

The Bromfords School and Sixth Form College Pupil Premium Strategy Statement 2020-2021

1. Summary information					
School	The Bromfords School and Sixth Form College				
Academic Year	2020-2021	Total PPG budget	£245 000	Date of most recent PPG review	Sept 20
Total number of pupils	1120	Number of pupils eligible for PPG	266	Date for next internal review of this strategy	Sept 21

2. Current attainment	2019-20 Exam Results		2018-2019 Exam Results	
	PPG	Non PPG	PPG	Non PPG
Cohort	40	131	42	110
% Cohort	23.4%	76.6%	27.6%	72.4%
A8 Average	39.31	43.39	29.9	38.31
P8 Average	-0.32	-0.17	-1.17	-0.5
Positive P8	53.8%	46.5%	17.9%	38.3%
% Grade 5+ English Maths	22.5%	26.3%	11.9%	22.7%
% achieving 9-4 incl. EM	45.0%	58.8%	23.8%	50.0%
P8 in English	-0.35	-0.34	-1.12	-0.31
P8 in Maths	-0.17	-0.1	-1.05	-0.48

3. Possible barriers to future attainment (for pupils eligible for PPG)	
A	Attendance - Attendance rates for pupil's eligible of PPG are 90% (below the target for all pupils of 95%). This reduces their hours in school and causes them to fall behind on average. The higher the overall absence rate particularly across KS4, the lower the likely level of attainment at the end of the Key Stage; Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-4 including English and mathematics than pupils that missed 15-20% of KS4 lessons.
B	Progress and Attainment - KS4 attainment data shows that overall PPG pupils overall perform below national PPG average outcomes, however the gap with non-PPG pupils has narrowed within school and compared to national outcomes. Post Ofsted pilot inspection a PPG audit was carried out and identified that Year 8 is when we start to lose these pupils and were the gap starts to widen.
C	Quality First Teaching - whilst the quality of teaching, learning and assessment is judged as 'Good' (Ofsted 2016), there are inconsistencies in the use of high impact intervention within the classroom. Teachers know who their PPG pupils are and use strategies to promote positive progress, however a deeper understanding of the gaps and barriers facing PPG pupils is warranted amongst teaching, Learning Support and Cover Supervisors and would be instrumental in improving achievement. Additionally inconsistency in high expectations of PP pupils, particularly those who are middle/upper ability and this has a detrimental impact on outcomes for PPG pupils compared to non-PPG pupils in the school.
D	Parental Engagement - some PPG pupils' parents are disengaged with the school and do not respond to communication thereby missing out on opportunities to be involved in their child's education and support their progress in school. Poor parental educational experience is also counterproductive to pupil aspiration which can be addressed through improvements to parental engagement. Obtaining parental/carer voice is paramount to audit current provision as this is currently lacking. This will enable more positive relationships to be forged with harder to reach parents thereby improving their involvement in school in turn improving academic performance of students.
E	Low Aspirations - Lack of confidence in learning, which can lead to low aspirations and disillusionment with school. Some pupils have no next steps or career path. Possible lack of positive social interactions, lower self-confidence and confidence in attainment. Potential lack of engagement in learning, negative learning behaviours. Pupils not feeling valued.
F	Covid-19 - Impact of Covid-19 in terms of loss of learning, mental health issues and wellbeing of pupils returning to school. Pupils not having access to resources (books, revision guides or computers) to complete independent work, homework and remote learning during lockdown.

4. Desired outcomes		Success Criteria
A	Attendance of PPG pupils to be in line with non-PP pupils aiming for 95% or better. PPG pupils are prioritised with attendance interventions through Attendance Officer.	Overall attendance among pupils eligible for PPG improves to 95% in line with the whole school target. Reduce the number of persistent absentees (PA) among pupils eligible for PPG to 14% or below.
B	Improve the progress and attainment of all PPG pupils and narrow the gap between PPG and non-PPG pupils – particular focus on the middle/upper ability	<p>KS4: The gap between PPG eligible pupils and non-PPG pupils narrows. The percentage of PPG pupils achieving in the following four categories is increased: 1) 4+ including E & M (45%) 2) 5+ including E & M (22.5%) 3) P8 (-0.36) 4) A8 (42.26). This will initially be evidenced using teacher predictions, then summer results by 2021.</p> <p>KS3: The gap between PPG eligible pupils and non-PPG pupils narrows. The percentage of PPG pupils considered On or Above track is equal or better than Non-PPG in at least the core subjects.</p>
C	<p>All PPG pupils receive Quality First Teaching across the curriculum at all key stages through:</p> <ul style="list-style-type: none"> • the appropriate allocation of staff/classes/sets to PPG pupils; • the provision of high quality CPD for all teaching staff, Learning Support Assistants and Cover Supervisors; • the recruitment and retention of good and outstanding teachers; • deployment of LSAs to better support PPG pupils; • consistently good implementation of PPG strategies (individualised) across all faculties; • clearer understanding of staff at all levels of the barriers facing PPG pupils; • utilise Lead Practitioners in ensuring high quality provision. 	<p>PPG progress data indicates that the attainment gap is narrowing/closed in all key stages.</p> <p>Provision of high quality CPD opportunities throughout the year with staff feedback demonstrating a deeper understanding of barriers and effective interventions.</p> <p>Pupil and Parent feedback identifies strengths in the quality of teaching.</p> <p>Learning Walks, Lesson Observations, Work scrutiny etc. consistently show high quality, challenging teaching and learning in all faculties.</p>

D	Improved engagement of PPG pupil parents at school events, in particular Parents' Evenings. Parents feel well communicated with and supported by the school.	PPG pupil/parent attendance to Parents' Evenings is equal to or better than non-PPG (target of 75% attendance). 100% of PPG parents will receive feedback from staff at least once per academic year. PPG parent questionnaire completed with average outcome of good or better access to information. Parent reviews (December 2020 and March 2021) identifies that the school communicates well and parents feel supported.
E	PPG pupils are more aspirational and ambitious for their future education and employment in all key stages. Pastoral staff observing pupils eligible for PPG in lessons, looking at learning behaviours. Home contact for pupils eligible PPG to offer support. Fewer exclusions and behaviour points, making pupils feel more positive about school. Pupils receiving recognition for good work or learning behaviours.	In-school careers interviews are well attended. Pupils are increasingly interested in routes to university. Pupil voice and parent review outcomes identify that aspiration is high. A reduction in the gap for attainment and progress of pupils eligible for PPG across all key stages. A reduction in exclusions and behaviour points and an increase in achievement points of pupils eligible for PPG across all key stages.
F	Mentoring and counselling offered to pupils eligible for PPG. Pupils provided with key materials and support with homework, independent tasks and remote learning. Support of specifically disadvantaged pupils so that they can access the learning opportunities.	A reduction in the gap for attainment and progress of pupils eligible for PPG across all key stages. More pupils eligible for PPG accessing the counselling services. An increase in the number of PPG pupils accessing homework support. Key material for all pupils eligible for PPG purchased.

5. Planned expenditure					
Academic year		2020-2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Intended and estimated impact	Key Staff	When will it be reviewed
Increase staffing capacity to improve in-class small group work and mentoring provision predominantly in core subjects, LSA support, pastoral support and Home School Attendance officer. Appointment of Literacy Coordinator in English and Numeracy Coordinator in Mathematics (TLR) £150,000	A. Improve the attendance of all PPG pupils and narrow the attainment/progress gap. B. Improve the progress and attainment of all PPG pupils and narrow the attainment/progress gap C. All PPG pupils receive Quality First Teaching and narrow the attainment/progress gap D. Improved engagement of PPG parents.	Pupil attendance is linked to pupil outcomes. Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-4 including English and mathematics than pupils that missed 15-20% of KS4 lessons. In-class support that allows for planned, targeted small group provision has proven impacts on outcomes for pupils. Ensuring that pupils receive quality pastoral care allows teachers to concentrate on the quality of T&L	To improve the attendance of PPG pupils. To close the gap in attainment and progress of all PPG pupils.	BHA HOF (Core) MUP HOUS/HOLS/HOY Attendance officer	Attendance monitored weekly Progress monitored through LM of HOF (Core) Progress monitored through data drops and SAPS

<p>Improving teaching and learning through enhanced CPD ensuring to involve teachers, LSAs and Cover Supervisors. £10, 000</p>	<p>B. Improve the progress and attainment of all PPG pupils and narrow the attainment/progress gap C. All PPG pupils receive Quality First Teaching and narrow the attainment/progress gap</p>	<p>Enhanced CPD will allow all teachers. LSAs and Cover Supervisors to plan and prepare to ensure that PPG pupils needs are catered for and therefore all PPG pupils receive Quality First Teaching</p>	<p>To close the gap in attainment and progress of all PPG pupils</p>	<p>BHA ACL (CPD) KBA/AST MUP</p>	<p>SMART Teach and CPD attendance monitored as per calendar. CPD monitored through PM review meetings.</p>
Total budgeted cost					£160 000

ii. Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Intended and estimated impact	Key Staff	When will it be reviewed
Small group / 1:1 provision to be accessible to identified students. £11 000	B. Improve the progress and attainment of all PPG pupils and narrow the attainment/progress gap	The Educational Endowment Foundation report (EEF) identifies that structured 1:1 or small group intervention that is integrated into the classroom teaching is an effective PPG strategy.	To close the gap in attainment and progress of all PPG pupils.	BHA HODs	Termly
To provide opportunities for pupils to access careers and higher education services and information to improve aspiration. E.g. <i>University visits, Enrichment Drop Down days, Careers Fair etc.</i> £5 000	D. Improved engagement of PPG parents E. PPG pupils are more aspirational and ambitious for their future education and employment in all key stages.	National evidence suggests that some PPG pupils may have low aspirations and lack of knowledge about different post-16 education routes they may lack clear goals which can be a factor in underperformance. EEF research shows that PP research shows that having enrichment days allows pupils to have insight into the 'real world' and to see where their learning fits in.	All pupils to have been given thorough aspirational guidance for GCSE, A Level and/or College Apprenticeships. All year 11 pupils to have a Post-16 plan in place. Clear communication with parents and pupils regarding timetabled meetings and outcomes.	BHA KLY N.Chard	Annually

<p>To provide opportunities for pupils to have somewhere to complete homework (Homework club) £3 000</p>	<p>B. Improve the progress and attainment of all PPG pupils and narrow the attainment/progress gap D. Improved engagement of PPG parents. E. PPG pupils are more aspirational and ambitious for their future education and employment in all key stages. F. PPG pupils to have support with homework, independent tasks and remote learning.</p>	<p>PPG pupils may have difficulties that prevent them from completing homework/accessing the internet. It is therefore important to be able to reduce these barriers to learning so that all PPG pupils can access opportunities and resources to enhance their learning journey.</p>	<p>To close the gap in attainment and progress of all PPG pupils.</p>	<p>BHA DSS</p>	<p>Half termly</p>
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<p>Provide revision opportunities and materials to support curriculum access and promote progress for pupils. <i>E.g. revision guides, MYTUTOR etc</i> £15 000</p>	<p>B. Improve the progress and attainment of all PPG pupils and narrow the attainment/progress gap D. Improved engagement of PPG parents.</p>	<p>Revision is most effective for facilitating progress when it is interwoven with and complements 'normal' curriculum provision to embed knowledge and skills. Providing revision materials and strategies in a structured format supports learners who may be less able to access suitable conditions at home. Additional focus on revision strategies also supports pupil metacognition.</p>	<p>To close the gap in attainment and progress of all PPG pupils Clear communication with parents and pupils regarding timetabled intervention</p>	<p>BHA JTR HOD</p>	<p>Half termly</p>
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<p>Provide necessary curriculum materials to facilitate curriculum access <i>E.g. ingredients and materials for Technology lessons, stationary etc.</i> £5 000</p>	<p>A. Improve the attendance of all PPG pupils and narrow the attainment/progress gap. B. Improve the progress and attainment of all PPG pupils and narrow the attainment/progress gap. F. PPG pupils provided with key materials to ensure the support of specifically disadvantaged pupils so that they can access the learning opportunities.</p>	<p>PPG pupils may have financial difficulties that prevent them from accessing required materials that enable them access their curriculum, thereby hindering their progress and impacting negatively on their self-esteem. This potentially can have a detrimental impact on their attendance due to avoidance. It is therefore important to be able to reduce the financial barriers to learning so that all PPG pupils can access opportunities and resources to enhance their learning journey.</p>	<p>Subject areas to identify pupils who require support and/or ensure that additional materials are available for appropriate pupils so that the gap in attainment and progress of all PPG pupils is closed.</p>	<p>BHA HOD HOUS/HOLS/HOY</p>	<p>Termly</p>
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<p>Ensure that enhanced counselling provision is in place to support identified pupils. £7 000</p>	<p>A. Improve the attendance of all PPG pupils and narrow the attainment/progress gap. B. Improve the progress and attainment of all PPG pupils and narrow the attainment/progress gap F. Mentoring and counselling offered to pupils eligible for PPG.</p>	<p>EEF research shows that targeting emotional and social barriers has a moderate but important impact on the outcome of learners. By providing emotional and social support for pupils they can be happy and successful learners. This support also allows pupils to function more effectively in the classroom and improve attendance.</p>	<p>To improve the attendance of PPG pupils. To close the gap in attainment and progress of all PPG pupils. Pupils deemed as no longer requiring provision will be deemed successful.</p>	<p>BHA HOUS/HOLS/HOY School counsellor</p>	<p>Weekly</p>
<p>Continue to provide a wide variety of curriculum enrichment opportunities to develop cultural capital. E.g. <i>DofE ,trips etc</i> £10 000</p>	<p>E. PPG pupils are more aspirational and ambitious for their future education and employment in all key stages.</p>	<p>EEF research shows that having positive experience of school and access to wider opportunities including team building, cooperation, the arts and wider challenges enhances and improves learning. It also develops community, social and leadership skills supporting our core values.</p>	<p>To close the gap in attainment and progress of all PPG pupils.</p>	<p>BHA TMA HOD JTR (LM of HOF)</p>	<p>Termly</p>
Total budgeted cost					<p>£56 000</p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Intended and estimated impact	Key Staff	When will it be reviewed
Ensure that a free breakfast is in place for all eligible for PPG. £2 000	A. Improve the attendance of all PPG pupils and narrow the attainment/progress gap. B. Improve the progress and attainment of all PPG pupils and narrow the attainment/progress gap	Pupil attendance is linked to pupil outcomes. By providing breakfast for PPG students ensures that pupils are set up for the day	To close the gap in attainment and progress of all PPG pupils.	BHA Chris King Martin Riggs	Annually
Ensure that all pupils eligible for PPG are able to attend school and in correct uniform. <i>E.g. taxi/bus fares, uniform etc.</i> £4 000	A. Improve the attendance of all PPG pupils and narrow the attainment/progress gap. D. Improved engagement of PPG parents	A number of parents experience difficulties in paying for school transport and for the cost of uniform. This means that pupils are reluctant to attend school,	To improve the attendance of PPG pupils. To close the gap in attainment and progress of all PPG pupils.	BHA Attendance Officer	Annually
Total budgeted cost					£6 000