

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Bradfield
Number of pupils in school	1086
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Adrian May
Pupil premium lead	Karen Carter
Governor / Trustee lead	Sarah Draper

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,415
Recovery premium funding allocation this academic year	£21,605
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	£179020

# Part A: Pupil premium strategy plan

## Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

For all PP students to play a full and successful part in the academic and wider school community. To achieve this, we aim to:

1. To ensure that all PP students **participate** the academic and wider curriculum to the same extent as their peers
2. To ensure that PP students on average make **increasingly good progress** year on year (i.e. Achieve on average a value-added Progress 8 Score within 5 years 2026)
3. To increasingly address and **remove the barriers** faced by our PP students e.g literacy, poor attendance, lack of social capital, etc.
4. For PP post 16 destination data to reflect an increasing number of students accessing **level 3 pathways**

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment and retention of high-quality teaching staff, especially in the core subjects.

However, internal data, suggests that weak literacy is a substantial barrier for many of our students, especially PP (Disadv.) and therefore developing literacy in both KS 3 and 4 is core to this plan, alongside other specific interventions based on identified need.

Finally, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. As such funding is directed to ensuring that high quality pastoral care is available to all students, including a specific specialist team to support the most vulnerable students.

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's motto of "**All students thrive**" regardless of disadvantage or need.
- That we are an **evidence-based school** and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF
- That **developing literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing **high quality pastoral and CEIAG support** is essential to meet the wider needs of all students
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding

- That specific interventions should be based on **identified need**.
- That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

## Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	PP students' attendance is lower than their peers
3	PP students' reading ages are lower on average than their peers on entry to the school
4	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort (ATL)
5	PP students' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents evenings) is on average lower than their peers.
6	The impacts of Covid19 and Lockdown have had a disproportionate effect on PP students compared to their peers

## 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 student outcomes at GCSE	PP end of KS4 P8 scores are on (or better than) track to reach P8 = 0 by 2026 based on 2021 baseline. For the gap in KS 4 P8 and A8 scores to be inline or better than the national average by 2024
Improve quality of teaching and learning with "quality first teaching" in all classrooms	Visible Learning programme – investment in all staff. Monitoring reflective practice.  Learning walks, book checks and department reviews identifies that all students experience lessons that enable at least good progress to be made.
Improve attendance of PP students	Attendance for PP in line with peers by 2024

<p>Improve PP students' attitude to learning and reduce number of FTE given to PP students so that it is inline with their peers</p>	<p>Student ATL scores for PP in line with peers by 2024. For the % of PP students who receive fixed term exclusions to fall year on year, with the aim of being equivalent to their peers by 2024</p>
<p>Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.</p>	<p>Learning walks and Bromcom data show effective use of behaviour for learning strategies and routines in line with whole school policy.</p>
<p>PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers</p>	<p>An effective system of tracking of participation is put in place Levels of engagement for PP students is in line with Non-PP students by 2024</p>
<p>Provide high quality CEIAG provision to all PP students i.e.:</p> <ul style="list-style-type: none"> <li>• Improve access to further education paths in to post 16 education.</li> <li>• Ensure all PP students provided with at least two meaningful encounters with a careers adviser.</li> <li>• Improve attendance of PP students to careers related trips and experiences.</li> <li>• Improve access to further education paths in to post 16 education.</li> </ul>	<p>Attendance of PP parents and students at Post 16 open events in line with Non-PP by June 2024.</p> <p>Apprenticeship and college information event provided to all year 11 students and parents/carers, with attendance of PP students in line with Non-PP students.</p> <p>All Year 9-11 students to have 1 career related trip or experience per school year</p>
<p>Improve the literacy of PP students through the development of the KS3 reading programme and reading buddy scheme.</p>	<p>Reading ages of PPD students in KS3 to be in line with non PP students by June 2024</p> <p>Reading ages of PP students in KS4 to be in line with non PP students by June 2024</p> <p>Reading proficiency to be in line with non PP students by June 2024</p>
<p>Increase PP parents' engagement with school</p>	<p>Attendance at parents evening for PP is in line with their peers by 2024</p>

## 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: £ 113000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1,4
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.  Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Feedback and questioning +7 Months Assessment for learning / feedback + 6 Months	1,4
CPD and T&L briefings implemented to develop consistent high quality behaviour for learning techniques in all lesson	CPD to be based on the Visible Learning methodologies and those highlighted as most effective in wider literature e.g. Hattie (2016). This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies 1,4, have a benefit of significant improvement in learning i.e. +4 Months to learning	1,4
Regular assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e.+7 months impact.	1, 4
QA led by AHT and AAHT (T and L) SLT and HoDs to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'.  Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1, 4

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

Budgeted cost: £ 8554

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing subject specific revision and intervention sessions. E.g. Pre-school &amp; lunchtime sessions Providing specific revision material e.g. revision guides</p>	<p>Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.</p>	<p>1,5,6</p>
<p>Increased 1:1 career adviser Interviews</p>	<p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	<p>1 .4</p>
<p>KS3 Reading programme.</p>	<p>Accelerated reader/reading intervention has been reported to have a significant effect size of +0.24.</p>	<p>1,3</p>
<p>Small group tuition using National Tutor Programme</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months</p>	<p>1,6</p>

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

Budgeted cost: £ 57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care including mentoring and support of vulnerable students by PSO's and Behaviour Managers	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students  Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	1,4
Targeted attendance activities, including: <ul style="list-style-type: none"> <li>• Review and update attendance policy</li> <li>• Incorporate attendance into transition planning</li> <li>• Work with PP parents and students to identify specific barriers to attendance</li> <li>• Target support based on specific barriers</li> </ul>	Research suggests that the identified activities all have a significant impact on attendance outcomes for PP student	1, 2
Work with partners (DFE, Gov etc) to provide laptops and ICT access for all students	Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.	5,6
Review behaviour system to establish an updated consequence system with more levels at the higher end to prevent FTE.	Effect sizes reported by Hattie (2016) show that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive outcome on student outcomes.	1,4
Increase Parents Evening engagement by: <ul style="list-style-type: none"> <li>• Develop early online booking for PP parents</li> <li>• Where PP parents have not attended, encourage alternative contact via PSO.</li> </ul>	Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap)  EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress	5,1
Ensure that students can access full taught and extra curriculum	EEF's tool kit reports +2 months benefit from both arts and sports participation	5

Continued development of leadership of PP Continued appointment of pupil premium PSO.	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1,2,3,4,5,6,7
Increase number of careers events attend by Yr 9-11 students to 1 per year	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	1 ,4.
Creation of PP data system to ensure robust tracking systems are in place	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement	1,2,3,4,5,6,
Purchase of Uniform and PE kit	The identification and removal of any barriers to learning for our most disadvantaged students is key	1,2,6
Music Funding – individual instrumental lessons	Drive to support students' cultural capital through giving them access to learning a musical instrument	4,5,6
Support for Trips and Visits	Drive to support students' cultural capital	4,5,6
Easter Camp	Provision of an Easter Camp to provide additional support in core subjects and build cultural capital through activities provided by outside providers (eg Sheffield Museums, music lessons, drama)	4,5,6
Summer School	Provision of a Summer school to support transition for Y6 coming into Y7 and provide additional support in core subjects and build cultural capital through activities provided by outside providers (eg Sheffield Museums, music lessons, drama)	4,5,6

**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 2020 to 2021 academic year.

REVIEW OF PP FUNDING ACADEMIC YEAR: 2020/2021			
Quality of teaching for all			
Action	Intended outcome	Staff lead	Evaluation

## Targeted support

Action	Intended outcome	Staff lead	Evaluation
Use of Reading Program to support literacy of PP students	PP students' reading ages in Yr 7&8 to increase faster than chronological expectation		
Improve the quality of Careers, Education, Information, Advice and Guidance (CEIAG) to all PP students	Improve aspirations of PP students	CEIAG lead, SD independent careers adviser.	Year 11 PP students were given access to Kudos to support career pathways and offered additional support sessions. PP student parents were targeted with support emails and parental access to the system.
	Ensure that all Yr 11 PP students receive high quality careers advice		PP students were prioritised online career interviews and provided with detailed action plans by the school's career adviser.

Action	Intended outcome	Staff lead	Evaluation
Attendance intervention	Reduce the attendance gap between PP and non-PP students (compared to 2018-19)	Attendance Officer AHT, PSO	Impact of COVID has made this data significantly less meaningful. However, while non-PP attendance is slightly higher, despite the impact of the pandemic, PP attendance at is holding in line with 2018-19 baseline
Provision of ICT equipment (e.g. laptops / dongles etc) to those students that are unable to access online curriculum during lockdown	Ensure all students (subject to funding) are able to access online / blended curriculum if required		20 DfE laptops distributed along with 6 routers, however student survey shows that a significant number of students still do not have regular access to a computer and internet connection at home

## Other approaches

Action	Intended outcome	Staff lead	Evaluation
Increase PP parents' engagement with school	Reduce gap in attendance at parents evening between PP and non-PP Parents compared to 2018-19 baseline		Impact of COVID has made this data significantly less meaningful. However, while non-PP attendance is significantly lower, despite the impact of the pandemic, PP attendance is holding in line with 2018-19 baseline.
Improve student behaviour and engagement through use of CPD and continued development of C,W,R system.	Reduce the number of fixed term exclusions PP students to receive		Total number of FTE: Total number of PP FTE:

## 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
N/A	

## Service pupil premium funding

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?	PP services funding was amalgamated with wider PP funding
What was the impact of that spending on service pupil premium eligible pupils?	PP (service) students achieved a value-added score of compared to non-PP (services) students of at GCSE

## References

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