



Pupil Premium Strategy Statement

All members of staff and the governing body accept responsibility for 'disadvantaged pupils' and we are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We aspire for every student to develop a love for learning and to acquire the skills and abilities to fulfil their academic potential. We will provide students with opportunities that allow them to be successful as they seek employment in the wider society.

This statement details our school's use of pupil 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	The Brooksbank School
Number of pupils in school	1414 (yrs. 7-11) 1613
Proportion (%) of pupil premium eligible pupils	28.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-25
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	Zandra Puddephatt/Noel Watkins
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£411,702
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Brooksbank is to provide an outstanding educational experience for every one of our students. The curriculum is underpinned by our vision to inspire all students to '*Aspire and Achieve*'. The Pupil Premium funding is spent on a range of interventions that are both integrated into the learning of students and targeted to provide specific support or resources for those students who are eligible for this funding. We will fund programmes that have a research and evidence base using the EEF Tool kit.

The school has a strong focus on inclusion; the profile of each Year Group is variable each academic year; students in receipt of Pupil Premium range from being Low to High prior attainment at KS2. A number of students display a range of SEMH traits and a number of these students are high on entry based on KS2 outcomes. The school now has systems in place to monitor and support students to encourage attendance, avoid exclusion, raise literacy levels and ensure they achieve to be able to progress to the next stage in their education, employment or training.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Attendance rates for students eligible for PP are lower than other students in the school. There are a proportion of PP who are persistently absent. This reduces their school hours and causes them to fall behind.
3	Engagement of the families of PP students is a concern.
4	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.
5	Disaffection issues for a small group of students is having a detrimental effect on their academic progress. Disadvantaged students are more likely to be excluded from school and/or exhibit challenging behaviour.
6	Mental health of PP students is a cause for concern.

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
Improve attendance of PP students and reduce the number who are PA (below 95%). (Academic outcomes improve with attendance above 95%.)	Attendance of PP students is in line with ineligible students and the proportion of eligible students who are PA falls.
High quality first teaching takes place within the classroom. Robust QA programme and informed CPD.	Improved progress measure to a +
High levels of progress in literacy for all students eligible for PP. Whole school Literacy Policy and timetabled lesson supports the aspiration to improve literacy.	The progress of students eligible for PP is in-line with ineligible students. 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.
Continued development of alternative support programmes and interventions for PP students. Develop their cultural capital, character and resilience.	Eligible students achieve better qualifications and more remain in full time education or training than previous cohorts. Engagement in school improves with fewer suspensions and behaviour incidents.
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. 25% of students who represent the school at more elite events are eligible for the Pupil Premium. Monitoring by ASLT and impact measured.
PP students have access to well-being support and have the opportunity to access initiatives that support their well-being and resilience.	Whole school mental health strategy embedded supports PP students. Student voice, their aspirations and their attendance in school will enable improved academic outcomes.
Improved parental engagement	Improved school communication with parents. Improved recognition for students

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: £255.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to Literacy, appointment of Literacy co-ordinator.	Evidence based school assessment system.	Whole school/ALL PP
Embed Cognitive Science informed approach to Teaching and Learning. Quality of Education staffing.	EEF and research-based Teaching and Learning. Trust led CPD. Knowledge rich curriculum. Formative assessment and recall opportunities.	All PP students.
Strong focus on monitoring attainment. Whole school RAG meetings for the monitoring of attainment of Y11 (all subjects) and Y10 (open element P8 subjects).	Evidenced based whole school scrutiny of individual students.	KS4 PP students
Character CPD for the development of Character for all stakeholders. (Gary Lewis/ACE CPD)	Students with positive character have greater opportunities to succeed within school and beyond.	All stakeholders

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each faculty improvement plan incorporates opportunities to raise outcomes for DA.	Subjects that attract PP students are provided with an opportunity to support their learning to raise their outcomes. This includes construction trips, Music opportunities, Sporting Leadership activities, additional revision sessions.	All PP in KS4 courses.
Literacy support for English intervention. Use of in-house English mentor.	EEF. Development of Wave 1 intervention and scaffolding strategies. Targeted intervention for students behind expected outcomes in English and Maths.	75% of PP cohort at KS3 and KS4

	Opportunity to provide on-line tutoring via Teams/Zoom for those PP with attendance below 95%	
Reading intervention. Reading assessments for all.	All students assessed for reading. NGRT assessment. 1:1 paired reading to raise literacy levels of our weakest students	KS3 and KS4

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise the attendance of PP students in line with whole school attendance. Appoint an in house EWO to support poor attendance. Robust attendance strategy in place. Cohort monitored weekly and links created with home to engage parents. A* attendance package	Research shows that PP students with attendance above 95% make expected progress in line with their peers who are non-PP.	100% PP students who are below 95% attendance to be monitored.
Initiatives for targeted students to develop school values. Memorable moments across KS3	EEF Pupil Premium guide inform interventions that can increase engagement in school and therefore outcomes of this cohort. .	Reduction in PA and increased engagement in positive choices for 80% of cohort.
Development of Bridge provision to support SEMH students.	Opportunity to allow PP students the access to well-being support on school site, enabling improved attendance and avoidance of students being absent for Mental health.	All PP across the school.
Develop provision for SEMH students. Targeted provision for those struggling to access mainstream lessons. The Link.	Bespoke provision to support our most vulnerable who are at risk of PA or Perm Ex.	8 students

Music lessons and instrument allocation.	Research based findings on executive functions of individuals.	Offered to all PP. Planned 10% uptake.
Purchase of Revision Guides at KS4 for all PP in all subjects where required.	Access to equality of resources	All PP at KS4

Total budgeted cost: £460,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This shows some of the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- Attendance figures for 2022-23.
PP attendance at the end of July 2023 for PP was: 88.52% as opposed to non-PP attendance figures for the end of July: 93.82%
- 123 PP students who had been referred to our emotional well-being advisers received remote support by, SW, Noah's Arc and Invictus services.
- 12 PP students accessed peripatetic music lessons to support their passion and attendance in Music Clubs.
- Practical subjects demonstrated a higher residual score than non-PP e.g. Technology: Construction All +0.46/PP +0.58 Architecture All + 0.23/PP +0.39 Food and Nutrition All +0.09/PP +0.14
- Disadvantaged students have not made academic progress in line with their peers across the core subjects. Robust measures are being implemented for 2023-24.