

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bromfords School and Sixth Form College
Number of pupils in school	1158
Proportion (%) of pupil premium eligible pupils	24.8% (287)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	17.11.21
Date on which it will be reviewed	Sept 2022
Statement authorised by	Jochen Tree
Pupil premium lead	Brett Haines
Governor / Trustee lead	Lucy Norman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242, 000
Recovery premium funding allocation this academic year	£35, 000
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	£277, 000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Attendance rates for pupil's eligible of PPG are below 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.
2	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.
3	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.
4	Parental Engagement - some PPG pupils' parents are disengaged with the school and do not respond to communication there by 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.
5	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.
6	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.

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
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.
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	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 (-0.3) 4) A8 (39). This will initially be evidenced using teacher predictions, then summer results by 2022. 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.
All PPG pupils receive Quality First Teaching across the curriculum at all key stages through: <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 	PPG progress data indicates that the attainment gap is narrowing/closed in all key stages. Provision of high quality CPD opportunities throughout the year with staff feedback demonstrating a deeper understanding of barriers and effective interventions. Pupil and Parent feedback identifies strengths

<p>Assistants and Cover Supervisors;</p> <ul style="list-style-type: none"> • 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>in the quality of teaching. Learning Walks, Lesson Observations, Work scrutiny etc. consistently show high quality, challenging teaching and learning in all faculties.</p>
<p>Improved engagement of PPG pupil parents at school events, in particular Parents' Evenings. Parents feel well communicated with and supported by the school.</p>	<p>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 2021 and March 2022) identifies that the school communicates well and parents feel supported.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

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: £180 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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	1, 2, 3, 4
Improving teaching and learning through enhanced CPD ensuring to involve teachers, LSAs and Cover Supervisors.	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	2, 3

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

Budgeted cost: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group / 1:1 provision to be accessible to identified students.	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.	2
To provide opportunities for pupils to access careers and higher education services and information to improve aspiration. E.g. <i>University visits</i> ,	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	4, 5

<i>Enrichment Drop Down days, Careers Fair etc.</i>	pupils to have insight into the ‘real world’ and to see where their learning fits in.	
To provide opportunities for pupils to have somewhere to complete homework (Homework club)	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.	2, 4, 5, 6
Provide revision opportunities and materials to support curriculum access and promote progress for pupils. <i>e.g. revision guides, MY-TUTOR etc</i>	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.	2, 4
Provide necessary curriculum materials to facilitate curriculum access <i>E.g. Ingredients and materials for Technology lessons, stationary etc.</i>	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.	1, 2, 6
Ensure that enhanced counselling provision is in place to support identified pupils.	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.	1, 2, 6
Continue to provide a wide variety of curriculum enrichment opportunities to develop cultural capital. <i>e.g. DofE ,</i>	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.	5

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

Budgeted cost: £6 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that a free breakfast is in place for all eligible for PPG.	Pupil attendance is linked to pupil outcomes. By providing breakfast for PPG students ensures that pupils are set up for the day	1, 2
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>	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,	1, 4

Total budgeted cost: £256 000

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 2020 to 2021 academic year.

	2020-21 Exam Results		2019-20 Exam Results		2018-19 Exam Results	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
Cohort	38	107	40	131	42	110
% Cohort	26.2%	73.8%	23.4%	76.6%	27.6%	72.4%
A8 Average	32.97	45.72	39.31	43.39	29.9	38.31
P8 Average	-0.78	0.4	-0.32	-0.17	-1.17	-0.05
Positive P8	12.1%	49.5%	53.8%	46.5%	17.9%	38.3%
% Grade 5+ EM	26.3%	48.8%	22.5%	26.3%	11.9%	22.7%
% achieving 9-4 incl. EM	39.5%	75.7%	45.0%	58.8%	23.8%	50.0%
P8 in English	-1.1	-0.17	-0.35	-0.34	-1.12	-0.31
P8 in Maths	-0.56	0.36	-0.17	-0.1	-1.05	-0.48

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during 2019/20, the outcomes we aimed to achieve by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Whilst there was an improvement in the 2019/20 data the 2020/21 data has reverted back to similar results achieved in 2018/2019, in terms of the gap between disadvantaged and non-disadvantaged data (A8 gap 2018-19 was -10.71, improved to -4.08 in 2019-20, but slipped back to -12.75 in 2020-21) (P8 gap 2018-19 was -1.12, improved to -0.15 in 2019-20, but slipped back to -1.18 in 2020-21). With the improvements shown in 2019-2020, but the drop in 2020-2021 the key barriers remain the same as previous years and the elements of the plan largely remain the same. Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach this year as part of our 3 year plan.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive and how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.