

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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 (Y7 – 11)	893
Proportion (%) of pupil premium eligible pupils	21.8
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 2025-26 2026-27
Date this statement was published	October 24
Date on which it will be reviewed	September 2025
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	£175 566
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£176 277

# 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 and 'How do the most successful schools support disadvantaged pupils' by Mark Wrangles) 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 discretely 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. PP students to *attain*. Our aim is for our PP cohort to continue to achieve P8 scores above national average for all pupils.  
**Met in 23-24. BCS PP pupils achieved a p8 of +0.23**
2. PP students to *attend*. For all disadvantaged students to have attendance of around national average of all students.  
**BCS PP attendance in 23-24 was 88.6%. This is below national average for all students (92.6%) but significantly above National average for PP students (85.3%).**
3. PP students to *engage*. For all disadvantaged students to engage with at least one part of our co-curricular offer.  
**57% of PP students engaged in one or more co-curricular activity from Sep – November 24. 73% of non-PP students engaged in one or more co-curricular activity from Sep – November 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.	<p>Progress data for Y10 and Y11 shows continued academic progress above the national average for all pupils.</p> <p>The difference between PP KS3 students attainment compared to targets is comparable to non-PP students.</p>
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.	<p>Regular contact made home by form tutors.</p> <p>Clear lines of communication within school regarding PP students – use of PP profiles to share information to teachers.</p> <p>Pupil Premium a standard item in departmental meetings.</p> <p>PP Champions to liaise between core departments and key leadership staff looking at Pupil premium progress in core subjects.</p> <p>High engagement of PP parents at school events such as parent evenings.</p>
Pupil premium students to participate in a wide range of enrichment activities offered at Brookfield.	<p>Tracking of extra-curricular sessions via class charts used to prioritise and direct PP students to engage.</p> <p>PP students will have socio-economic barriers removed to support the development of skills essential for curriculum on offer.</p>
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: £ 44 914

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Senior Leader to oversee PP strategy	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 metacognition	EEF Toolkit – Metacognition and self-regulation. +7	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 phone calls to parents	EEF Toolkit – Mentoring - +2 months impact	1, 2, 6

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

Budgeted cost: £ 18 980

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 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: £ 112 383

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
House System and House competitions,	Research by ‘A New Direction’ shows the importance of cultural and arts	7

alongside Pledges to encourage extra-curricular engagement, and track via class charts.	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.”	
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, 7

**Total budgeted cost: £176 277**

Part B: Review of outcomes in the previous academic year

## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 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 as a key priority, 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 2024

Disadvantaged students exceeded nationally expected progress for all students, achieving a P8 of +0.23. For context, PP students nationally recorded a P8 of -0.57 in 22/23.

### **Tier 2: Targeted Strategies**

PP Champions working within core departments provided 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 in core departments. 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 6<sup>th</sup> Form students.

#### Impact of Targeted Reading Interventions

##### Reading Age Improvement

Y7: PP students made 17.4 months progress in 10 months.

Y8: PP students made 24.9 months progress in 18 months.

Y9: PP students made 34.3 months progress in 34 months.

12 PP students received English tutoring from specialist English tutors during the course of the year.

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

0.8 grades per student

### **Tier 3: Wider Strategies**

Tutors met all parents through tutor review system in 23-24. This was not found to be as effective as previous PP phone calls so will be discontinued for 24-25, with phone calls reintroduced.

Significant time was invested around whole staff training on PP strategy. This included work on Adverse Childhood Experiences and importance of being trauma aware, and



significant time for form tutors to work as pastoral/house teams to further support profiles produced and shared centrally.

Heads of House continue to be proactive sharing information and strategies to support PP students in response to live behavior data monitoring, with graduated support provided.

PP Champions seen to work effectively in core departments producing and collating bespoke action plans for PP learners within their subject area using subject specialism to respond to subject level data, feeding in to overall PP data picture.

Class charts allows for more up to date reporting on co-curricular engagement, as this process is refined there will be more opportunity to be more responsive to this in 24-25.

Attendance officer continues to focus on PP students, the results of this can be seen in attendance data for Brookfield PP being 3.4% above the national average for PP students.

## Externally Provided Programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A