

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

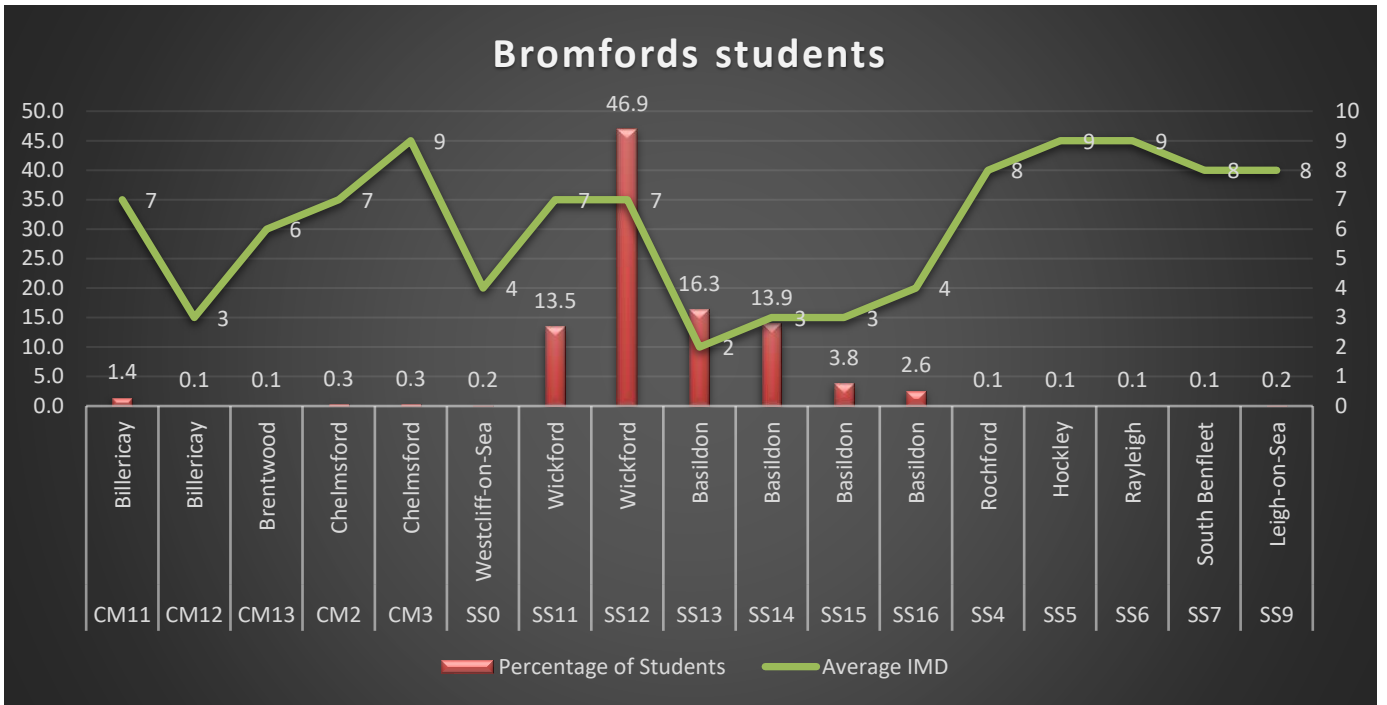
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

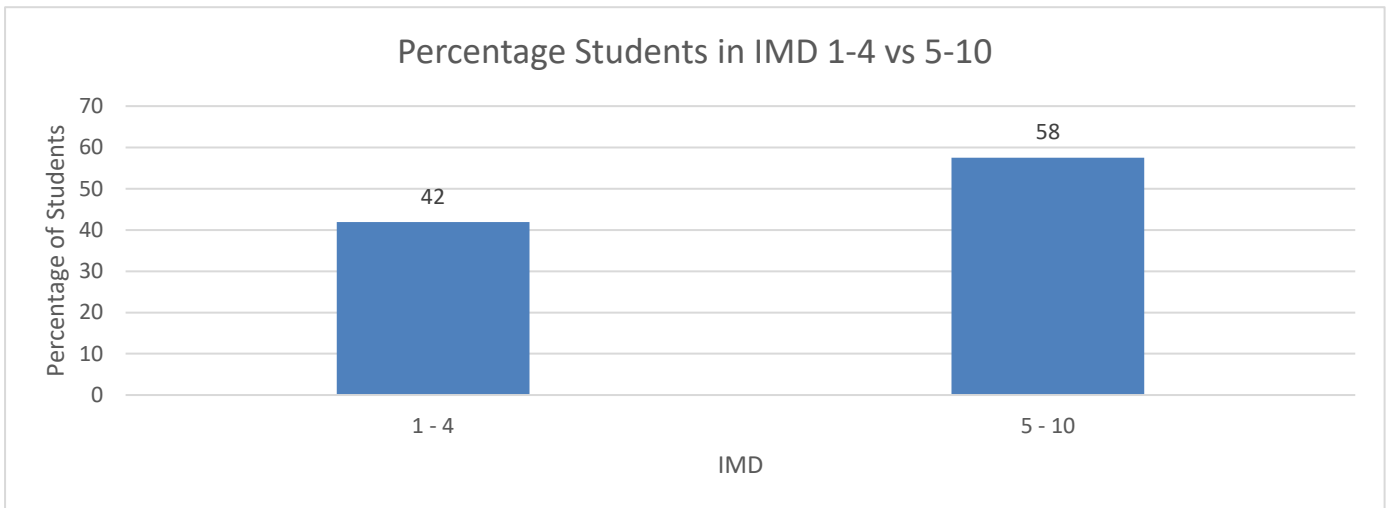
Detail	Data
School name	The Bromfords School
Number of pupils in school	1124
Proportion (%) of pupil premium eligible pupils	23.2% (261)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jochen Tree
Pupil premium lead	Daniel Osei-Poku
Governor / Trustee lead	Lucy Norman

School Context

The Bromfords School is an Essex school that is situated on the border with Basildon. Typically, 65% of the school's population is from Wickford and 35% from Basildon. Following research into the social deprivation of the postcodes of students conducted in September 2023 (by the SLT), it was found that there are a number significant pockets that experience social and financial deprivation. This was based on the Index of Multiple Deprivation (IMD). There are three significant areas of deprivation within the school's population postcodes (IMD 2 and 3). 42% (493 students) of all students live in IMD 1-4, but as per 1st graph below, this is very much % skewed to Basildon and out of catchment areas. These areas also have the farthest commute into school and the transport is not funded by Essex, presenting potential additional barriers to learning.



Graph 1



Graph 1

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£276, 000
Recovery premium funding allocation this academic year	£78,512
National Tutoring Programme Funding	£18,187
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	£372, 699

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Bromfords School Curriculum Intent:

The Bromfords School curriculum provides students appropriate pathway that allows them to be challenged and supported and enables them to progress to the next appropriate pathway. Students maintain a breadth of subjects that they can personalise for their own enjoyment. They are prepared for the wider world and life beyond school with key life skills and learning relevant to their life, both in the present and in the future.

EEF's research and many others show that the best strategy to improve the outcomes of disadvantaged students is through a broad and balanced, high-quality curriculum. Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Hence, the focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high- attainers. We will consider the challenges faced by vulnerable students, 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 students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' 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 students whose education has been worst affected, including non-disadvantaged students. 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 students excel.

The pandemic imposed disproportionate challenges on our disadvantaged students and the latest external and internal data, as well as our internal records and observations, indicate that there is still a significant gap between disadvantaged and their peers. In addition, akin to a number of schools nationally, we recognise that our disadvantaged students would benefit from a more robust pastoral system of proportionate challenge and support and are, therefore, focusing on adapting our culture and behaviour system to respond to this need.

Our current strategy is designed to ensure all disadvantaged students receive high-quality teaching, are provided with opportunities to catch up with their peers and/or accelerate their learning through a range of academic interventions and that their wellbeing enables them to fully focus on their study. Therefore, our main strategies are:

Curriculum:

Embed adaptive/inclusive teaching and develop literacy through 'Ordinarily Available: Inclusive Teaching Framework', a CPD program which enhances teachers' ability to develop their learners' knowledge and skills, address misconceptions and provide feedback that moves them forward. This training programme is designed to equip practitioners with skills, tools and resources in improving inclusive practice and ultimately offering every student the same high-quality of education and early intervention. Train staff in developing a comprehensive repertoire of behaviour management strategies to curb low-level disruption and ensure we have high expectations of disadvantaged students. Provide personalised career guidance and support packages to help students make their next steps to either employment or education

Academic:

Provide a range of interventions that will accelerate disadvantaged students' progress and/or support them in closing the gaps in knowledge and skills compared to their peers. The interventions consist of NTP Maths and English, NTP Reading programme and school-led tutoring programme.

Pastoral:

Provide a range of initiatives which will support disadvantaged students' mental health, behaviour and attitudes to learning. These include: training all teaching staff to spot signs of mental health issues and support students; assemblies and workshops on mental health for students; providing counselling for disadvantaged students who need it and providing peer mentoring.

Challenges

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

Challenge number	Detail of challenge
Internal barriers	
1	Attendance - Attendance rates for students eligible for PPG is 89.2% (below the target for all students of 95% and national attendance of 91.2%). 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; students with no absence are 3.5 times more likely to achieve a positive Progress 8 figure (The school's 2023 GCSE results) including English and mathematics compared to those 15-20% of KS4 lessons.
2	Progress and Attainment - KS4 attainment data shows that overall PPG students perform below non-PPG (P8=-0.30) and slightly above the overall national PPG average outcomes (P8 =-0.68), however the gap with non-PPG pupils has narrowed within school and compared to national outcomes (TBS gap =-0.38, national gap = -0.65). Post Ofsted inspection, a further PPG review was carried out and identified that Year 8 is when we start to lose these pupils and were the gap starts to widen.
3	High-Quality Teaching – Although leaders have set a new vision for high-quality education based on raising academic aspirations for students (Ofsted 2022), there are inconsistencies in its implementation within the classroom. Teachers know who their PPG students are and use strategies to promote positive progress. However, a deeper understanding of the gaps and barriers facing disadvantaged students is warranted amongst Teachers, Learning Support Assistants and Cover Supervisors as this would be pivotal in raising achievement. Additionally, inconsistency in high expectations of disadvantaged students, particularly those who are middle or upper ability and this has a detrimental impact on outcomes for PPG students compared to non-PPG students in the school. LA Students P8 = -0.31, MA=-0.80 and UA=-1.51
External Barriers	
4	Parental Engagement – Some disadvantaged students' 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 student's aspiration which can be addressed through improvements to parental engagement. To continuously obtain parental or carer's voice is paramount to evaluating impact of the current provision. This will enable more positive relationships to be forged with parents who do not usually engage with school, thereby improving their involvement in school and consequently improving the academic performance of students.
5	Low Aspirations or Ambitions – Lack of confidence in learning, which can lead to low aspirations and disillusionment with school. Some students have no next steps or career path. Possible lack of positive social interactions, lower self-confidence and confidence in attainment could lead to lack of engagement in learning and negative learning behaviour; students not feeling valued.

6	<p>Mental health – Impact of Covid-19 and RAAC in terms of loss of learning, mental health issues and wellbeing of students. Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams or future prospects. These challenges particularly affect disadvantaged students, including their attainment. Some students, especially, disadvantaged students have gaps in their learning due to remote learning and lack of resources (books, revision guides or computers) to complete independent work, homework and remote learning.</p> <p>As a result of the significant impact of mental health it is vital that we continue to expand our therapeutic services which can support the students.</p>
---	---

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>1. Attendance of disadvantaged students to be in line with other students, aiming for 95% or better. Disadvantaged students are prioritised with attendance interventions through the Pastoral and Attendance Teams.</p>	<p>Overall attendance among students eligible for PPG improves to 95% in line with the whole school target. Reduce the number of persistent absentees (PA) among students eligible for PPG to 14% or below.</p>
<p>2. Improve the progress and attainment of disadvantaged students, and narrow the gap between them and their peers – particular focus on the middle/upper ability students.</p>	<p>KS4: The gap between students eligible for PPG funding and non-PPG students narrows. The percentage of PPG students achieving in the following four categories is increased: 1) 4+ including E & M (45%) 2) 5+ including E & M (30%) 3) P8 (-0.3) 4) A8 (40). This will initially be evidenced using teacher predictions, then summer results in August 2024.</p> <p>KS3: The gap between PPG eligible pupils and non-PPG students narrows. The percentage of PPG students considered 'On or Above track' is equal or better than non-PPG in at least the core subjects.</p>
<p>3. All disadvantaged students receive High-Quality Teaching across the curriculum at all key stages through:</p> <ul style="list-style-type: none"> • the appropriate allocation of staff/classes/sets to disadvantaged students; • the provision of high-quality CPD for all teaching staff, Learning Support Assistants and Cover Supervisors; • the recruitment and retention of high-quality teachers; • deployment of LSAs to better support disadvantaged students; • consistently good implementation of PPG strategies across all faculties and • clearer understanding of staff at all levels of the barriers facing disadvantaged students 	<p>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. Students and parents feedback identifies strengths in the quality of teaching.</p>

<p>4. Utilise Lead Practitioners in ensuring high - quality provision.</p>	<p>Learning Walks, Lesson Observations, Work scrutiny etc. consistently show high quality, adaptive teaching and learning in all faculties.</p>
<p>5. Improved engagement of parents of disadvantaged students at school events, in particular Parents' Consultation Evenings. Parents feel well communicated with and supported by the school.</p>	<p>PPG student/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 2023 and March 2024) identifies that the school communicates well and parents feel supported.</p>
<p>6. Disadvantaged students are more aspirational and ambitious for their future education and employment in all key stages. Pastoral staff observing disadvantaged students in lessons, looking at behaviour for learning. Home contact for disadvantaged students to offer support. Fewer exclusions and demerits, making students feel more positive about school. Students receiving rewards for good work or behaviour for learning.</p>	<p>In-school careers interviews are well attended. Students 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 demerits and an increase in achievement points of students eligible for PPG across all key stages.</p>
<p>7. Mentoring and counselling offered to disadvantaged students. Students provided with key resources and support with homework, independent tasks and remote learning. Support for disadvantaged students so that they can access the learning opportunities.</p>	<p>A reduction in the gap for attainment and progress of students eligible for PPG across all Key Stages. More disadvantaged students accessing the counselling services. An increase in the number of disadvantaged students accessing homework support. Disadvantaged students provided with resources.</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.

High – Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £180 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staff responsible	Cost (£)	Desired Impact
A. Increase staffing capacity to reduce class sizes and mentoring provision predominantly in core subjects (Lead Practitioners), Subject Mentors, LSA support, Pastoral Support and Home School Attendance Officer.	<p>EEF states: ‘The average impact for reducing class size is around 2 months additional progress over the course of an academic year’. Ensuring that students receive quality pastoral care allows teachers to concentrate on providing high – quality Teaching and Learning.</p> <p><i>EEF +4</i></p> <p>Students’ attendance is linked to pupil outcomes. Students with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-4 including English and mathematics than students that missed 15- 20% of KS4 lessons. In-class support that allows for planned, targeted small group provision has proven impacts on outcomes for students.</p> <p>Attendance rate for students eligible for PPG is 89.2% (below the target for all students of 95% and national attendance of 91.2%). 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; students with no absence are 3.5 times more likely to achieve</p>	1, 2, 3, 4	<p>JTR DOS JCA JHU LTU</p> <p>LBR RCO GBE</p>	160 000	<p>Students have access to high-quality teaching and environment where potential and existing barriers are removed; students are able to access our broad and balanced curriculum.</p> <p>Progress 8 figures in line or better than national expectations.</p>

	a positive Progress 8 figure (The school's 2023 GCSE results) including English and mathematics compared to those 15-20% of KS4 lessons.				
B. CPD for teachers, LSAs and Cover Supervisors focused on improving high-quality teaching and learning: Embedding Ordinarily Available Framework, Adaptative Teaching and The Bromfords Teaching and Learning Toolkit	Enhanced CPD will allow all teachers, LSAs and Cover Supervisors to plan and prepare to ensure that PPG students' needs are catered for and therefore all PPG students receive High – Quality Teaching. New Teaching and Learning toolkit is embedded in all lessons. <i>EEF +7</i>	2, 3	DOS HWI HoDs	2 000	Students have access to high – quality teaching and learning. Students make progress in all lessons.
C. Whole school literacy strategy launched to improve reading and student vocabulary.	All students will be able to read regularly with the support of a supervising adult, they will have opportunities to broaden their understanding of texts and they will have exposure to grammar and vocabulary that they would not have otherwise had. <i>EEF +6</i>		DOS MKE	15 000	Students will raise their reading age so this will mean that they can access examinations more readily and they will be able to utilise extensive vocabulary in these exams
D. Reading club introduced for disadvantaged students and attendance is monitored.			DOS MKE KSM	3 000	

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

Budgeted cost: £186 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staff responsible	Cost (£)	Desired Impact
E. Small group or 1:1 provision to be accessible to identified students in key subjects.	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. <i>EEF +4</i> <i>EEF +5</i>	2	GBE LMO GCH	90 000	Disadvantaged students progress is in line with their peers.
F. Provide small group and 1:1 Reading intervention for identified students with lower literacy skills.			DOS MKE JCA	32 000	Improvement in Reading ages of disadvantaged students
G. Provide opportunities for students to access careers and higher education services and information to improve aspiration. <i>E.g., University visits, Enrichment Drop Down days, Careers Fair etc.</i>	National evidence suggests that some PPG students 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 relates to the world.	4, 5	KLY BDA	5 000	Disadvantaged students have clear next steps.
H. Establish a 'Brilliant Club' for identified students to raise their aspirations, and develop their skills, knowledge and confidence.		4, 5	DOS	6 000	Disadvantaged students gain knowledge and confidence to apply for university.

I. Provide opportunities for students to have somewhere to complete homework (Homework club)	PPG students 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. <i>EEF +5</i>	2, 4, 5, 6	DOS	5 000	High levels of student engagement, Improvement in home learning completion and low levels of sanctions for non-completion.
J. Provide revision strategies, opportunities and resources to support curriculum access and promote progress for students. <i>E.g., revision techniques, guides, revision resources, 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. Focus on metacognition techniques. <i>EEF +7</i>	2, 4	GBE EHU SFU HoDs	4 000	Removal of barriers surrounding access to learning.
K. Provide necessary curriculum materials to facilitate curriculum access. <i>E.g., Ingredients and materials for Technology lessons, stationery, etc.</i>	Disadvantaged students may have financial difficulties that prevent them from accessing required materials that enable them to 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	DOS HoDs	4 000	Removal of barriers surrounding access to appropriate resources.
L. Ensure that enhanced counselling provision is in place to support identified students.	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	1, 2, 6	SFU EHU HoYs	30 000	Students develop strategies to support them regulate.

<p>M. Ensure that disadvantaged students receive a range of pastoral interventions to support their mental health and wellbeing. E.g., SMART minds, West Ham support, SEMH intervention, etc.</p>	<p>classroom and improve attendance. <i>EEF +4</i></p>		<p>RCO</p>		
<p>N. Continue to provide a wide variety of curriculum enrichment opportunities to develop cultural capital. <i>E.g., DofE, visits to London Museums, Theatres, etc.</i></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. <i>EEF +3</i></p>	<p>5</p>	<p>DOS SBA LPH HoDs</p>	<p>10 000</p>	<p>Students will develop their culture capital.</p>

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

Budgeted cost: £6 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staff responsible	Cost (£)	Desired Impact
O. Ensure that a free breakfast is in place for disadvantaged students.	Students' attendance is linked to student outcomes. By providing breakfast for PPG students ensures that students are set up for the day.	1, 2	DOS CKI MRI	3 000	Students are provided with breakfast to set them up for the day.
P. Improve reward system to celebrate and raise attendance in all year groups.	Students' attendance is linked to student outcomes. By rewarding students appropriately they will be motivated to attend school.		LBR Attendance Team HoHs	1 000	The attendance of percentage disadvantaged students are in line with their peers.
Q. Ensure that all disadvantaged students are able to attend school and in the 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	DOS SFU EHU	2 000	Removal barriers surrounding access to school and uniform.

Total budgeted cost: £372 000

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.

	2022-23 Exam Results		2021-22 Exam Results		2020-21 CAGS Results	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Cohort	46	137	45	137	38	107
% Cohort	21	79	25	75	26	74
A8 Average	39.41	40.01	28.58	37.57	32.97	45.72
P8 Average	-0.67	-0.30	-1.50	-0.54	-0.78	0.40
% Positive P8	20.9	43.3	11.0	33.0	12.0	50.0
% Grade 5+ EM	28	47	27	30	26	49
% achieving 9-4 incl. EM	33	53	31	50	40	76
P8 in English	-0.78	-0.35	-1.49	-0.52	-1.10	-0.17
P8 in Maths	-0.29	-0.04	-1.31	-0.33	-0.56	0.36

2022/23 results indicate that the progress (P8) of disadvantaged students was lower than in the previous two years. It must be noted that 2020/21 were based on Centre-Assessed Grades (CAGS). This highlights the positive impact of interventions put in place, such as Master classes, NTP and revision strategy sessions on the outcomes of disadvantaged students. Although disadvantaged students face many challenging barriers, evidenced based strategies were implemented to ensure that students had access to high quality teaching and learning, as well as a range of targeted academic and pastoral interventions to close the gap in learning.

The 2022/23 data show narrowing of the gap between disadvantaged and non-disadvantaged data (A8 gap 2021/22 was – 8.99 which improved significantly to 0.60 in 2022/23; P8 gap was – 0.96 in 2021/22 which also improved to – 0.37). The gap for both A8 and P8 between disadvantaged and non-disadvantaged students is closer than national. Even though key barriers remain the same as previous years and the elements of the plan largely remain the same, our assessments highlight students' behaviour, wellbeing and mental health remain key challenges for the school, particularly for disadvantaged students. We used the Pupil Premium Grant to provide wellbeing support for students, and targeted interventions where required. We are building on that approach this year as part of the start of our new 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 students, particularly disadvantaged students (*EEF +6*).
- Ensuring that the 'Ordinarily Available' approach to teaching and learning which incorporates scaffolding and metacognition. EEF evidence demonstrates significant benefits for students (*EEF +6*).
- Embedding more effective strategies which develop the reading, oracy and writing skills of students. Evidence from EEF shows the benefits to students (*EEF +6*).
- 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 students will be encouraged and supported to participate.