

## Pupil Premium Strategy Statement: The Brooksbank School

1. Summary information					
School	The Brooksbank School				
Academic Year	2020/21	Total PP budget	£348,070		
Total number of students	1829	Number of students eligible for PP	442 (funded) 24.2%	Date for next internal review of this strategy	June 2021

2. Current attainment (2019-20 leavers) C.A.G		
	Students eligible for PP (your school)	SISRA Students not eligible for PP(National non)
<b>% achieving 9 - 4 in Maths and English</b>	58.9%	71.5%
<b>Progress 8 score average</b>	-0.60	0.01
<b>Attainment 8 score average</b>	39.9%	50.32%
<b>Progress Score English</b>	-0.63	0
<b>Progress Score Maths</b>	-0.57	0
<b>Attainment score English</b>	4.2	5.2
<b>Attainment score Maths</b>	3.5	4.9

3. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	Literacy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress. The attainment gap for literacy widens as students' progress through school.
<b>B.</b>	The gap between students eligible for PP and others nationally, although diminishing, is still significant.
<b>C.</b>	Some disaffection issues for a small group of students (mostly eligible for PP) is having a detrimental effect on their academic progress. Disadvantaged students are more likely to be excluded from school and/or exhibit challenging behaviour.
<b>External barriers</b>	
<b>D.</b>	Students eligible for PP often have lower aspirations, low self-confidence and low resilience.
<b>E.</b>	Students eligible for PP are less likely to participate in Out of School Hours activities and are poorly represented at the more elite school events.
<b>F.</b>	Attendance rates for students eligible for PP are lower than other students. A higher proportion are persistently absent. This reduces their school hours and causes them to fall behind.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy for all students eligible for PP.	Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students. 50% exceed progress targets. Literacy skills are developed throughout the school so that no disadvantaged student falls further behind. Evidenced using reading assessments, English written assessments and examination results.
<b>B.</b>	Diminish the difference between the achievement of disadvantaged students and other students nationally. (Post OFSTED priority)	Students eligible for PP make as much progress as 'other' students nationally. At least 80% of disadvantaged students meet their FFT (top 20%) targets. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
<b>C.</b>	Continued development of alternative support programmes and interventions for students at risk of being excluded. Develop character and resilience.	Students achieve better qualifications and remain in full time education or training. Engagement in school improves with fewer exclusions and behaviour incidents.
<b>D.</b>	Students have higher aspirations, increased confidence and resilience and are given more opportunities to develop leadership skills.	Increased numbers of PP students go into the Sixth Form and then on to University. 1 in 3 students who receive leadership awards are disadvantaged.
<b>E.</b>	Greater participation by PP students in OOSH activities. Increased involvement in activities that promote Cultural Capital.	85% of PP students regularly attend at least one OOSH club. 1 in 4 students who represent the school at the more elite events are eligible for the Pupil Premium. All students have a record of Cultural capital involvement in their PSHCE file.
<b>F.</b>	Improve attendance of PP students and reduce the number who are PA (below 90%).	Attendance of PP students falls in line with non PP and number of PA falls.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020/21</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. High levels of progress in literacy for all students eligible for PP.	Continued use of "Doddle". Presentations in assemblies to focus on key literacy skills. Use as an intervention tool.	EEF research indicates that regular use of digital technology is associated with moderate learning gains (on average an additional four months).	Doddle paid by PP funding. Learning walks and work scrutiny.	Head of English	Termly: Leadership Framework activities.
A. High levels of progress in literacy for all students eligible for PP.	Weekly registration activity focusing on Literacy and spellings for Years 7 to 11.	EEF research makes a direct link between improved Literacy skills and increased attainment.	Learning walks by SLT and HOYs. Staff feedback.	Literacy co-ordinator	Weekly visits. Termly review.
A. High levels of progress in literacy for all students eligible for PP.	Development of a whole school approach to Literacy. Staff training day on Literacy.	EEF research makes a direct link between improved Literacy skills and increased attainment.	Leadership Framework activities. Department action plans.	Literacy co-ordinator	Department review cycle.
A. High levels of progress in literacy for all students eligible for PP.	Appointment of a Literacy Co-ordinator.	Whole school approach needs improved coordination.	Impact of all the above.	Deputy Head: T&L	Termly
A. High levels of progress in literacy for all students eligible for PP.	Continued use of Read & Write software. Development of Lexia Software to further reduce gaps.	Already had an impact. Literacy remains an area to develop.	Learning walks. Training on Read and write and Lexia software.	SENCO Literacy Teacher.	Termly

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B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Individual department strategies to support disadvantaged students.	Increased accountability amongst staff to link funding requests to impact.	Each department given an allocation of funding based on the number of PP students studying their subject. Review of PP spending and impact reports.	Deputy Head	Termly: Reports to governors/SLT.
B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Continued provision of an extra hour in English and Maths; additional set created in Maths. (covid restricted)	Increased attainment in both English and Maths proved that this was successful.	Leadership Framework Activities English and Maths.	Heads of English and Maths. SLT Links.	Department review cycle.
B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Interviews with all disadvantaged students to identify gaps in and barriers to learning. Electronic equipment purchased where necessary.	EEF research indicates that regular use of digital technology is associated with moderate learning gains (on average an additional four months).	PP monies used to purchase necessary equipment.	Deputy Head	TSR points.
B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Head of Year and AHOY to interview all disadvantaged students in Year 9, prior to them making their option choices.	This has been an effective strategy in the past. Ensuring students are placed on the right courses is essential for maximising achievement.	Record of meetings notes. Improved engagement in lessons. Improved outcomes.	Deputy Head	Post option choices.
B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Introduction of Knowledge Organisers throughout Key Stage 3 & 4.	Disadvantaged students are far less likely to work independently and this whole school approach will help them to develop these skills.	PP monies used to fund the additional cost of Knowledge Organisers and exercise books. Cost of additional parents' evening and other support/training activities.	Deputy Head	Student/staff/parent voice at half term and after Christmas.

<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. High levels of progress in literacy for all students eligible for PP.	All students screened on entry: NGRTA reading test. Paired reading scheme and 1:1 reading support for those below 9 years.	Already had success with this programme: 83% improved reading age by at least 6 months; 16% of this cohort made more than 2 years equivalent progress.	Monitoring of intervention work. LSA training and support and assessment software partially paid for by PP funding (also catch-up premium).	SENCO	Re-test in Spring.
A. High levels of progress in literacy for all students eligible for PP.	More able weak readers supported by trained Sixth Formers. (Covid restricted)	Proven success of this scheme as above.	Monitoring of intervention work. Mentor training and support. Sixth Formers will not be paid but will receive a shopping voucher as a reward, partially paid for from PP funding (also catch-up premium).	SENCO	Re-test in Spring
A. High levels of progress in literacy for all students eligible for PP.	Specialist Literacy teacher to provide small group intervention.	After one year in post, this has proven to be an extremely successful appointment.	Learning walks. Assessments.	SENCO	Department review cycle.
B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Continued small group and 1:1 intervention sessions for underachieving disadvantaged students in English.	Small group interventions with highly qualified staff are known to be effective.	Learning walks. Assessments.	Head of English	Every TSR point
B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Year Group Homework Club during lunchtime in bubble areas.	Some students struggle to understand what is expected of them for homework.	Guided LSA support with knowledge of each subject area.	SENCO	Termly
B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Track progress of students by different cohorts to explore patterns and link interventions to specific groups.	Targeted intervention and bespoke programmes of support have previously proved to be successful. PP students do not all have the same needs. E.G work with Hard to Reach boys. Boxing initiatives	PP monies to fund additional intervention strategies. Learning walks to observe students.	Deputy Head	TSR points.

B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Lead teachers in core subjects to implement strategies to tackle potential under-achievement.	Targeted intervention and bespoke programmes of support have previously proved to be successful.	PP monies used to partially fund these three posts.	Head of Maths/English/ Science	Department review cycle. TSR points.
B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Year 11 after school revision/catch up programme	Further opportunities for specialist teachers to provide small group support	Clear timetable, specialist teachers provide the opportunity for examination success for those who are under achieving.	AHoY 11	TSR data points.

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C. Continued development of alternative support programmes and interventions for students at risk of being excluded.	Employment of specialist Behaviour LSA. Development of student support plans.	Work within the Focus Centre has already had a positive impact. Covid restricted, based in Year group bubbles to support.	Learning walks.	Deputy Head: Inclusion	Attendance, behaviour reports. TSR points.
C. Continued development of alternative support programmes and interventions for students at risk of being excluded.	Alternative Provision Programme – employment of two specialist staff. To ensure that the most “hard to reach” students continue to be engaged in education.	<i>The Link</i> has now run for two years and has been highly effective.	Learning walks and Leadership Framework activities.	Deputy Head: Inclusion	TSR points and examination results. Improved outcomes for this cohort. Feedback from employers. Post 16 options in place.
C. Continued development of alternative support programmes and interventions for students at risk of being excluded.	Further programmes to be funded for example VIY project and Dance Yorkshire. Forest Schools Project	These two partnerships have been highly effective and engaged some of our more difficult youngsters.	Staff overseeing this. Students receive accreditation for completion of courses.	Deputy Head	After completion of each project.
C. Continued development of alternative support programmes and interventions for students at risk of being excluded.	Introduction of behaviour improvement programmes for individual students. Increased Pastoral Support with Support worker for each year group.	To share out the current expertise in school.	Student voice and engagement. PP monies will fund reward activities.	Deputy Head/Assistant Head.	Half-termly analysis of behaviour and attendance data.
D. Students have higher aspirations, increased confidence and resilience and are given more opportunities to develop leadership skills.	All PP students in Years 10 and 11 interviewed individually by members of SLT and then supplied with a range of support materials to help them decide on FE options.	Evidence suggests that underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required to achieve them.	The Raising Achievement Co-ordinator post is partially funded by PP monies. Along with the relevant Head of Year he will oversee the mentoring of these students and liaise with key personnel ie. Careers advisors, form tutors.	Raising Achievement Coordinator	Christmas

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E. Greater participation by PP students in OOSH activities. Evidence of enriched Cultural Capital involvement.	Student prefects and subject ambassadors to target students and accompany them to OOSH activities. Covid restricted. PSHCE folders reflect involvement.	A personalised approach, particularly when driven by older students, is more likely to be effective. Students are more likely to engage if they are accompanied.	HOY to monitor attendance. Form tutors to monitor Cultural Capital record.	HOY PSHCE Lead	Christmas review of OOSH engagement.
F. Improve attendance of PP students and reduce the number who are PA (below 90%).	Early identification of PP students. Launch of whole school attendance strategy.	The quicker parents/carers are involved and agencies recruited to support the better.	PP funding contributes to paying for additional hours of EWO support. Additional rewards to increase level of competition and raise the whole school profile of attendance.	AH: Attendance	Monthly attendance analysis.
<p><b>Approximate breakdown of costs for Quality Teaching for all and Targeted support:</b></p> <p>Doddle subscription: £1200; Literacy Registration Activity Booklets &amp; Training resources: £4000; Literacy Coordinator TLR: £2500; Read &amp; Write software: £450; Department allocation for PP projects: £40000; Additional English/Maths lesson and extra set in Maths: £49208; Provision of electronic devices for Year 10 &amp; 11 students: 30 x £300 = £9000; Sixth Form Mentors: 24 sessions @ £10 for 15 students = £3600; Cost of Knowledge Organisers, exercise books and additional training/induction events: £17000. Lexia UK £6,900 LSA intervention: £20000; Reading software: £400; Sixth Form Mentors: £3000; Literacy Teacher: £19555; English Learning Mentor: £14000; Focus Centre Staffing: £32000; Alternative provision Staffing and additional resources: £52,000; Lead Teachers: £6000; Engagement projects: £3000; Raising Achievement Co-ordinator (partial): £2000; Student Development Co-ordinator: £3594; EWO hours (partial): £1800; Attendance rewards:£1000.</p>					

iii. Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High levels of progress in literacy for all students eligible for PP.	Annual Readathon and Brooker prize competition in Years 7 and 8. Book boxes in every classroom: resources continue to be boosted through PP funding. Covid restricted.	Regular access to reading materials and encouragement to read widely boosts literacy skills.	PP funding is used to contribute to resources in the LRC to distribute accordingly. Reading activities closely monitored through learning walks. Alternative LRC booking system.	AH LRC	Spring – after literacy re-testing.
A. High levels of progress in Literacy for all students eligible for PP.	All disadvantaged students are provided with a reading book every term.	Research by <i>The Reading Agency</i> shows that by the final year of compulsory schooling, the reading skills of English children from disadvantaged backgrounds are on average two and a half years behind those from the most affluent homes.	PP funding will be used to buy the books. Students will be invited to write a review on their book to share with peers.	Literacy strategy group.	Every term through voluntary reviews and student voice activity.
A. High levels of progress in Literacy for all students eligible for PP.	Continued registration of <i>Letterbox Club</i> and <i>BookTrust BookBuzz</i> programme.	Started last year – needs to run the full course.	PP funding used to pay subscription costs.	SENCO and Head of English	End of programme
C. Continued development of alternative support programmes and interventions for students at risk of being excluded.	Continue to provide strength and capacity to the pastoral team.	Five pastoral support workers provide support to the most vulnerable in each Year Group.	All partially funded through PP monies.	Deputy Head.	Ongoing.
D. Students have higher aspirations, increased confidence and resilience and are given more opportunities to develop leadership skills.	Appointment of a Raising Aspirations Co-ordinator with a particular focus on PP students.	More effective co-ordination of the work of departments will ensure that a culture of high aspirations is promoted throughout the school community.	The newly appointed Raising Achievement Co-ordinator has been partially funded by PP monies (accounted for in part ii).	Deputy Head SHU	Termly review.

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D. Students have higher aspirations, increased confidence and resilience and are given more opportunities to develop leadership skills.	Implement a Higher Education Plus Programme with a particular focus on the most-able Sixth Formers.	Visits to universities have proven motivational in the past. PP students are held back by “gaps” in their CVs and so will benefit from additional support in this area.	Whilst this is a whole school intervention, to ensure that PP students are able to participate, funding will be provided to support their involvement.	Director of Sixth	Termly review.
D. Students have higher aspirations, increased confidence and resilience and are given more opportunities to develop leadership skills.	Introduction of whole school mental health strategy. Year 11 Power of Resilience Day	Increased numbers of students who are self-harming, suffering from anxiety and even suicidal	Training for key staff to deliver bespoke programmes. Additional staff training and resources.	Deputy Head:	Termly Day in October 2019
D. Students have higher aspirations, increased confidence and resilience and are given more opportunities to develop leadership skills.	Introduction of new model for school council.	The SMART model has had proven success in other schools.	Training for staff and additional resources to be funded through PP monies.	Deputy Head	Fortnightly meetings.
E. Greater participation by PP students in OOSH activities.	All staff to actively encourage PP students to get involved in OOSH activities. Particularly Arts subjects. Covid restricted	EEF research indicates that overall, the impact of arts participation on academic learning is positive and improved outcomes have been identified in English, mathematics and science learning.	Attendance at OOSH activities: reports from HoDs.	HOY	Christmas review of OOSH engagement.
E. Greater participation by PP students in OOSH activities.	Covid restricted, source alternatives. Continue with instrumental loan scheme and provision of free music lessons for all disadvantaged students. Participation in Young Voices.	Learning a musical instrument increases attainment in Maths.	Attendance/engagement reports from peripatetic music teachers. Maths attainment data.	Head of Maths and Head of Music.	TSR points.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Improve attendance of PP students and reduce the number who are PA (below 90%).	Launch of new Whole school attendance strategy.	Previous experience of implementing a similar strategy at another school was highly effective.	Attendance spreadsheet	AH: Attendance	Monthly.
F. Improve attendance of PP students and reduce the number who are PA (below 90%).	Continue to provide additional invigilators to support exam access arrangements for more vulnerable students.	Proven to be successful.	Attendance in exams.	Deputy Head	Examination periods.
F. Improve attendance of PP students and reduce the number who are PA (below 90%).	Provision of specialist counselling services for vulnerable students.	Proven to be successful.	Feedback from Invictus. Attendance/engagement Support from THISS project and Noahs Ark.	AH: Inclusion	Termly reports.
F. Improve attendance of PP students and reduce the number who are PA (below 90%).	Appointment of 5 Assistant Head of Year to launch the ABC strategy.	Research from a school in Blackpool has already proved to be successful with the implementation of this.	Attendance and behaviour data. PP monies to fund additional time for these 5 post holders.	Deputy Head: T&L	Termly feedback
<b>Approximate breakdown of costs:</b> Music tuition: £2300; PE 747 scheme: £850; Funding for additional OOSH activities: £3500; Contribution to LRC funding: £3000; Pastoral intervention: £3000; HE Plus programme: £1500; Invictus: £3600; Book club registration: £1800; Young Voices event: £2000; Additional grants for residential and curriculum trips: £5000; relaunch of school council and additional resources: £4000; Mental Health Strategy: £12000; Assistant Heads of Year: £5000. Cost of Power of Resilience day external support £3000					

<b>Expenditure Summary 2020-21 (Approximately)</b>	
Quality of teaching for all	118,000
Targeted support	150,000
Other approaches	65,000
<b>Total Expenditure</b>	<b>£345,000</b>