PUPIL PREMIUM STRATEGY STATEMENT: WBS

School Overview

School name	William Brookes School
Number of pupils in school	719
Proportion (%) of Pupil Premium eligible pupils	26% Disadvantaged
Academic year(s) that this statement covers	2026/27 to 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027, with termly monitoring
Statement authorised by	Ruth Shaw, Headteacher
Pupil premium lead	Wendy Bright
Governor / Trustee lead	Nicola Morrow

Funding Overview

Detail	Amount
Pupil premium grant allocation this academic year	£211,760
Recovery premium / other funding carried forward from previous year(s)	£0
Total budget for this academic year	£211,760

Part A: Pupil Premium Strategy Plan

Statement of Intent

At William Brookes School, we are determined that disadvantage will not determine destiny or disadvantage dreams. Our Pupil Premium strategy is organised around three priorities: attainment, aspiration and engagement. Through the Trust's RADY approach and Belonging Framework, we will identify barriers early and use evidence-informed teaching, targeted support and wider strategies to improve attendance, behaviour, participation and outcomes.

Our most urgent priority is to improve attainment for disadvantaged pupils, particularly in English and Maths. The strategy will be led through a newly appointed Pupil Premium Lead, with collective responsibility across senior leaders, curriculum teams, pastoral staff and governors.

Challenges

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

No.	Detail of challenge
1	Attainment and progress are significantly below those of non-disadvantaged pupils. In 2025/26, disadvantaged pupils achieved Attainment 8 of 28.57 compared with 44.90 for non-disadvantaged pupils.

No.	Detail of challenge
2	English and Maths outcomes require urgent improvement. Only 5.5% of disadvantaged pupils achieved grade 5+ in both English and Maths, compared with 38.1% of non-disadvantaged pupils. At grade 4+, the figures were 29.1% and 73.8% respectively.
3	Attendance and engagement create substantial lost learning. Internal 2025/26 analysis shows attendance of 81.51% for PP recipients, persistent absence of 51.5% and serious absence of 8.1%.
4	Disadvantaged pupils are heavily represented in behaviour systems. Internal 2025/26 analysis records 185 fixed-period exclusions, 807 REIs and approximately 12,000 negative incidents for PP recipients. There was one permanent exclusion, this child was a PP student. This lost curriculum time compounds attainment gaps and limits engagement and belonging.

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
Attainment: disadvantaged pupils make stronger progress and achieve improved outcomes, with particular improvement in English and Maths.	By July 2027, disadvantaged pupils' Attainment 8 will rise from 28.57 to at least 34.0. The proportion achieving grade 4+ in both English and Maths will rise from 29.1% to at least 40%, and grade 5+ from 5.5% to at least 12%. At each formal data point, subject and cohort gaps will be reviewed and named-pupil action will be recorded where pupils are off track.
Engagement: disadvantaged pupils attend more regularly, experience fewer suspensions and removals, and have greater access to classroom learning.	By July 2027, attendance for disadvantaged pupils will rise from 81.51% to at least 86%. Persistent absence will reduce from 51.5% to no more than 42%, and serious absence from 8.1% to no more than 5%. Suspensions will reduce by at least 20%, and REIs and negative incidents by at least 15%, against the 2025/26 baselines. Every disadvantaged pupil who is persistently absent will have a named, regularly reviewed attendance plan.
Aspiration and belonging: disadvantaged pupils participate fully in enrichment, careers, leadership and wider school life.	By July 2027, at least 90% of disadvantaged pupils will participate in at least one enrichment, careers, leadership or wider-school opportunity. Participation gaps between disadvantaged and non-disadvantaged pupils will be reduced to within 10 percentage points. Termly pupil voice will show improved confidence, aspiration and belonging, and every disadvantaged pupil at risk of NEET will have a documented transition plan.

Activity in This Academic Year

This details how we intend to use Pupil Premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Make disadvantaged pupils a visible priority in curriculum planning, lesson delivery, assessment and departmental review. This will be launched through September whole-staff training, reinforced through half-termly teaching	EEF guidance places high-quality teaching at the centre of effective Pupil Premium strategy. Diagnostic assessment and reliable evidence should inform decisions, with implementation monitored and evaluated.	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
and learning briefings, and embedded in departmental planning and line-management agendas. Staff will use strategic seating plans, targeted questioning, regular checks for understanding and adaptive teaching so that disadvantaged pupils receive appropriate challenge and support in every classroom. English and Maths will be the immediate priorities.		
Use accurate assessment, moderation and question-level analysis to identify gaps early. Curriculum leaders will review disadvantaged attainment and engagement at each data point and agree named-pupil actions. Following each half-termly data collection, the Headteacher and Assistant Headteacher for Quality of Education will hold data meetings with curriculum leaders to scrutinise disadvantaged and non-disadvantaged outcomes, check progress towards RADY uplifted targets, and record actions, owners and review dates. Outcomes will be reported to the Pupil Premium Lead and reviewed at the next data point.	The EEF Guide recommends diagnosing pupils' needs, selecting evidence-informed approaches, delivering and monitoring them, and evaluating impact.	1, 2, 3

Targeted Academic Support (for example, tutoring, one-to-one support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured, diagnostic English and Maths intervention for identified disadvantaged pupils, prioritising Years 10 and 11 and pupils below key grade thresholds. Approaches may include one-to-one or small-group tuition, literacy and numeracy intervention, supervised study and carefully targeted revision. Seneca Learning will be used as a targeted and monitored online learning tool to support independent study, retrieval practice and revision for identified disadvantaged pupils. This will include support for disadvantaged pupils with gaps in foundational literacy and numeracy, using programmes such as Bedrock Reading where identified through assessment.	The EEF Teaching and Learning Toolkit reports an average impact of +4 months for small-group tuition, +4 months for teaching-assistant interventions, +7 months for reading-comprehension strategies and +5 months for one-to-one tuition. Provision will be diagnostic, time-limited and reviewed for impact, rather than allocated solely on pupil status.	1, 2, 3
The Pupil Premium Lead will maintain an accurate register, identify pupils at risk of underachievement and coordinate plans with English, Maths, SEND, attendance and pastoral teams. The named lead will ensure that all staff can identify disadvantaged pupils through the school information system, staff briefings and class-level information. Pupils requiring coordinated support will have a concise individual plan on the school's new pupil-	EEF guidance stresses diagnosis, careful implementation, monitoring and evaluation rather than selecting activity without reference to pupil need.	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
support app, setting out barriers, strategies, responsibilities and review dates. Impact will be reviewed half-termly and provision adapted where it is not securing improvement. Members of the Extended Senior Leadership Team will mentor small groups of disadvantaged pupils, reviewing engagement, learning behaviours, academic performance, barriers and ambitious next-step targets.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement individual attendance plans for every disadvantaged pupil who is persistently or seriously absent. Plans will identify the pupil's barriers, named lead, family-engagement actions, practical support, staged attendance targets and review dates. Attendance, attainment and SEND information will be considered together, with progress reviewed at least fortnightly for serious absence and half-termly for persistent absence. By July 2027, disadvantaged attendance will reach at least 86%, persistent absence will fall to no more than 42%, and serious absence to no more than 5%.	EEF guidance identifies attendance, behaviour and pupils' social and emotional needs as important barriers to attainment. Its guidance on working with parents emphasises personalised communication, positive relationships and practical support. The school will therefore use named-pupil plans, regular family contact and frequent review, rather than relying on universal messages alone.	3, 4
Reduce suspensions, REIs and repeated negative incidents through early intervention, consistent classroom practice, relational and restorative work, reintegration planning and coordinated support through the school's Belonging Framework.	EEF evidence indicates that behaviour interventions have a positive average impact of around +4 months' additional progress. Approaches are most effective when expectations are explicit, implementation is consistent and universal systems are supplemented by targeted support for pupils with additional needs. The intended impact is increased time in learning and fewer suspensions, removals and repeated incidents.	3, 4
Increase access to careers, trips, clubs, residentials, leadership and cultural experiences. The Pupil Premium Lead will track participation, gather pupil voice and remove financial or practical barriers. Disadvantaged pupils will be proportionally represented in pupil voice activity, and their feedback will inform the evaluation and refinement of support. By July 2027, at least 90% of disadvantaged pupils will have participated in at least one wider opportunity, with the participation gap reduced to within 10 percentage points. Disadvantaged pupils at risk of becoming NEET will be identified early and provided with enhanced	EEF guidance places extracurricular participation, parental engagement and support for social and emotional needs within the wider-strategies tier. Participation will be tracked by pupil group and activity type so that financial, transport, confidence or communication barriers can be identified and addressed. Impact will be evaluated through participation data, pupil voice and destination information.	3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
careers guidance and a documented transition plan.		

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Disadvantaged outcomes in 2025/26 were a significant concern. The cohort achieved Attainment 8 of 28.57 compared with 44.90 for non-disadvantaged pupils, an in-school gap of 16.33 points. Only 5.5% achieved grade 5+ in both English and Maths compared with 38.1% of non-disadvantaged pupils. At grade 4+, 29.1% of disadvantaged pupils achieved both subjects compared with 73.8% of non-disadvantaged pupils.

Attendance and behaviour data indicate extensive lost learning. PP recipient attendance was 81.51%, persistent absence was 51.5% and serious absence was 8.1%. The same internal dashboard recorded 185 fixed-period exclusions, 807 REIs and approximately 12,000 negative incidents, and one permanent exclusion involving a disadvantaged pupil. The school therefore concludes that improvement must connect attainment, attendance, behaviour, aspiration and belonging rather than treating these as separate workstreams.

The 2026/27 response is strengthened through the appointment of a dedicated Pupil Premium Lead. The postholder will lead strategy implementation, accurate identification and tracking, family engagement, attendance, enrichment, student advocacy and regular reporting to senior leaders and governors.

Externally Provided Programmes

Programme	Provider
Seneca Learning	Seneca Learning

Service Pupil Premium (if applicable)

To be completed if the school receives Service Pupil Premium funding.

Further Information (Optional)

From the start of 2026/27, expanded Free School Meals eligibility includes pupils from households receiving Universal Credit. EEF guidance states that pupils newly eligible through this expansion do not attract Pupil Premium funding in 2026/27, so William Brookes School will keep accurate distinctions between FSM eligibility and pupils attracting Pupil Premium while ensuring newly identified need is understood and addressed. Pupil Premium is not a personal budget and may support pupils with other identified needs or whole-school approaches that particularly benefit disadvantaged pupils.

The strategy will be reviewed termly by the Pupil Premium Lead and senior leadership team, with reporting to governors. Monitoring will consider attainment, English and mathematics outcomes, attendance, persistent and serious absence, suspensions, removals, behaviour, enrichment participation, destinations and pupil voice. Funding fields, precise roll information and the named governor lead remain to be completed before publication.

Evidence reference: Education Endowment Foundation, The EEF Guide to the Pupil Premium, updated 3 September 2026.