

Pupil premium strategy statement – William Brookes School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	944 (843 Y7 to Y11)
Proportion (%) of pupil premium eligible pupils	17.8% (168)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Dec 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Stephen Richards
Pupil premium lead	Jo Caldwell
Governor / Trustee lead	Ann O’Brien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125095
Recovery premium funding allocation this academic year	£38640
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£163735

Part A: Pupil premium strategy plan

Statement of intent

Objectives:

Our pupil premium strategy is aimed at ensuring that every child; whatever their circumstances can reach their full academic potential; that they make wise life-choices; that they are resilient and that they can go on to have fulfilled and healthy adult lives.

How does our plan help us to achieve this:

We believe that the main vehicle to achieve this is to ensure that our staff know their students well; that every child has high quality teaching; that their teachers are agile in assessing what their students have learned and that intervention is timely. We recognise that development of vocabulary and reading are vital to unlocking their access to the wider curriculum. We also know that for many of our students that Covid has severely impacted on their personal resilience; their emotional health or their ability to always make the right behavioural choices. Our plan aims to address these issues and to get our students in the right mindset for learning.

Key Principles:

- Our teachers know their students well
- High quality teaching, every lesson, is the biggest lever to improving outcomes
- High quality, collaborative professional development is key to improving the quality of teaching
- That students can be taught and helped to become more resilient learners with effective pastoral support
- That our strategy provides value for money and is based on evidence

Challenges

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

Challenge number	Detail of challenge
1	Bridging the Attainment and Progress Gaps for our disadvantaged learners Students failing to attain the threshold measures in English and Maths (at grades 4+ and 5+) are unable to progress on to Level 3 courses post 16 and their immediate educational and career choices are limited. Likewise, pupils who fail to read their potential to attain higher grades at the age of 16 have a restricted breadth of A Level and vocational subjects to

	study; again putting limits on their immediate careers and educational paths at 16.
2	Developing students' ability to read confidently The % of disadvantaged children who have reading ages below their chronological age is higher than that of their non-disadvantaged peers. This is a significant barrier to attaining well in every curriculum subject.
3	Improving attendance and reducing the % of disadvantaged students who are persistently absent from school Levels of absence and of persistent absence are higher amongst our disadvantaged students. Pupils who are persistently absent are missing at least 10% of the learning in every subject that they are studying.
4	Developing students' individual resilience and improve behaviours for learning The impact of the pandemic has been to present significant challenges in terms of disadvantaged students' individual resilience. One impact on this has been that many of these students during the post-lockdown period have struggled to cope in attending all their lessons.
5	Early identification of students who are not meeting national thresholds on entry The use of CAT scores; will allow the identification of students with barriers to learning and provide information for early interventions
6	Reduction of fixed term exclusions for disadvantaged students One impact of the pandemic has been an increase in the number of FTEs. Our disadvantaged pupils are more likely to become excluded from their education than their non-disadvantaged peers.
7	Rural nature of the catchment area The majority of our students are transported into school via buses. Our catchment area is very large and comprises of many remote communities; it also includes the town of Broseley. This presents some additional challenges in terms of managing behaviour (e.g., attending after school detentions), parental engagement (e.g., attendance at parents evening) and organising after school intervention sessions.
8	Bridging the digital divide Students who do not have access to devices or Broadband in the home are less able to access homework or online learning during school closures. Some students may have access to a device, but this may be shared with other siblings; be aged and unfit for purpose or may just be a mobile phone which is not an ideal device to complete online work
9	Raising Aspirations For many of our students engaging with their education is because they have a clear career path that they are aiming towards. For many of our

	disadvantaged students, they may need help and help them to clarify their career goals and aspirations.
10	Ensure that all children reach age related expectations in literacy and numeracy A small number of our students join us from Year 6 with low levels of literacy and numeracy that will remain significant barriers to progress for them in all subject areas.
11	Ensure that all teachers know their students well and plan teaching activities appropriately
12	Ensure students get an opportunity to access out of school experiences. Create a school that encourages all to participate in school trips and after school activities.

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
<p>Bridging the Attainment and Progress Gaps for our disadvantaged learners NTP funding used to support PP students using tutors.</p> <p>Improve the numeracy skills of year 7 students</p> <p>Intervention meetings with Parents and students where underperformance is identified</p> <p>Disadvantaged students attain as well as their non –disadvantaged peers.</p>	<ul style="list-style-type: none"> Track the student's attainment to show the impact of the NTP intervention. Student voice to gauge the impact on self-belief. Track the attainment of the Y7 students to show the impact of the numeracy intervention. Notes on Arbor to record the meeting Track the progress over the year. Regular meeting scheduled to support students emotionally and academically. Overall P8 score for disadvantaged and non-disadvantaged students to be broadly in line Attainment at 4+ and 5+ to be similar between English and Maths and KS4

	<ul style="list-style-type: none"> • P8 English and P8 Maths to be broadly similar • APS for English and Maths to be well more than National Averages (given the prior attainment of our students) • APS for EBacc to be broadly similar between PP and non-PP students
<p>Developing students' ability to read confidently</p> <p>Improve reading ages for students who are below their reading ages.</p>	<ul style="list-style-type: none"> • Termly reading tests using accelerated reader to show the improvements made in the year. • Track the progress of the students identified in the NTP tutoring programme. • Bridge the gap between PP and Non-PP students NRSS (Normed Reference Standardised Score) scores. • Where students fall into the 'on watch, intervention, • Urgent intervention categories, implement intervention to improve engagement in Accelerated reader programme, increase quiz participation, and raise NRSS score.
<p>Improving attendance and reducing the % of disadvantaged students who are persistently absent from school</p> <p>% of absence of disadvantaged students is in line with other students in the school.</p>	<ul style="list-style-type: none"> • Reduce the % of persistent absentees so that these are at least at National level ; aspiration if for our attendance to exceed 95% • Raise the level of overall attendance to be at least in line with National Average for all key groups of students • Attendance officer contacting parents of disadvantaged students for reasons for absence; prioritising disadvantaged students • Tracking attendance using FFT aspire for individual students. • Governor update on attendance.

	<ul style="list-style-type: none"> Regular meetings with EWO to improve the attendance of disadvantaged students.
Developing students' individual resilience and improve behaviours for learning.	<ul style="list-style-type: none"> Case studies of disadvantaged students to highlight the emotional needs. Track the progress of students after each data set. Intervention meetings resulting from underperformance between parents, students and JKC.
Early identification of students who are not meeting national thresholds on entry	<ul style="list-style-type: none"> Using KS2 data, students are identified as below target in Reading, Maths, SPAG. Identified students working with NTP tutors, impact shown by end of session assessment. English tutor from Protocol has start and end data. Intervention for literacy, reading ages raised. Intervention for numeracy, testing at end of session.
Reduction of fixed term exclusions for disadvantaged students	<ul style="list-style-type: none"> Students with high quantities of suspensions will receive re-integration meetings with SLT. Appropriate reflection programs in place following periods of FTE. PLP- alter timetables to adapt to the students need. PPM – local authority input for support, reports seen.
Rural nature of the catchment area	<ul style="list-style-type: none"> Increased attendance at Parents' Evenings (making full use of virtual technology) Increased attendance at extracurricular activities, use of the school bus to transport home, talking to parents to when the need is required so student can attend extra-curricular activities. High attendance at after-school intervention sessions Review of effectiveness of sanctions
Bridging the digital divide	<ul style="list-style-type: none"> Ipad/chrome book scheme subsidised.
Raising Aspirations	<ul style="list-style-type: none"> Having inspirational visitors to motivate for future careers.

	<ul style="list-style-type: none"> • Ensuring all students have a careers interview. • Case studies from careers co-ordinator to highlight students who could become NEET.
Ensure that all children reach age related expectations in literacy and numeracy	<ul style="list-style-type: none"> • Numeracy and literacy mentors timetabled to tutor students with low numeracy and literacy.
Ensure that all teachers know their students well and plan teaching activities appropriately	<ul style="list-style-type: none"> • CPD for Teaching and Learning • CPD for behaviour for learning • Observations by SL and SLT to monitor lessons. • National college CPD for development of all staff at William Brookes School.

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: £ 33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on Behaviour Management in the classroom. <ul style="list-style-type: none"> • Evidence of strategies used in the classroom through observations • Nicola Morgan PD day INSET 	<ul style="list-style-type: none"> • EEF research suggest that focusing on behaviours (and in this case we are focusing on developing specific learning behaviours) can have average impact of behaviour interventions is four additional months' progress over the course of a year. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions 	4

practices (£3500)		
<p>CPD on teaching and learning.</p> <ul style="list-style-type: none"> School routines seen in school, Do It Now tasks in every lesson, cold calling, think pair share, reading for the subject. Following the WBS Learning objectives in scheduled meetings: Knowledge, Explanation and Practice, Modelling and scaffolding, Questioning, Feedback, Behaviour for learning. 	<p>Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Differentiated teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Metacognition and self regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4, 11
Learning Mentor for KS4 DA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Learning Mentor for KS3 DA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1

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

Budgeted cost: £ 35,126

Activity	Evidence that supports this approach	Challenge number ()
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		addressed
NTP top up	<p>Identified students are given 1:3 tuition to ensure they are students in vulnerable groups. (£15552)</p> <ul style="list-style-type: none"> • EEF describes that one to one tuition can have up to 5 months additional progress • EEF Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress. This is linked to pupils receiving more personalised feedback and completing work that is more targeted to their needs • These sessions help to address some of the issues that rurality poses to our context. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition 	1, 5
<p>Literacy intervention</p> <ul style="list-style-type: none"> • Subject intent statements that put reading and reading skills central to learning schemas. • Pre, during, after reading strategies to support students to access aspirational texts, genres, poetry etc • Tier 2 and tier 3 words implemented widely across the curriculum 	<p>Timetabled sessions for literacy intervention through NTP, English teachers (£2873+ £7990)</p> <ul style="list-style-type: none"> • Impact of intervention on reading age • EEF Improving Literacy in Secondary Schools Reports that • Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. • Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. • All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. • School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. 	10
Accelerated reader	Monitoring of reading ages and quizzes passed through the year (£4838)	2

	<ul style="list-style-type: none"> Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment Research Evidence on Reading for Pleasure (2012) 	
DA champions in Maths and English	<p>Communications with DA champions to ensure fair allocation of NTP and intervention sessions (£3873)</p> <ul style="list-style-type: none"> EEF research suggests that small group tuition has an average impact of four months' additional progress over the course of a year 	1, 2, 5, 10
Intervention sessions after school to support learning.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	

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

Budgeted cost: £ 98,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Track attendance of DA students</p> <ul style="list-style-type: none"> Weekly analysis of attendance by attendance officer. Meetings with EWO to highlight the persistent absentees. Meetings with SLT for students who are underperforming and have low attendance. 		3

<p>Improvement in behaviour</p> <ul style="list-style-type: none"> • PSO support in getting DA students in lessons, tracking of demerits and looking at patterns, case studies written. (see below for costing) • All staff aware of DA students in class, supporting students to access the curriculum. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4, 6</p>
<p>DA champion</p> <ul style="list-style-type: none"> • Identified students having bespoke intervention for well being, e.g. Anger management and anxiety support (£21940) 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>11, 4</p>
<p><i>Trips/cultural capital</i></p> <ul style="list-style-type: none"> • Educational trips are funded £16800 • Non-educational such as Arthog and Duke of Edinburgh half funded. (£5550) 	<p>Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>12</p>
<p><i>Revision guides for support</i></p> <ul style="list-style-type: none"> • All students provided with revision guides to help in their exam preparation (£16,800) 		<p>1, 5</p>

<p><i>Uniform</i></p> <ul style="list-style-type: none"> • Help all DA parents with the cost of one set of uniform (£8,400) 		7
<p><i>Careers advice</i></p> <ul style="list-style-type: none"> • Unifrog – career package used for KS4 and KS5 students (£1950) 	<p>Aspirations</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	9
<p><i>Digital devices</i></p> <ul style="list-style-type: none"> • Provide assistance in purchasing a digital device over a number of years. (£22500, £150 for each student in Years 7, 8, 9 and 10) • Calculator for all DA students (£1169) 	<p>EEF Toolkit: Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools</p>	8

Total budgeted cost: £ 163,735

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

DA students achieved below their peers in their GCSE exams

	Non DA	DA	All	Gap 2022	2019	Commentary
A8	4.90	3.90	47.8	-1.00	-0.9 gap	A8 gap is similar to 2019 figures
P8	-0.35	-1.21	-0.46	-0.86	-0.53 gap	P8 gap is wider for 2022 compared to 2019
% 5+ in English and Maths	43%	42%	43%	1%	17% gap	Very small gap of 1%, improvement from 2019
% 4+ in English and Maths	69%	63%	69%	6%	21% gap	Gap narrowed for 2022 compared with 2019
English	4+ = 87% 5+ = 66%	4+ = 71% 5+ = 50%	4+ = 85% 5+ = 65%	4+ = 16% 5+ = 16%	4+ = 15% 5+ = 20%	Gaps are similar to 2019 figures slightly smaller gap in 2022 for 5+.
Maths	4+ = 74% 5+ = 49%	4+ = 63% 5+ = 42%	4+ = 73% 5+ = 48%	4+ = 11% 5+ = 7%	4+ = 19% 5+ = 20%	Smaller gaps in Maths compared to 2019
Entered for Ebacc	42%	45%	43%	+2%	38% entered	More students entered for Ebacc than in 2022.
APS for Ebacc	4.30	3.51	4.21	-0.79	-0.82 gap	Gap slightly smaller in 2022 compared to 2019.

Externally provided programmes

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

Programme	Provider
Kerboodle	Pearson
Active Learn	Pearson
Unifrog	
Accelerated Learner	
Mathsbox	
Educake	
Linguascope for languages	
Everlearner for BTEC sport at L2 and L3	
Buzz book – bought a book for all year 7 students.	
IDL – International Dyslexia Learning	
Lexia Power up	