



THE  
BROOKSBANK  
SCHOOL

## Impact of Pupil Premium 2019 – 2020

Due to the Covid restrictions and lockdown, the measurement of the impact of PP spending has been difficult. Regular welfare calls from the Pastoral Team ensured contact was made with all our PP students and support provided for their learning and emotional well-being.

*Aspire and Achieve*

## Report on spending of the Pupil Premium and Impact 2019/20

<b>Pupil Premium 2019/2020</b>	
<b>Number of students eligible</b>	342
<b>Total PP received</b>	£329,120

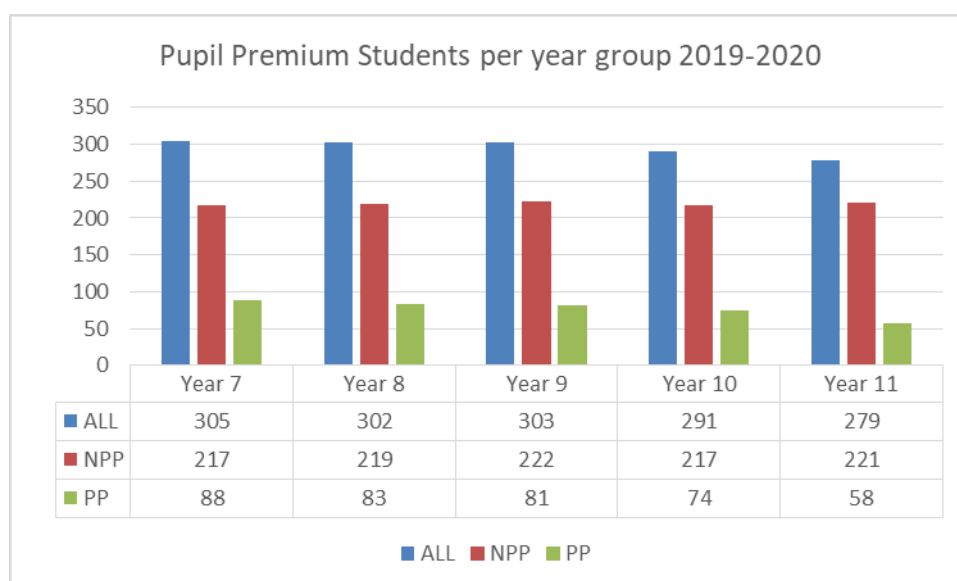
### Key Objectives 2019-20:

- A. High levels of progress in literacy for all students eligible for PP.
- B. Diminish the difference between the achievement of disadvantaged students and other students nationally.
- C. Launch a successful 'Alternative Provision' programme for KS4 students and develop a range of alternatives to exclusion.
- D. Students have higher aspirations, increased confidence and resilience.
- E. Greater participation by PP students in OOSH activities.
- F. Improve attendance of PP students and reduce the number who are PA (below 90%).

<b>Expenditure Summary 2019-20</b>	
Quality of teaching for all	£111,449.74
Targeted support	£165,996.48
Other approaches	£51,674.19
<b>Total Expenditure</b>	<b>£329,120.41</b>

Research from EEF (education Endowment Foundation) proves that Quality Teaching helps every child, especially those in receipt of PP funding. At Brooksbank we have invested a large proportion of this funding into High quality Teaching and Learning. Our robust programme of 'In School CPD' on Teaching and Learning, allows teachers to develop their practice and students to attain.

### Pupil Premium Cohort: 2019-2020 Internal School Data



## GCSE Results: Previous Year Group trends against National Non

Headline Measures	Disadvantaged Cohort							National Others (2019)	National Others (2018)	National Others (2017)
	2020 Results	2019 Results	Gap (vs nat others)	2018 Results	Gap (vs nat others)	2017 Results	Gap (vs nat others)			
4-9 English and Maths	26%	37.0%	-35.0%	47.0%	-24.5%	34.0%	-37.0%	72.0%	71.5%	71.0%
5-9 English and Maths	43%	22.0%	-28.0%	26.0%	-24.1%	19.0%	-30.0%	50.0%	50.1%	49.0%
Attainment 8	39.99	35.30	-14.85	38	-12.1	35.5	-14.3	50.15	50.1	49.8
Progress 8	-0.15	-0.59	-0.71	-0.42	-0.55	-0.7	-0.8	0.12	0.13	0.1
Progress Score English	-0.63	-0.42	-0.53	-0.69	-0.8	-0.8	-0.9	0.11	0.11	0.1
Progress Score Maths	-0.57	-0.72	-0.83	-0.5	-0.62	-0.7	-0.8	0.11	0.12	0.1
Attainment Score English	8.43	8.20	-2.39	7.9	-2.7	7.5	-3.1	10.59	10.6	10.6
Attainment Score Maths	7.73	6.37	-3.41	7.1	-2.7	6.6	-3.1	9.78	9.8	9.7

## 2019-2020

Name	Filter Value	Stu Count	KS2 Prior	9-7 E/M	9-5 E/M	9-4 E/M	EBacc Strong	EBacc Standard	EBacc APS	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8	Open P8	Total P8	Positive P8 Score
Pupil Premium	Non PP	189	4.98	23	109	161	3	5	4.33	53.16	11.01	10.55	0.02	0.02	-0.1	0.08	0.04	93
Pupil Premium	PP	95	4.6	5	22	56	0	0	3.2	39.99	8.43	7.73	0.63	0.57	0.73	0.66	0.64	27

**Impact: Attendance 2019-2020 Internal School Data**

	Sep	Oct	Nov	Dec	Jan	Feb
<b>Whole School</b>	95.87%	95.84%	95.90%	95.68%	95.60%	95.54%
<b>Disadvantaged Students</b>	92.84%	93.61%	93.73%	93.42%	93.31%	93.19%
<b>Disadvantaged Gap</b>	-3.03%	-2.23%	-2.17%	-2.26%	-2.29%	-2.35%
<b>PP Gap against Nat Non FSM*</b>	<b>-3.66%</b>	<b>-2.89%</b>	<b>-2.77%</b>	<b>-3.08%</b>	<b>-3.19%</b>	<b>-3.31%</b>

## Review of expenditure 2019-2020

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
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 and use as an intervention tool.	Medium: Doddle is in regular use by English teachers. Used as an intervention strategy for areas of weakness as highlighted by assessments.	Will continue to pay the subscription and use throughout the school. More development needed as an intervention tool. Not always used for assemblies – needs re-launching.
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.	High: Literacy Registration Activities now take place once a week in Year 7 to 10. Positive response.	Will be continued this academic year.
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
B. Diminish the difference between the achievement of disadvantaged students and other students nationally.	Individual department strategies to support disadvantaged students. Training required on demonstrating impact.	Medium: Department funding has been used for a wide range of resources and activities. Improved performance of DA students in the majority of subjects suggests this has had an impact. Continued funding of curriculum trips for DA students.	There will continue to be an individual department allocation of funding.

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.	Medium: English and Maths continue with extra hour of provision. Additional set created in Maths. Improved outcomes for DA students in both. Year 7 English setting approach has been changed.	This is being continued.
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C. Launch a successful 'Alternative Provision' programme for KS4 students and develop a range of alternatives to exclusion. F. Improve attendance of PP students and reduce the number who are PA (below 90%).	Continue to provide strength and capacity to pastoral team.	High: Two Pastoral Support Workers are partially funded through PP monies.	These two posts will continue to be funded.
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
D. Students have higher aspirations.	Employment of a Raising Aspirations Co-ordinator with a particular focus on PP students.	Medium: Range of strategies have been implemented.	Will continue to fund this post.

D. Students have higher aspirations.	Implement a Higher Education Plus Programme with a particular focus on the most-able Sixth Formers:	Medium: HE Plus programme in the Sixth Form continues. Y12 students now identified (22 students). 24 Year 10s attending workshops at Leeds University of Medicine. Year 10 group went to Nottingham University. Year 10 group went to Cambridge University. 12 Year 9 students went to a STEM event at Huddersfield University.	Will continue to fund this post for another year – closer monitoring and evaluation of impact needed.
D. Students have higher aspirations.	Development of partnership with VIY.	High: 2 projects have taken place. The 2 <sup>nd</sup> project resulted in all students receiving a City and Guilds qualification.	Will continue to develop this partnership. Further project planned to start in September.
D. Students have higher aspirations.	Tenner Challenge took place with Year 9.	Medium: Really positive response. Very well attended.	This event will be repeated.
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
E. Greater participation by PP students in OOSH activities.	Young Voices event funded through PP monies.	High: 120 students attended the event.	Plans to attend the same event next year.
F. Improve attendance of PP students and reduce the number who are PA (below 90%).	HOY attendance groups focusing on students with poor attendance and those at risk of becoming PA.	Low: Attendance of DA students has fallen. Attendance incentives funded.	New attendance strategy to launch in September.
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

F. Improve attendance of PP students and reduce the number who are PA (below 90%).	Provision of specialist counselling services for vulnerable students.	High: Increased demand for these services.	Looking at widening the provision and incorporating 'mindfulness' into registration activities. Mental Health working party in place.
F. Improve attendance of PP students and reduce the number who are PA (below 90%).	Attendance panels set up. EWO funded though PP monies.	Medium: Positive response although real impact will be measured in the new year.	