

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------|
| School name | Brookfield Community School |
| Number of pupils in school | 894 (Y7-Y11) |
| Proportion (%) of pupil premium eligible pupils | 17.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 2022-23 2023-24 |
| Date this statement was published | November 23 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Keith Hirst |
| Pupil premium lead | Neil Stewart |
| Governor / Trustee lead | Laura Watkins |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £150 075 |
| Recovery premium funding allocation this academic year | £34 500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £184 575 |

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of **attainment for all** – rather than stereotyping
- **Individualised approach** to address barriers – rather than access to generic support and focusing on students nearing end of KS4
- **High quality teaching** – rather than bolt-on strategies
- Focus on **outcomes for individuals** – rather than on just providing strategies
- Best **staff** work with disadvantaged students
- Decisions based on **data and respond to evidence** – frequently
- **Clear, responsive leadership** – setting **high aspirations** and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Our ultimate objectives are:

1. For all disadvantaged student to make or exceed national progress of all students. MET IN 2022 and 2023 – BCS PP students achieved P8 of +0.22, national (all students) average P8 was -0.03
2. For all disadvantaged students to make or exceed nationally expected progress rates of disadvantaged students MET IN 2022 & 2023 - BCS PP students achieved P8 of +0.22. PP students nationally recorded a P8 of -0.55 in 21/22
3. For all disadvantaged students to have attendance of around national average of all students. MET – BCS PP attendance 1% below national (all students) average, 3% higher than national (PP) average
4. To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum. Ongoing – use of class charts to enhance tracking to monitor this through 23-24

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The progress of the pupil premium students as a group is lower than that of the non-pupil premium cohort. |
| 2 | The attendance of the pupil premium students as a group is lower than that of the non-pupil premium cohort. |
| 3 | Cohesive Whole School Leadership and approach surrounding narrowing the gap |
| 4 | Consistently high quality first teaching in all classrooms |
| 5 | Reading age of PP students compared to non-PP students |
| 6 | Awareness of staff of PP students and their individual needs to enabled targeted in and out of class support |
| 7 | Ensuring PP students engage with wider-curricular opportunities and experience culture capital. |
| 8 | Proportionally high behaviour points of PP students compared to non-PP students. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| PP students' progress improves in all year groups. | Progress data for Y10 and Y11 shows a narrower/narrowing gap. The difference between PP KS3 students attainment compared to targets is comparable to non-PP students. |
| Attendance gap of PP students and non-PP student to reduce. PP attendance to be in line with national average. | Attendance of PP student to be in line with national average for all students. |
| Increased focus and awareness of PP students by all teachers and form tutors within school, with regular professional dialogues taking place with students and parents. | Regular contact made home by form tutors. Clear lines of communication within school regarding PP students – use of PP profiles to share information to teachers. Pupil Premium a standard item in departmental meetings. PP Champions to liaise between departments and key pastoral/leadership staff in core departments. High engagement of PP parents at school events such as parent evenings. |
| Pupil premium students to participate in a wide range of enrichment activities offered at Brookfield. | All PP students to complete 5 pledges each year. Tracking of extra-curricular sessions via class charts used to prioritise and direct PP students to engage. PP students will have socio-economic barriers removed to support the development of skills essential for curriculum on offer. |
| Quality first teaching in all classrooms, taking into account principles of effective classroom practice | QA process identifies that all students continue to experience lessons that enable at least good progress to be made. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49 792

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Appointment of Senior Leader to oversee PP strategy and training from experienced Senior Leader | Successful schools 'have clear, responsive leadership.' <i>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i> EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'. | 3, 6 |
| CPD on modelling and new feed forward policy to be embedded in all departments. | EEF Toolkit – Metacognition and self-regulation. +7 months impact Oral feedback. +7 months impact | 1, 4 |
| CPD & T&L briefings implemented to embed Trust Fundamentals in all lessons | EEF Toolkit – Metacognition and self-regulation +7 months impact EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact | 1, 4 |
| Appointment of whole school literacy co-ordinator. | EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact | 1, 3, 4, 5 |
| Implementation of accelerated reader, DEAR time and CPD in extended writing/oracy | EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact | 1, 4, 5 |
| Regular tutor meetings to identify student needs, concerns and signpost interventions | EEF Toolkit – Mentoring - +2 months impact | 1, 2, 6 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30 996

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Use of ARTi and STAR tests, alongside Accelerated Reader to identify and raise reading comprehension. | EEF Project – AR. ‘The study found that Year 7 FST pupils who were offered Accelerated Reader made 5 months’ additional progress’, +5 months impact | 1, 5 |
| Reading interventions for students below Trust Reading Age target, significantly below and just below chronological reading age. | EEF Toolkit – Reading comprehension - +6 months impact | 1, 5 |
| Targeted In-School English Tutoring | EEF Toolkit – Small group tuition – +4 months impact DFE – School Led Tutoring Guidance – +4 months impact | 1 |
| Targeted Period 6 catch-up and revision session for Y11 | EEF Toolkit – extending the school day - +3 months impact | 1 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 103 787

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| CPD, T&L Briefings, Assemblies and systems to develop a school culture to embed high expectations and standards for all. | EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning.+4 months Impact | 1, 8 |
| Creation of PP Champions to maintain focus of PP within core departments, liaise with pastoral and departmental staff to signpost potential interventions, PP standing item in department. | EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams as they build local capacity to facilitate and shepherd projects. | 3, 6 |
| Increased parental engagement through regular contact by form tutors and introduction | EEF – Parental Engagement - +4 months impact | 6, 3 |

| | | |
|--|--|---------|
| of tutor reviews for all students. | | |
| House System and House competitions, alongside Pledges to encourage extra-curricular engagement, and track via class charts. | Research by 'A New Direction' shows the importance of cultural and arts opportunities to support wider learning of PP students. EEF – Arts Participation - +3 Months EEF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.” | 7 |
| Designated Attendance Officer to closely monitor all PP students' attendance, build relationships with families and implement strategies where needed. | DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.” | 2 |
| Sims Parent App, parents evening booking system and School Cloud video appointments to aid engagement of parents and raise the awareness of rewards and attendance. | EEF – Parental Engagement - +4 months impact | 2, 7 |
| PP Capitation – hardship fund to prevent PP students from being unable to access enrichment opportunities, have resources and equipment required for learning, and uniform for new starters. | EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months | 1, 2, 7 |
| Enhanced transition provision and focus on embedding school ethos and culture during transition time. | EEF – Social and Emotional learning +4 months | 2, 6 |

Total budgeted cost: £ 184 575

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Last year our strategy adopted the recommended EEF tiered approach, acknowledging that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students', focussing heavily on developing the quality of teaching through focused CPD and staff recruitment.

Tier 1: Teaching

The Senior Leader overseeing PP provided a clear focus for the school, ensuring that PP was always a priority in Department meetings, with regular updates and guidance provided in T&L briefings throughout the year.

CPD sessions were delivered on modelling, scaffolding and learning intentions and T&L Briefings embedded the Brookfield Fundamentals across the school. This was evident in lesson observations during the school's QA processes.

Whole school literacy strategies have been implemented across the school, including embedding DEAR time in all Y7-9 lessons and during tutor time for all students.

GCSE Outcomes 2023

Disadvantaged students exceeded nationally expected progress for all students, achieving a P8 of +0.22. For context, PP students nationally recorded a P8 of -0.55 in 21/22.

EBacc entry for our PP students was 20%. This is an area that will be closely monitored.

Tier 2: Targeted Strategies

KAPT (Key Academic and Pastoral Team) meeting took place throughout the year to identify students who would benefit from targeted subject in-class and out of class interventions – leading to increased focus for departments. To ensure that these continue to be effective they have been calendared around the new assessment calendar for 2023-24.

Accelerated reader and ARTi testing within KS3 lessons have resulted in increased reading ages and led to specific targeted interventions for students who have reading ages of below 7 years (Phonics) and morning sessions (Fluency Training) for students who have a reading age under 9 years and 6 months. There are after-school weekly sessions for students who have reading ages of above 9 years and 6 months but significantly below chronological age (inference training). Buddy Reading sessions are organised for students who are within a few months of their chronological reading age. These are delivered by 6th Form students.

Impact of Targeted Reading Interventions

Reading Age Improvement

Y7: PP students made 12.5 months progress in 10 months

Y8: PP students made 22.9 months progress in 18 months

Y9: PP students made 24 months progress compared to overall figure of 24.4 for cohort

77 students received English/Maths tutoring from specialist English/Maths tutors during the course of the year.

Impact of Tutoring (Progress from Y11 Mocks to Actual Exams)

English: 0.96 grades

Maths: 0.23 grades

Tier 3: Wider Strategies

A key priority was placed on creating the culture within the school – regular CPD, T&L briefings took place, alongside designated lessons and assemblies to establish the expectations and create a positive environment for all students. This has had a noticeable impact on the behaviour of students and the respect that they display around school.

Tutors regularly meet with PP students to identify any needs or barriers that they have to learning. This has aided the development of relationships between students, teachers and parents (timely contact with parents is calendared and noted).

PP profiles provided to raise the awareness of staff of PP students, alongside regular T&L Briefings and the implementation of the PP Champions.

The pledge system was launched in September 2022. Class charts is being introduced to better monitor attendance and participation in co-curricular activities and ensure all PP students are making the most of the opportunities available.

The attendance officer's focus and relentless work with PP students.

Impact on Attendance

BCS PP attendance was 1% below national (all students) average, and 3% higher than national (PP) average for 22-23.