Yr8 should make at least the same progress as non-PP pupils by the end of the year. 100% of PP pupils should meet or exceed their MEG.
<b>A2</b>	Close pre-existing gaps (identified pre-entry to Year 7) within identified subject areas as pupils move through key stages, measured through AP data drops	Pupils should show accelerated progress within identified subjects (including core). Evidenced through improved levels of progress (CAG versus MEG) at each AP data drop
<b>B</b>	Improved behaviour amongst pupils eligible for PP funding, measured through analysis of behavior referrals and House Point allocation.	Fewer behaviour incidents for pupils who are transitioning from Primary to Secondary school; fewer behaviour incidents recorded for PP pupils (without changing recording practices or standards). Some CPD focus on improving the consistency of positive B4L and NNs to address these concerns
<b>C</b>	Improve the literacy and numeracy skills for pupils eligible for PP in KS3.	Eligible pupils in Key Stage to make rapid progress by the end of year, so that all pupils who qualify for PP meet or exceed their age-related expectations (ARTi) when compared to their peers.
<b>D</b>	Increased and consistent focus on High Quality First Teaching, measured from feedback through DDI cycles, HOD learning walks and external agencies such as Ofsted and the Trust.	A highly differentiated but focused programme of CPD (TLCs) to further develop and secure consistency of quality first teaching. Use of TLCs to share good practice and DDI cycles to highlight them in action. Performance Management objectives reflect this whole school focus on HQFT. CPD focus' to include marking and feedback, questioning, memory recall and metacognition as well as the NNs
<b>E</b>	Increased focus and whole school drives on NNs around the school and in lessons; through focused weeks, issuing of Golden Tickets to support positive behaviour in and around the school site and local community; a real presence of core/SLT at the end of the day to support this positive and wider community ethos	Increased numbers of Golden Tickets and House points being issued to all pupils as well as PP eligible pupils; positive communications to and from the community around the behaviour and positive engagement of all pupils in the wider community.
<b>F</b>	Increased opportunities for PP pupils to attend and participate in wider educational opportunities. Registers and attendance lists to monitor who and frequency.	PP eligible pupils are accessing more educational opportunities, extra-curricular activities as well cultural experiences within and outside of the curriculum.
<b>G</b>	Gender gap between PP pupils exists where PP girls tend to show lower levels of progress than boys.	Gender gap closes, girls achieve in line with their male peers
<b>H</b>	Increased attendance rates for PP eligible pupils.	Reduce the number of persistent absentees among pupil eligible for PP to 10% or less. Overall PP attendance to improve to be in line with the non-PP pupils.
<b>I</b>	Increased awareness and availability of the schools Homework Club to support PP pupils in completing their homework	More pupils and PP pupils use Homework Club as a base to complete homework; staff are 'nominating' pupils to complete this work in the Homework Club.
<b>J</b>	Increased engagement of families at year group specific events (parents evenings) and whole school events where PP pupils are participating. Attendance records and registers to monitor.	Increased attendance and parents evenings of PP pupil's families and other parental consultation and information evenings. Engagement with and at 'learning' opportunities to support their child's progress and engagement with school (ie: numeracy, literacy, Show My Homework, excel, word workshops)

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5: Planned expenditure						
Academic Year		2018/19				
5a: Quality of teaching for all						
Budget	What is the desired outcome?	What is your action / approach?	What evidence is there to support this approach?	How will you ensure it is implemented well?	Staff lead(s)?	When will this be reviewed?
£2,000	A1, A2, B, C, G, H	Data analysis by SLT, HODs, HOY and Data Manager using SISRA	High quality data analysis to highlight areas of strength and areas for development.	Clear line management focus on data analysis from HOD to SLT during LM meetings	DHT / SLT	Ongoing
£8,000		SLT LM Data Meetings				
		Additional classes in Ma / En to support identified pupils	Smaller group teaching supports progress (EEF).	Through curriculum planning	HTH (AHT) / SIMS administrator	Ongoing
		SIMS attendance and behaviour data, analysis to identify key individuals, groups in order to support	Robust interventions must be based on accurate data analysis.	Weekly/half termly attendance and half termly behaviour data	Attendance officer / Curriculum assistant	Weekly / half termly
£0	B, E, H	Staff training to reiterate high expectations and consistency in application of policy	Consistent application of policy and expectations supports positive behaviour by pupils across a school site and impact on attendance.	INSET days and training opportunities to refresh thinking and reinforce high expectations for all, and of all	JCO/SLT log of INSET programme and training	Jan 2019 April 2019 Sept 2019
Yr1: £20,000 (Yr2: £25,000)	B, D, F	Identified pupils are offered KS4 college placements to support their continued learning and positive engagement	The most appropriate curriculum is critical in sustaining a positive focus on learning for identified pupils in the college and school environments	Frequent and regular communications with the College, to monitor pupils' attendance, behaviour and progress	Placement coordinator (HIO) / SLT/RBE	Ongoing
£0	G	Differentiated and challenging teaching to support knowledge and understanding alongside application	Targeted and individualised support to strengthen gaps in learning support progress	AP data will show, each cycle a narrowing of the gender gap	HOD / SLT LMs	5 x AP Capture points

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£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.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Use INSET days and training opportunities to develop staffs marking and feedback. Regular review of marking standards across departments and whole school. Paired marking reviews.	SLT  Department Leads  SLT/TLC Pairs	Jan 2019 April 2019 Sept 2019
£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	Consistent application of policy and expectations supports positive engagement and progress by pupils  Regular DDI programme highlights and reinforces the key messages from CPD training, as well as future training agendas; showing that there is greater progress and engagement by pupils  High quality feedback and questioning will support further improvements in progress and quality first teaching	SLT and CPD delivery is calendared and monitored to ensure appropriateness, reviewed and evaluated following staff feedback.  Database can show individual and whole school picture of positives and areas of future focus and training, reviewed half termly to inform forward.  Half termly analysis of DDI feedback  GLT learning walks share observations from DDIs	SLT and training providers  SLT and training providers  Wider/SLT/ HODs  GLT staff	Half termly
£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	Increased literacy levels and understanding allow pupils to access the curriculum in all subjects	Regular LM meetings between Literacy Lead and Ext.SLT DDI visits look at use of literacy and marking CPD focus, sharing of best practice Literacy Lead to undertake book scrutiny HOY/AHOY and SLT regularly drop-in to visit tutor groups and the reading programme; ensuring all expected procedures are being implemented	Literacy Lead and Ext.SLT	Ongoing through LM meetings
£2,000		Tutor wide reading programme across Years 7 to 10	EEF supported and scaffolding reading strengthens literacy and reading progress		ADU	LM meeting with SLT link
£10,000		The CODE intervention programme, year 7	Improved rates of literacy in Year 7, after 6-8 weeks of the programme		LBV / SRE	Half termly / end of each group
<b>5a - Total budgeted cost:</b>						<b>£52,000</b>

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5b: Targeted Support						
Budget	What is the desired outcome?	What is your action / approach?	What evidence is there to support this approach?	How will you ensure it is implemented well?	Which staff will lead?	When will this be reviewed?
£8,000	A2, D, F	Weekly small group intervention sessions in maths, English and science offered to pupils in Year 11 (and 10) who are not making expected progress.  Use of small group intervention in En/Ma, delivered by PGCE / TA	Some of our pupils have missed out on opportunities for support in the lower school which means we need to continue to support and close the gap on the pupils as they go through the school. Using highly qualified staff to run this has been effective in other schools and from reliable sources such as the EEF Toolkit.	Utilising tutor time as a learning window to support pupils in addition to paid teaching and planning time. Impact measured by maths, English and science department leads. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	PP Coordinator	Ongoing
	A1, A2, G	English, Maths and Science focused tutor groups which involve teacher led work and peer tutoring (3x per week)  Science run two groups – one for higher ability, another for Grade 4/5. Boys are a focus within this provision	Small group teaching and delivery can positively impact in ensuring accelerated progress amongst pupils.	Data analysis of targeted pupils in both maths and science  Appropriately planned sessions by HOD to meet the needs of the identified pupils.	TCR / TDE / JRA	Half termly, from January
£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.	Other schools have used this tactic and it seems to have provided an increase in attendance for a low cost.	Ensure all stakeholders are aware of the pupils on the programme. Measure the impact half termly. Once achieved ensure pupils are monitored.	Attendance Officer / HOY	Ongoing
£5,000	A2, B, D, F, G, H, J	Targeted Easter Revision sessions  Half term and weekend workshops  Revision residential weekend	The number of PP pupils attending after school subject sessions needs to strengthen. A targeted approach is needed to improve attendance and engagement in this support	AP data analysis. Direct communication with parents and pupils to encourage participation. Reviews following student feedback	HOY10 / 11 SLT link	Ongoing, at key points of each session
£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	Lack of engagement (and attendance) is a key barrier to progress	SLT link to the PSW and attendance officer, ensure data is supported by targeted pupil interventions; engagement of families in supporting attendance at extra sessions HOY are able to view communication log, of tutors	FSW Attendance officer SLT link HOY	Ongoing

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£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	Lack of engagement (and attendance) is a key barrier to progress; ability to understanding secondary curriculum requirements and the need to 'upskill' family members	SSC team / Family Support Worker to identify appropriate families, conduct a needs analysis, offer an initial and targeted approach to engaging families	SSC staff SLT link Parental feedback	To begin Jan 2019 then, April 2019 Sept 2019
£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	Several PP pupils arrive at school late and/or without breakfast, this can lead to behaviour and engagement issues; providing breakfast can support better attendance. Safe places are important for vulnerable pupils, as are building positive relationships, this facilitates these. Equally, having a place to complete homework is sometimes difficult outside of school	Registers are taken, and sessions monitored alongside attendance and punctuality. Pupils can be invited to attend the breakfast, building bridges and homework clubs.	CSI overview HOY  PPA / SSC Team  LRC Manager	Half termly
£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	Poor behaviour by some PP pupils in the past has caused low levels of progress. Improved B4L will support improved progress	B4L assessed regularly through DDI cycles; analysis of daily behaviour log/referrals and half termly data. Number of referrals to the SSC for additional and targeted support	HOY	Daily / Weekly / Half termly
<b>5b - Total budgeted cost:</b>						<b>£49,000</b>

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5c: Other Approaches						
Budget	What is the desired outcome?	What is your action / approach?	What evidence is there to support this approach?	How will you ensure it is implemented well?	Which staff will lead?	When will this be reviewed?
£75,000	A1, B, E, H, J	Ensure key vulnerable pupils have access to The Bridge for the transition from Primary to Secondary.  Identified and experienced staff to work with key pupils to prevent repeat offences.  Bridge provision continues to support a range of needs	Key person to be with, allowing and building trust; dramatically diminishes the number of behaviour incidents for vulnerable pupils, year on year.  Support a positive review of learning and choices on an individual pupil basis.  Provides a specialised curriculum and learning environment to support and enhance pupil engagement, trust and learning.	Monitoring who and how often access is needed; alongside behaviour points and House points  Review of pupil behaviour data, attendance and House points  Bridge staff / SENCO to ensure clear progression from the Bridge to full mainstream classes. Regular review of pupil performance inc. attendance and behavior EAL TA and coordinator plan and deliver programmes	Nurture Group Coordinator  SSC staff  Nurture group lead, Bridge staff, HOY7  EAL Coordinator	Ongoing and, Jan 2019 April 2019 Sept 2019
£12,000 (+£2,000 for resources)		EAL coordinator deployment to support immersion into English and access to the curriculum, with resources	Specialised support and knowledge to enhance learning, understanding and engagement with school			
£1,000	H, J	Use of online parents payment and booking system. (Parents evenings and visits and trips)	Poor engagement of PP families at such events and in support of some interventions and pupil opportunities.	Use of online booking system for all consultation evenings. Analysis of attendance data. Priority booking for PP families and targeted calls to support. Additional parental contact with PP families prior to such events.	HOYs	Ongoing
£1,000	D	Digital technology – SIMS Gateway, GCSEPod.	PP pupils are largely visual learners and will benefit from such revision and access tools	Effective tutor programme to support this provision. Awareness of the resources	HOY DHT	Ongoing
£0	A2, F, H, I, J	Extending school time	Pupils who access additional support are more likely to achieve well at KS4	Attendance registers. Engagement of parents in this process and advertisement on key parental evenings	Delivery staff HOY	Ongoing / half termly



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£35,000	F, H, J	<p>Funding available to support pupils and families with purchasing resources and/or financial support for trips. Examples to include:</p> <ul style="list-style-type: none"> <li>• Subject revision guides</li> <li>• Food Tech ingredients</li> <li>• Art resources</li> <li>• Music lessons</li> <li>• Calculators &amp; Tools4L</li> <li>• Photography (cameras)</li> <li>• Online subscriptions</li> <li>• Uniform</li> <li>• Educational trips and visits</li> </ul>	<p>Some PP families are unable to provide full financial support which can impact on engagement in lessons and attendance. We remove this barrier.</p>	<p>Funding requests submitted to BCO for consideration; families are able to request directly (CSI). BCO to ask requesting staff for full impact data to ensure spending is accountable and impactful.</p>	<p>Requesting staff BCO / CSI</p>	<p>Ongoing</p>
				<b>5c - Total budgeted cost:</b>		£126,000
				<b>5a + 5b + 5c – Total Budget:</b>		£227,000