

## Brine Leas School Pupil Premium Strategy Statement 2020- 2021 [Draft]

### Pupil premium spending current academic year

SUMMARY INFORMATION			
Date of most recent pupil premium review:	13 <sup>th</sup> -14 <sup>th</sup> January 2020	Date of next pupil premium review:	Spring 2022
Total number of students:	1448	Total pupil premium budget:	£185,000
Number of students eligible for pupil premium:	205	Amount of pupil premium received per child:	£955

STRATEGY STATEMENT			
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## SUMMARY INFORMATION

Following the Headteacher's appointment in January 2019, the school's drive for equity has been redefined and shared with all postholders; it builds on a number of tried and tested successful strategies, that include:

- Bursaries into the sixth form to support students in staying on. Some students from rural areas use this for transport costs. The school also has a flexible entry policy for disadvantaged students to support their continuation. This has clearly been successful, as the cohort profile reveals.
- Careers and Guidance, with PP students prioritised for meetings, and follow up. The impact of this work can be clearly seen in progression data.

Strategies implemented in 2019-2020 that had a positive impact include:

- A newly re-structured pastoral team that has reduced exclusions, introduced targeted Assertive Mentoring and improved attendance of disadvantaged students including those who are cared for. Personal Education Plans support students well and a proactive approach to identifying barriers such as Special Educational Needs support disadvantaged and vulnerable students' access to education.
- A newly re-structured extended leadership team places leadership of pupil premium and parental engagement together to foster communication with all families.

There has been a focus on the areas for development identified by Ofsted in April 2017:

- Further diminish the difference between the **progress** of disadvantaged students and other students nationally
- Continue to improve the **attendance** rates of disadvantaged students and of students who have special educational needs and/or disabilities.

Pre- pandemic attendance of disadvantaged learners had become a strength of the school, with many registering 100% attendance. The pandemic is extremely challenging in terms of attendance of all students and a number of strategies are now being implemented.

The cohort profile indicates that each year 10-14 disadvantaged students enter with below secondary ready attainment. This does not reflect or parallel the cohort profile of the school as a whole. 'Think Reading' has been successful as a catch -up programme, delivering progress in reading and therefore greater access to the curriculum. We rightly recognise reading as the corner stone of education and have retained reading and literacy as further actions for us to undertake.

### **Our targets are:**

- To reduce the attainment gap further between the school's disadvantaged students and others nationally
- To ensure that there has been equity of opportunity for all students

## Assessment information

Due to coronavirus, you won't have assessment data available for the 2019/20 academic year, and won't be able to benchmark progress against other schools. Instead, you can use your school's internal data (e.g. from formative assessments) for the period between **September and March**.

END OF KS4 (FOR SECONDARY SCHOOLS)		
	Students eligible for PP	Students not eligible for PP
% achieving 9-4 English and maths	65.63%	76.81%
% achieving combined science	59.26%	66.17%
Progress 8	0.2	0.62
Attainment 8	48.09	55.16

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Reading and writing are below secondary ready attainment on entry for a proportion of disadvantaged learners and this then impacts progress across a number of subjects
B	The pandemic has disproportionately affected disadvantaged learners' access to education and we are aware that gaps in learning are an immediate and pressing priority
C	The pandemic has exacerbated the need for robust pastoral care in school that encompasses: attendance; behaviour; and mental health so that students can engage with learning. Newly emerging disadvantage is also recognised as a barrier to well-being and achievement

## ADDITIONAL BARRIERS

### External barriers


D	Poor attendance of some disadvantaged learners (currently non PP – 94.6%, PP – 92.6%)
E	Exam preparation and career aspirations of disadvantaged learners across year groups needs greater support
F	Engagement with remote learning

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	All students are well prepared for academic success through targeted teaching that responds to need, and a robust approach to examination preparation is in place	The gap in progress continues to diminish between disadvantaged and non
B	All students receive support for their attendance and well-being so that the school mitigates the impact of external factors as far as possible	Attendance is at or above national average for disadvantaged and non
C	All students have access to a wealth of cultural experiences, leadership opportunities and the benefit of inclusion in the school's identity	There is evidence of engagement, in the school's leadership, house activities, school newsletters and whole class feedback

## Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>National developments and effective strategies within PP are disseminated to staff via a half termly disadvantaged newsletter</p> <p>Disadvantaged is on the agenda at curriculum meetings at least half termly</p> <p>Targeted intervention sheets for Y11 and Y13 to be distributed to Curriculum Leaders and reviewed</p>	<p>PP funding is targeted effectively to improve progress and remove barriers to learning</p> <p>PP progress will improve</p> <p>PP progress will improve</p>	<p>A concerted drive to provide evidence about disadvantaged attainment and progress is being undertaken by several organisations including: EEF, Teach First, the National Tutoring Programme, and the Sutton Trust.</p> <p>The dissemination of this information for our context is a priority.</p> <p>Evidence from family schools for closing the gap</p>	<p>Learning walks show that PP strategies are being used at least half termly</p> <p>The progress of disadvantaged students is monitored, and swift intervention put into place</p> <p>Intervention information shared with all teaching staff Curriculum leads to action and feedback</p>	R Dawson ELT	February 2021

<p>DfE laptops are distributed out to those students with a social worker and who have no access to digital devices to support remote learning and also to disadvantaged students</p>	<p>All students have access to high quality learning and are not disadvantaged by technological barriers</p>	<p>Recent legislation ensures that all students have access to remote learning.</p>	<p>Tracking of engagement with our main platform for remote learning (Microsoft Teams) identifies PP students and is followed up. Checking how many devices per household, quality of internet etc... takes place. Technical barriers addressed through IT support. Those who are FSM/have social worker involvement and where access issues are identified - laptops and internet booster dongles are provided. Work on Teams is available daily. Each lesson is posted so that if there is a device issue with a live lesson or multiple children need access at the same time, the lesson can be accessed at a different time.</p>	<p>V Skelding SLT R Dawson ELT C Lewis SLT</p>	<p>Close monitoring on a weekly basis</p>
<p>Knowledge Organisers and stationery packs clearly accessible for all disadvantaged students</p>	<p>Disadvantaged students will have excellent preparation from their teachers</p>	<p>Cohort attainment analysis on entry and internal tracking indicates that this is a need for some pupils.</p>	<p>Monitoring of content, student voice feedback and progress.</p>	<p>C Lewis SLT R Dawson ELT</p>	<p>Half Termly</p>
<p>Think reading to include disadvantaged students</p>	<p>Students literacy needs are met and mitigated as a barrier to progress</p>	<p>Cohort attainment analysis on entry and internal tracking indicates that this is a need for some pupils.</p>	<p>Tracking of disadvantaged reading ages and intervention</p>	<p>K Barber</p>	
<p>PP library service</p>	<p>Disadvantaged students are included</p>	<p>Cohort attainment analysis on entry and internal tracking indicates that this is a need for some pupils.</p>			
<p>© The Key Support Services Ltd   <a href="https://thekey.support.com/terms">thekey.support.com/terms</a></p>	<p>in whole school reading strategy</p>				

Total budgeted cost: £39,543

**Targeted support**

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Free School Meal covid planning and a breakfast offer for some disadvantaged students</p> <p>All disadvantaged students have equal access to opportunities, e.g. school leadership team, work experience</p> <p>Reassurance to parents who are becoming nervous or worried in relation to COVID cases to try to maintain attendance</p> <p>Phone calls from school counsellor, if required</p>	<p>External support prompted as need emerges, working with other services, e.g. foodbank, family support workers</p> <p>All students are safe and engaged with the school, through parental engagement</p>	<p>Robust systems are required to respond to widespread evidence of the effects of the pandemic on families</p> <p>FSM Winter Covid Grant scheme</p>	<p>Vulnerable students' attendance tracked through a welfare spreadsheet and if they have to isolate, shield etc</p> <p>Wider welfare is checked, as is emotional health, safeguarding and support. Evidence of liaison with agencies is logged using CPOMS</p> <p>Ensure that disadvantaged students know how to use the school website referral system if they are struggling with mental health issues</p>	<p>V Skelding SLT</p>	<p>Weekly welfare calls and monitoring of Teams</p>

<p>Disadvantaged students take part in at least one whole-school IH competition</p> <p>The number of merits and detentions for disadvantaged students is in line with non-disadvantaged students at BLS &amp; monitored after each merit collection point</p>	<p>Students feel that they have equity with their peers at school.</p>	<p>Well-being and inclusion contribute significantly to attendance and achievement.</p> <p>Disadvantaged students are disproportionately represented in exclusions, which in turn leads to students being Not in Education or Training (NEET)</p>	<p>Pupil premium lead to monitor the behaviour logs of disadvantaged students, in comparison to the behaviour of non-disadvantaged students and target behaviour, accordingly, working with the pastoral team</p> <p>All of the pastoral team to keep an up to date centralised list of disadvantaged students and centrally record any support given/offered</p>	<p>R Dawson ELT</p>	<p>Half Termly monitoring of tracking information</p>
				<p>Total budgeted cost:</p>	<p>£74, 246</p>
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>



<p>Disadvantaged students receive extra preparation for examinations and are prepared with equipment for all learning opportunities</p>	<p>The attainment and progress gap between disadvantaged and non-disadvantaged</p>	<p>Assessment arrangements for KS4 and 5 are currently in a state of flux. It is imperative that whatever the arrangements being made, that all pupils are well prepared</p>	<p>Knowledge Organisers clearly accessible for all disadvantaged students  Disadvantaged is on the agenda at curriculum meetings at least half termly   Targeted intervention sheets for Y11 and Y13 to be distributed to Curriculum Leaders and reviewed</p>	<p>R Dawson ELT</p>	<p>Prior to each examination series and post analysis of impact</p>
<p>Additional support for disadvantaged students regarding careers information, work experience interviews &amp; IAG sessions, and given necessary equipment for work experience</p>	<p>All vulnerable and disadvantaged students make an informed and appropriate progression choice with no students NEET</p>	<p>Historically, disadvantaged students have been disproportionately classified as NEET</p>	<p>Monitoring of post 16 and 18 choices   Keeping in touch with students post progression  Early identification of issues  Transition KS4-5 is monitored and supported</p>	<p>S O'Neill SLT</p>	
<p>Total budgeted cost:</p>					<p>£12,462</p>

## ADDITIONAL INFORMATION

In producing this strategy document, various sources of information have been considered:

The Improvement and development Priorities: Engagement and Disadvantaged 2020-2021

Ofsted Report April 2017

Pupil Premium Review of January 2020

Internal analysis of attendance

Sed Ed bulletins

Internal analysis of achievement

Educational Endowment Fund resources, e.g. podcasts

The Key educational resources

Brine Leas School three year pupil premium strategy statement for 2019/20-23

## Review of expenditure from previous academic year

### PREVIOUS ACADEMIC YEAR

Total amount: £173,724

#### Quality of teaching for all

Action	Intended outcome	Impact	Evaluation	Cost
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<p><b>Quality first tutoring and Pastoral Care</b></p> <p>High expectations of ALL students. Aspirational ethos. Targeted support for individuals. Championing disadvantaged and vulnerable students. MIS (bromcom) used effectively.</p> <p>Regular contact with home</p>	<p>Improved attendance, behaviour and approach to learning data for PP students because outstanding tutors and progress managers champion and support their disadvantaged and vulnerable students.</p> <p>Swift and targeted progress manager's intervention when needed. Including behavioural interventions such as 'respect'</p>	<p>Significant progress was made in consistency up to March:</p> <p>Reduced fixed term exclusions</p> <p>Increased attendance</p> <p>Assertive Mentoring had impact</p> <p>The move to remote learning and a blended approach has led to a shift in focus in terms of our provision</p>	<p>It is our intention to evaluate expenditure at the end of the financial cycle of 2021, in line with DfE guidance</p>	<p>By March 2020 it was too early to assess the impact of spending on the re-structured pastoral team</p>
<p>Targeted support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Impact</p>	<p>Evaluation</p>	<p>Cost</p>
<p><b>Pupil Premium Coordinator Support</b> Vulnerable students may regularly access support from our PP Coordinator. This can be daily or weekly and ensures that students feel safe and supported during periods when they may be struggling to engage with academic pursuits.</p>	<p>Improved attendance / behaviour / approach to learning / progress and attainment data for PP students because they are receiving high quality support from an adult they trust and who holds them to account</p>	<p>The school's response to the pandemic led to a shift in focus in terms of our plans and provision</p>	<p>It is our intention to evaluate expenditure at the end of the financial cycle of 2021, in line with DfE guidance</p>	<p>Spending has increased considerably as we respond to emerging need</p>
<p>One to one tuition</p>	<p>Bespoke targeted support for progress</p>		<p>It is our intention to evaluate expenditure at the end of the financial cycle of 2021, in line with DfE guidance</p>	<p>By March 2020 it was too early to assess the impact of spending</p>

Counselling	<p>Bespoke support for mental health issues and external barriers.</p> <p>Improved resilience and self-awareness leading to improved attendance / behaviour / approach to learning / progress over time.</p>	The mental health of some disadvantaged students improved upto March	It is our intention to evaluate expenditure at the end of the financial cycle of 2021, in line with DfE guidance	By March 2020 it was too early to assess the impact of spending
<b>Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Evaluation</b>	<b>Cost</b>
Literacy and numeracy support	<p>Improved performance in all aspects of literacy-based work because students have been supported to work on their reading, writing and oracy skills.</p> <p>Improved performance in all aspects of numeracy-based work because students have been supported to work on their generic numeracy and mathematical skills</p>	Accelerated Reader, Think Reading and Hegarty Maths have all been successfully deployed and supported pupil progress in previous years	It is our intention to evaluate expenditure at the end of the financial cycle of 2021, in line with DfE guidance	By March 2020 it was too early to assess the impact of spending

<p>Extra curricular activities, trips and visits</p> <p>Encouraging disadvantaged students to participate in the wider school life including Breakfast Club</p>	<p>To foster inclusion and involvement on the House system and other school activities</p>	<p>Financial support has been offered in previous years and historically has enabled pupils to engage with a range of activities. This is being formalized as part of 2020-2021 developments in terms of engagement with school activities</p>	<p>It is our intention to evaluate expenditure at the end of the financial cycle of 2021, in line with DfE guidance</p>	<p>By March 2020 it was too early to assess the impact of spending</p>
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