

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Broadoak School				
Academic Year	2017/18	Total PP budget	£208,564	Date of most recent PP Review	June 17
Total number of pupils	405	Number of pupils eligible for PP	237 (230PPF / 7 CLA)	Date for next internal review of this strategy	Dec 17
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving grades 4 and 5 in English and maths in 2017			<b>47% 22%</b>	67% 33% (Broadoak)	
Progress 8 score average in 2017			-0.42 (unvalidated) -0.11 (outliers rationale)	0 (National)	
Attainment 8 score average in 2017			<b>37.07</b>	42.49 (Broadoak)	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Gaps in reading, literacy and numeracy skills when pupils start in Year 7 for PP pupils are low in comparison to other pupils				
B.	PP pupils often don't have financial access to a range of educational opportunities/resources				
C.	Low confidence, low resilience levels and low self-esteem can be evident in PP pupils. There are a disproportionate percentage of PP pupils removed from lessons and with other behavioural concerns. This has a detrimental effect on their academic progress and that of their peers				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	PP pupils have lower attendance and punctuality in comparison to other pupils. Attendance rates for PP pupils in 2016/17 were 92.9% compared with 95.5% of NPP pupils.				

<b>E.</b>	PP pupils have low aspirations post 16																
<b>F.</b>	A number of PP pupils experience turbulent home lives which can have a dramatic effect on their school lives.																
<b>4. Desired outcomes (desired outcomes and how they will be measured)</b>		<b>Success criteria</b>															
<b>A.</b>	Increase rates of progress in English and Maths in KS3 and KS4.	<p>To reduce the difference in rates between PPF and NPPF of progress and attainment across KS3 and KS4 in English and maths to below 10%.</p> <p>2016 data (percentage points PPF away from NPPF):</p> <table border="1"> <thead> <tr> <th></th> <th>English</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 9 Residual Points</td> <td>22</td> <td>9 in favour</td> </tr> <tr> <td>Year 9 Grade 3+</td> <td>31</td> <td>18</td> </tr> <tr> <td>Year 11 P8 difference</td> <td>-0.43</td> <td>-0.11</td> </tr> <tr> <td>Year 11 Grade 4+</td> <td>30</td> <td>9</td> </tr> </tbody> </table>		English	Maths	Year 9 Residual Points	22	9 in favour	Year 9 Grade 3+	31	18	Year 11 P8 difference	-0.43	-0.11	Year 11 Grade 4+	30	9
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<b>B.</b>	PP pupils increase their reading ages	2016/17: Across KS3 63.6% of Pupil Premium pupils improved their reading ages between the two assessment points with 51.4% of PP pupils being on or above their chronological reading age by the latter assessment. In Y7 these figures were 56.9% and 50% respectively. In Y8: 67.3% and 54.3% and in Y9: 69.4% and 50%. 2017/18 target is 75% improvement with 60% on or above their chronological age by the second assessment point, closing non-PP improvement gaps through targeted interventions.															
<b>C.</b>	Strengthened resilience and self-esteem of PP pupils	Reduction in removes data and recorded behavioural incidents by 10%. FTE to show a marked reduction for PP pupils. Pupil voice questionnaire to show marked improvement in key areas alongside increased attendance and punctuality rates for PP pupils and attainment gaps of PP pupils narrowed. Wave 1, 2 and 3 PP pupils to receive targeted interventions, monitored by heads of department and the SEN department through pastoral support programmes.															
<b>D.</b>	<p>Increased attendance rates for pupils eligible for PP.</p> <p>2016/17 saw a fall in FSM attendance by 1.3 percentage points to 92.3% with NFSM</p>	For PP attendance to reach and surpass national expectations.															

	attendance rising to 95.6%.	To reduce the number of persistent absentee pupils among pupils eligible for PP to 12% or below. Overall attendance among pupils eligible for PP improved from 92.9% to 95% in line with the whole school attendance target.
<b>E.</b>	NEET figure to further reduce	3 PP NEET pupils in 2015/16 cohort. 2016/17 tbc. 14% reduction in NEET 1 year on from 2014 leavers – 7% below national – close the gap further.
<b>F.</b>	Emotional support, mentoring and guidance available for all PP pupils. PP pupils to be well prepared emotionally and physically for the school day.	Increased numbers of PP pupils take part in extra curricular activities. Pupils look appropriate and have the essential resources to be successful at school.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017 /18</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>
Improved outcomes across English and Maths (outcomes A and B)	Core subject teaching/ leadership of literacy and reading	Smaller class sizes in core subjects for PP pupils. Focused and targeted reading and literacy sessions for PP pupils	Lesson observations to confirm increased quality and depth of learning further evidence by increased reading ages and high attainment across both key stages	TS	December 17
Improved outcomes across English and maths (outcomes A and B)	Increased number of TAs used to work in class	To enhance the support within certain teaching groups that have a high number of PP pupils in the class	To monitor progress of PP pupils within the group. To monitor TA/Teacher feedback on pupils' progress and behaviour	FM/CH	December 2017
<b>Total budgeted cost</b>					<b>£85,873</b>
<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>

Improved outcomes across English and maths (outcomes A and B)	Specialist literacy and numeracy tutors employed to work strategically with PP pupils	Enables small group and individual intervention based upon recent tracking data. Mastery enabled across both subject areas	Regularly monitor the impact of small group tuition. Progress trackers to reveal attainment data. Progress RAG rated and discussed by Heads of Subject	TS/MT	December 2017
SEN PP learners to have improved outcomes (A and B)	Dedicated SENCO support utilised to target small groups of learners.  Teaching Assistants to mentor and support identified SEN PP pupils as part of the Pastoral Support Programme (PSP). This support will address the need of Wave 3 and 2 pupils in the first	Enables numeracy, reading and literacy programmes to be led with SEN / PP pupils.  Wave 2 and 3 pupils have attained lower levels of attendance (2016/17 school year W3 – 91.4%, W2 – 91.3%)	Regular monitoring of the impact of reading and numeracy programmes.  PSP documentation utilised to highlight progress made by PP pupils.	CH	December 2017
Higher levels of confidence and resilience result in improvements in behaviour and attitude to learning (C)	Pupil Support Manager to mentor and support identified PP pupils across all year groups as part of the PSM mentoring programme (PSMM).	Praise, rewards and sanctions to be used as leverage to ensure higher standards across the school. Reduction in PP removes to be the responsibility of non-teaching PSM	Logs and reports of pupil behaviour and development. Mentoring documentation to utilised to highlight progress made by pupils.	FM	December 2017
Improved outcomes and narrowed gaps across all subject areas at KS4 (A)	Revision and weekend classes	Pre-exam booster sessions are key to examination success. Revision and exam technique builds confidence and leads to greater outcomes	Clear calendar of sessions implemented. Logs of attendance and regular meetings with Curriculum Managers to weigh impact of sessions	LC	After October HT school

Confidence and resilience built around the transition period. Raised attainment in literacy and numeracy (A, B and C)	Summer school funded (1 week) for all Year 6 into Year 7 pupils	Y7 PP pupils on entry are annually Sig -. A week long literacy and numeracy summer school will build self-esteem and intervene in key areas	Benchmarking, baselining and testing – using CATs and reading ages	AW	September 2017
<b>Total budgeted cost</b>					<b>£81,944</b>
<b>iii. Other approaches</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>
Improved NEET for all PP leavers (E)	Specialist careers advisor employed	External support had limitations. Internal advisor to target key PP pupils – working with known families and given dedicated time	Regular updates and tracking of Year 11 to ensure all have impartial and meaningful IAG. Pupil voice used as evidence of impact.	SB	December 2017
Improved resilience, self-esteem and well-being for PP pupils (C)	Payment contributions for School Trips and other supplementary supportive pastoral plans.	To ensure that PP pupils have opportunities to access trips and other pastorally focused initiatives.	Monitored through the trip co-ordinator. Communication with parents and tailored trips by the key staff. Assistant Principal to monitor pastoral budget	FM	December 2017
Increased attendance and punctuality rates (outcome D)	Attendance and punctuality incentives	PP pupils are rewarded for reaching attendance targets and for making improvements in attendance. Ensuring pupils are in school has a positive effect on progress.	Attendance Officer monitors attendance of all PP pupils and ensures SLT and Heads of Key stage have relevant information. Attendance officer contacts home on every absence.	FM	October 2017
Improved attendance across the whole school (outcome D)	A wide range of support staff employed to work specifically with PP pupils. Allocated time to work closely with vulnerable families and young people.	PP attendance to reach national expectations and be closer to NPP national expectations. EWO to be first point of contact for all PP families and attendance risks	Weekly updates and tracking meetings on attendance data and successes of individual pupil strategies	FM	October 2017

Improved well being and emotional health for PP pupils (outcome F)	Uniform contributions, equipment contributions	To ensure PP pupils have the expected uniform and equipment for school. This ensures that PP pupils feel part of the school community.	SLT and Heads of Key stage to monitor pupils and ensure appearance and equipment is correct. Communication with parents by SLT, Heads of Key stage and Heads of department ensure that parents are aware of all support available.	FM	July 2018
All pupils tracked and discussed frequently with impact and outcomes driving further improvement (outcome F)	PP co-ordinator to track and monitor all PP pupils throughout the year	237 pupils need regular monitoring via a systematic database where pupils not progressing are identified and referred to specialist who can intervene	PPF a regular leadership meeting item for discussion. Outcomes and progress towards al targets will judge impact	FM	half termly meetings – October 2017
<b>Total budgeted cost</b>					<b>£40,747</b>

6. Review of expenditure				
<b>Previous Academic Year</b>		<b>2016/17</b>		
<b>i. Quality of teaching for all</b>				
<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)	<b>Cost</b>

<p>Literacy levels of Key Stage 3 pupils to improve across the Key Stage. Pupils to achieve end of year targets.</p>	<p>PP funding used to train teaching assistants and teaching staff in the delivery of phonics which, in turn, is now being delivered to a targeted cohort of Pupil Premium pupils whose English level is below a 4b.</p>	<p>High impact – Key stage 3 PP pupil's literacy levels and end of year English targets were improved. For example, at the end of Key Stage 3 more Pupil Premium pupils exceeded expected progress (more than 2 whole levels) in English compared to Non-Pupil Premium pupils. This is an improvement on the prior year when rates of exceeding expected progress were equal.</p>	<p>More staffing required to ensure that all identified PP pupils receive the support. Closer half termly tracking of progress to ensure progress is happening.</p>	<p>£89,049</p>
<p>Improved progress for both Maths and English across Key Stage 3 and 4.</p>	<p>Pupil Premium funding has enabled both individual and small group intervention in Literacy, English and Mathematics for those pupils eligible for Pupil Premium funding.</p>	<p>High impact - The recruitment of two intervention staff enabled 1:1 support across both key stages. An intervention tutor was recruited during 2016/17 to intervene with disadvantaged students in mathematics. Of the students targeted, 10 out of 13 achieved a Grade 4 or above and 3 out of 13 achieved a Grade 5. 50% of these students met or exceeded the challenging target grades that were set for them This strategy will be extended to include English in 2017/18.</p>	<p>Closer monitoring of progress against attainment targets in future years will ensure clearer evidence of impact.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Improved progress and attainment for all subjects across Key Stage 4</p>	<p>A variety of different booster classes were used across the key stages to help all pupils achieve their potential.</p>	<p>High impact - Pupils in Year 10 and 11 were able to take part in a number of holiday revision days and booster classes prior to examinations with the funding being used to encourage attendance by providing pupils with a healthy breakfast for the best possible start to the day. Unvalidated Progress 8 data suggests that there is no gap in rates of progress made between PPF and non-PPF students. The Attainment 8 points gap has decreased for the third consecutive year.</p>	<p>Closer monitoring of attendance and attitude and a targeted approach will enable more PP pupils to reach attainment targets in many areas.</p>	<p>£5,500</p>
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Improved rates of progress in Maths and English across Key Stage 3 and 4	Numeracy and literacy co-ordinator targeted to support identified PP pupils	<p>High impact - In Maths, gaps in attainment are also closing. There is a 10 percentage point gap in favour of Non-Pupil Premium pupils achieving a L7 in Maths compared to 23% the previous year. Gaps in levels of progress are also narrowing, with a 5 percentage point gap in favour of Non-Pupil Premium students making expected progress compared to 13 percentage points in the previous year.</p> <p>Due to the intervention tutor, PPF students targeted for specific intervention were much more likely to achieve the 9-4 attainment measure compared to their peers: 10 out of 13 or 77% of the intervention cohort achieved a Grade 4 or above. 50% of these students met or exceeded the challenging target grades that were set for them.</p> <p>In English Language 84% of Non-Pupil Premium students made the progress expected of them whilst 74% of Pupil Premium pupils made EP. The gap has closed from 2015 by 40% and is now only 10%.</p>	More staffing required to support co-ordinators in place. Investigation into supporting resources in numeracy to support testing and monitoring.	£3,785
<b>iii. Other approaches</b>				
<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)	<b>Cost</b>

PP pupils to experience deep learning activities and project based learning	Curriculum managers to bid for project funds enabling immersive project style experiences for pupils	Medium impact - Allows PP pupils the opportunity to learn beyond the classroom and gives scope for teachers to innovate. Bidding process for projects and experiences with a clear outcome driven evaluation expected	Some projects were not effective and did not see the expected raise in attainment. Larger departments with more staff enabled pupils to benefit through more targeted support whereas smaller departments lacked time to run and evaluate initiatives.	£7,600
To raise literacy levels of both Key Stage 3 and Key Stage 4 pupils	A librarian was employed and has had further significant impact during the last academic year.	Medium impact: Across KS3 63.6% of Pupil Premium pupils improved their reading ages between the two assessment points with 51.4% of PP pupils being on or above their chronological reading age by the latter assessment. In Y7 these figures were 56.9% and 50% respectively. In Y8: 67.3% and 54.3% and in Y9: 69.4% and 50%. Until June half-term the librarian had further impact through a range of literacy enrichment activities offered.	This approach developed strong reading habits in a range of PP children who previously had low confidence of self-belief. Making the library intrinsic to the English department in 2017/8 will improve its impact through tighter monitoring of timely intervention and the utilisation of the library as a resource synonymous with the English department and whole-school literacy.	£14,533
Increased attendance and punctuality rates for PP pupils	Attendance initiatives	FSM attendance has risen from 92.0% (2012/13 school year) to 92.3% (2016/17 school year). The punctuality of Pupil Premium pupils has also improved. The punctuality of the PP cohort in 2012/13 was 1.8% compared to 0.7% (2016/17 school year)	Continue to develop communication links with home and rewards through the Attendance Officer. Development of a home visit system by the PSM.	£4,800

Improved self-esteem and well-being for all PP pupils	Support staffing – careers, EWO, Pupil Support Manager, Skillsforce	Medium impact - The school continues to employ an additional a range of support staff whose principal responsibilities are to provide mentoring and pastoral support to pupils within the target group eligible to receive Pupil Premium funding. This has enabled a greater focus to be placed upon the development needs of these pupils which has improved attendance rates within the target groups and has placed clear support mechanisms for all PP pupils. Attendance improvements and behavior data supports this.	Ensure that support is highlighted on pupils records. Start and end dates to be recorded with target data clearly outlined.	£64,950
Improved self-esteem and well-being for PP pupils. Improved progress across subjects.	Payment contributions for PP pupils for school trips and outdoor and adventurous residential.	Medium impact - School has funded a number of residential and cultural visits for identified pupils. Pupil and staff surveys reveal positive feedback on all these events. The costs associated with residential/social/cultural visits, which provide vital cultural, social and enrichment experiences for pupils, are often a barrier to those pupils with free school meals or from low income families. Pupil Premium funding has enabled these costs to be subsidised for eligible pupils, thus allowing greater access to the same high quality and exciting opportunities offered by these experiences.	Pupil voice used to evidence the progress and developments of pupils self-esteem and confidence. Attendance and punctuality can also be used to identify the improvements of pupils aspirations and resilience.	£5,000

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

