

## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium) 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	William Brookes School
Number of pupils in school	904
Proportion (%) of pupil premium eligible pupils	Total PP – 181 Total PP percentage – 20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	February 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Stephen Richards
Pupil premium lead	Ruth Shaw
Governor / Trustee lead	Richard Lawrence

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,040
Recovery premium funding allocation this academic year	£54,819
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203,859
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## Part A: Pupil premium strategy plan

### Statement of intent

You may want to include information on:

- **What are your ultimate objectives for your disadvantaged pupils?**

William Brookes School's aim is to ensure that all students, including those in receipt of the Pupil Premium Funding leave us with the necessary skills and qualifications to make aspirational next steps in education, employment, or training. All disadvantaged pupils should feel supported in their classrooms and enabled access to similar enrichment experiences as their peers. The ultimate objective is to diminish or eradicate any gaps (be that academic, social and/or attendance) between students in receipt of the PP funding and their non-PP peers. Whilst outside of their classrooms they should be supported by a strong pastoral support system so all students can maximise their full potential.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

We firmly believe that Quality First Teaching will enhance the life chances of all our young people. The statistical evidence produced by the Educational Endowment Fund states that great teaching is the most important lever schools have, to improve pupil attainment. At William Brookes, our goal is to ensure every teacher is supported in delivering high-quality teaching in order to achieve positive outcomes for all pupils, particularly the most disadvantaged among them. To support this as a school, we ensure that we take a pro-active approach in identifying disadvantaged students and sharing all key information with the members of staff who work with them daily. This information allows key staff to identify the most common barriers and personalise intervention to meet the needs of individual students.

This year, we have budgeted in such a way as that we can employ a full time Pupil Premium Mentor. This additional member of staff, will work with the Senior Leadership team to address those challenges experienced statistically more frequently by disadvantaged students and have greater overview of facilitating the solutions.

- **What are the key principles of your strategy plan?**

Provide further staff CPD around Quality First Teaching

Raise the status of Pupil Premium students with staff via CPD opportunity

Employ a full time Pupil Premium Mentor

Improve Accelerated Reader data/ outcomes for PP students

Introduce and embed emotion coaching and trauma informed practice

Embed strategies from DfE Behaviour Hubs programme  
 Embed advisories and directives following DfE intervention.  
 Implement the relevant 'Attendance Interventions' strategies outlined within the Rapid Evidence Review

## Challenges

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

Challenge number	Detail of challenge
1	With increased cost of living and more families on the borderline of economic disadvantage, educational resources and spare income for enrichment are scarce for some families
2	A significant increase in the numbers of Looked After Children (LAC) and Post Looked After Children (PLAC). For this cohort of young people, we have identified a series of common barriers to education that can include access to equipment, resources and quiet spaces for work. Average Subject Progress Index Scores (SPI) and Average Point score predictions for LAC/PLAC students are significantly lower than the rest of the cohort. Attendance is also a significant issue for this cohort of students.
3	The school's rurality and limited public transport infrastructure often provide barriers to disadvantaged students accessing extracurricular provision, after school detention, revision classes and can reduce parental engagement in face-to-face consultations. We are experiencing more families who, due to the cost-of-living crisis, do not own a car.
4	Disadvantaged students at WBS perform, on average 2 grades below their non-PP peers at GCSE. This can lead to more limited post 16 choices for Pupil Premium students. Due to their significant underperformance at GCSE specifically around the threshold measures of 4+ and 5+ in English and Maths, they are at risk of not progressing onto Level 3 courses and have a restricted breadth of A level and vocational subjects to study. GCSE outcomes limit immediate career choices and aspirational educational pathways post 16.
5	The EEF recognizes that the socio-economic attainment gap remains 'stubbornly wide' post pandemic, with reading skills particularly effected. This observation is supported by our Accelerated Reader data at Key stage 3.
6	Pupil Premium students do not attend school as frequently as their non-PP peers. Levels of persistent absence are higher amongst our PP cohort. For the period 22/23 non-pp students attended 88%, whilst PP students attended 79% of the time.
7	PP students are more likely to be suspended than their non-PP peers. In the year 22/23 41% of all days of suspension were accumulated by PP students; which is disproportionate (they make up 20% of the school community)
8	Pupil Premium Families are less likely to attend Consultation Evenings and/or evening events that promote good attainment (such as revision strategies evenings/ parental feedback opportunities)

9	Staff do not always have the necessary skills to address the behaviours and emotional needs of disadvantaged students.
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## 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
Progress 8 in line with national PP outcomes and closer to performance of non-disadvantaged pupils.	Reduce the difference between PP and non PP student attainment at GCSE. Evidence of reduction of the gap (22/23 data: PP: A8: 30.41. Non PP: 44.03) <b>P8 data</b> Review of core assessments and mock examinations to monitor Progress gap. Monitor target setting to ensure it is accurate and achievable, but also aspirational.
Less disparity between the enrichment opportunities engaged with by PP and non-PP students.	Greater percentage of PP students attending enrichment opportunities and after school clubs.  Barriers around transport to be addressed.
Greater percentage of Grade 4+ / Grade 5+ achieved in English and Maths.	Improve PP outcomes in Grade 5+ in both English and Maths <b>PP data 22/23</b> Greater percentage of PP students achieve both English and Maths at threshold level
PP Behaviour	PP students to be proportionally represented in suspension data Reduction in PP behavioural incidents
PP Attendance	PP attendance to be in line with PP national average PP attendance to be closer to non-PP attendance percentage
DA Destinations and post 16 opportunities	Reduce PP students becoming NEETs below National Average to 100% known Review of destinations undertaken in transition from KS4-5 Uptake of careers provision to increase
Reading	PP reading engagement and prolificness to increase so that it is in line with cohort, or exceeds it
Family engagement	Parental attendance at consultation evenings and school events to be in line with non PP families

	Parental feedback to be proportionally represented by PP families
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## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide further staff CPD (internal) around Quality First Teaching	<p><a href="https://educationendowmentfoundation.org.uk/">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	2, 4
Raising the status of Pupil Premium students with staff via CPD opportunity	<p><a href="#">School Funding and Pupil Premium 2023 - Sutton Trust</a></p> <p><a href="https://publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a></p> <p>Our percentage of Pupil Premium students is increasing over time. Staff require a research-based CPD programme delivered via Tuesday briefings. This should include bespoke strategies to use with PP students; greater staff ownership of the PP strategy document and a greater staff understanding of the challenges our PP cohort may face.</p>	1, 3, 4, 6, 7, 8, 9

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full time Pupil Premium Mentor	<p><a href="https://educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning-eef">Working with Parents to Support Children's Learning   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Targeted interventions, social and emotional skills support, intensive support and strategic deployment of support staff are specifically championed by the Education Endowment fund's menu of approaches. Other menu options will be facilitated by PP Mentor such as increased participation in extra-curricular activities and increasing levels of parental engagement.</p>	1,2,3,4,5,6,7,8,9
Improve Accelerated Reader data/ outcomes for PP students	<p><a href="https://educationendowmentfoundation.org.uk/small-group-reading-intervention-shown-to-boost-pupil-progress-eef">Small group reading intervention shown to boost pupil progress   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/accelerated-reader-eef">Accelerated Reader   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>The school will continue to invest in Accelerated Reader, a web-based programme that encourages children to read for pleasure, at Key Stage 3. Current research suggests that students who engage in this programme make 3 months additional progress from their peers and that FSM students can make 5 months additional progress.</p>	4, 5
Maths Tutoring		
Enhanced English teaching provision		

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and embed Emotion coaching and trauma informed practice	<p><a href="http://emotioncoachinguk.com">Emotion Coaching - Research Update (emotioncoachinguk.com)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>In order to better support our Looked after cohort of children, and with the support of Virtual Schools, WBS are undertaking teaching staff CPD in Trauma informed practice and emotion coaching. These approaches will be of particular benefit to our more vulnerable Pupil Premium Children and those who display more challenging behaviours. This approach is supported by the EEF and Emotion Coaching UK.</p>	2, 7, 9
Embed strategies from DfE Behaviour Hubs programme	<p><a href="http://educationendowmentfoundation.org.uk">Behaviour Hubs   Support for Improving Behaviour in Schools</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Learning behaviours   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The Behaviour Hubs programme is funded by the Department for Education and founded on the principles outlined in the independent review, 'Creating a Culture'. By developing good behaviour, routines and structures in schools, all pupils are supported in improving their engagement, mental health and wellbeing. These strategies will be used alongside the EEF guidance on 'Learning Behaviours'</p>	4, 6, 8, 9
Embed advisories and directives following DfE intervention.	<p><a href="http://www.gov.uk">Attendance hubs - GOV.UK (www.gov.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment. EEF (educationendowmentfoundation.org.uk)</a></p> <p>Implement the relevant 'Attendance Interventions' strategies outlined within the Rapid Evidence Review</p>	2, 3, 6, 7, 8



**Total budgeted cost: £**

## 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 2021 to 2022 academic year.

Aim	Outcome

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Accelerated Reader	
Unifrog	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Pupil spending occurred in line with wider DA spending. Funding was allocated where appropriate to provide, academic and extra-curricular opportunities, as well as provide resources necessary to access the curriculum. Funding is also allocated to providing emotional support for Service Children when a parent is deployed.
What was the impact of that spending on service pupil premium eligible pupils?	