

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School
Number of pupils in school	1063
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Adrian May
Pupil premium lead	Karen Carter (School)
Governor / Trustee lead	Tom Hope (TSAT)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175330
Recovery premium funding allocation this academic year	£43210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218540

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are for our disadvantaged students to attain in line with their non-disadvantaged peers nationally and to achieve high levels of social mobility. We will enable them to progress onto ambitious post-16 pathways with the skills required to continue a sustained trajectory of success, happiness and economic wellbeing.

Our Pupil Premium Strategy Plan will work towards achieving these objectives by carefully identifying the most significant barriers for our disadvantaged learners. We will frame our Challenges, Intended Outcomes and Activities around systematically addressing and overcoming these barriers.

Our key principles are to implement guidance from Marc Rowland and the Making the Difference programme. We will take an empirical approach:

- Activities grounded in research
- Impact measured through data, case studies or student voice
- Adjusting our strategy based on evaluations of impact

At Bradfield School there is huge variability in socioeconomic status within our community. The majority of our non-disadvantaged students live nearby and have stable, affluent families. Many of our disadvantaged students' lives outside of school are in stark contrast to those of their non-disadvantaged peers - they are aware of this. Many of our disadvantaged students travel to us from further afield in the city. Consequently, an emerging barrier for our disadvantaged students is that they feel that they don't 'belong' at Bradfield. Addressing this is a key strategic priority for 2022/23 and beyond.

November 2022 numbers on roll:

Year	No. on roll	PP number	PP %
7	214	42	19.63%
8	209	38	18.18%
9	225	36	16.00%
10	229	38	16.59%
11	201	35	17.41%

Challenges

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

Challenge number	Detail of challenge
1	Quality first teaching: Feedback EEF research indicates this area of pedagogy as high impact for disadvantaged students. This is an area for development at Bradfield.
2	Quality first teaching: Homework EEF research indicates this area of pedagogy as high impact for disadvantaged students. This is an area for development at Bradfield.
3	Metacognition and self-regulation EEF research indicates this area of pedagogy as high impact for disadvantaged students. This is an area for development at Bradfield.
4	Literacy: Reading In Y7, 16 PP students have reading ages below their chronological age In Y8, 10 PP students have reading ages below their chronological age
5	Standard pass basics and P8 outcomes 2022 standard pass basics outcomes were significantly higher for non-PP (79%) than for PP (38%) 2022 P8 was significantly higher for non-PP (-0.28) than for PP (-1.97)
6	Parental engagement Some families of disadvantaged students have negative perceptions of school and are reluctant to engage with support / opportunity that is on offer
7	Aspiration, cultural capital and careers Some disadvantaged students do not feel that they 'belong' at Bradfield. Some disadvantaged students do not have the same level of aspiration for their future pathways as their non-disadvantaged peers.
8	'State of the learner' A high proportion of students referred through school behaviour systems (lesson removals, suspensions, fixed term exclusions) are disadvantaged. Attendance is low for Pupil Premium cohort.

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
<p>Challenge 1 High quality feedback enables disadvantaged students to move their learning forward</p> <ul style="list-style-type: none"> • During lessons • Following assessments and milestone pieces of work 	<p>Creation of whole school and subject specific feedback strategies / policies</p> <p>Quality assurance processes (work scrutiny, learning walks, student voice) indicate that high quality feedback is consistently provided and acted upon</p>
<p>Challenge 2 Disadvantaged students are provided with appropriate homework activities Disadvantaged students engage with homework activities</p>	<p>Homework becomes integral to evolving curriculum intents across all subjects</p> <p>Quality assurance processes (curriculum reviews, work scrutiny, student voice) indicate that:</p> <ul style="list-style-type: none"> • Disadvantaged students are provided with appropriate homework activities • Disadvantaged students engage with homework activities
<p>Challenge 3 Year 11 disadvantaged students have metacognitive and self-regulation strategies for effective revision Year 11 disadvantaged students have metacognitive and self-regulation strategies for effective examination performance</p>	<p>Student voice indicates that disadvantaged students:</p> <ul style="list-style-type: none"> • Can articulate a range of strategies for effective revision • Can articulate a range of strategies for success in examinations <p>Evidence of target cohorts being given personal support with these strategies</p> <p>Curriculum areas can provide evidence of metacognitive strategies being built into lessons, with a focus on revision strategies and exam performance strategies</p>
<p>Challenge 4 Improved reading proficiency for disadvantaged students</p>	<p>Curriculum reviews show that Tier 2 and Tier 3 vocabulary is a focus of curriculum intents across all subject areas</p> <p>Quality assurance processes (work scrutiny, learning walks) show evidence that explicit teaching of vocabulary is being integrated across all curriculum areas</p> <p>Student voice indicates disadvantaged students showing increasing awareness of reading strategies</p> <p>Increasing trend of reading for pleasures, evidenced through library usage and student voice</p> <p>Reading age data to demonstrate significant reductions in:</p> <ul style="list-style-type: none"> • The number of disadvantaged students whose reading age is lower than their chronological age • The average gap between reading age and chronological age for disadvantaged students

<p>Challenge 5 Improved 'Standard Pass Basics' and 'P8' outcomes for the Pupil Premium cohort</p>	<p>Improving trajectory of 'Standard Pass Basics' and 'P8' outcomes for the Pupil Premium cohort (2023 outcomes and MLOs for cohort 2024)</p>
<p>Challenge 6 Parents / carers of disadvantaged students show increased levels of engagement with school and with their children's learning</p>	<p>Increasing trajectory of attendance of parents' events from parents/carers of disadvantaged students Case studies to indicate positive impact of interventions with targeted disengaged families</p>
<p>Challenge 7 Increasing participation with enrichment and cultural capital opportunities for disadvantaged students Disadvantaged students have high aspirations Disadvantaged students feel a sense of belonging and that they are of equal worth to their non-disadvantaged peers</p>	<p>Attendance records of extracurricular / enrichment activities shows increasing participation from disadvantaged students Tracking of disadvantaged students' participation in extra-curricular / enrichment opportunities enables identification of non-participating students – and subsequent intervention Post 16 destinations / college applications data indicates that disadvantaged students progress to destinations of an equivalent level to non-disadvantaged peers of same ability Student voice indicates an increasing proportion of disadvantaged students reporting that they feel a sense of belonging at Bradfield School</p>
<p>Challenge 8 A decrease in the proportion of disadvantaged students involved in school behaviour processes Improving attendance for disadvantaged students</p>	<p>Decrease in the proportion of disadvantaged students involved in lesson removals, suspensions and fixed term exclusions Case studies of intervention with targeted disengaged families indicate increased attendance and reduced behaviour incidents for students from those families Improving attendance for disadvantaged cohort</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: £171,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic development of feedback (updated policies, CPD, quality assurance)	Feedback EEF (educationendowmentfoundation.org.uk)	1
Strategic development of homework (updated policies, CPD, quality assurance)	Homework EEF (educationendowmentfoundation.org.uk)	2
Strategic development of metacognition and self-regulation, focusing on Year 11	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	3
Enhanced leadership capacity to drive teaching and learning: new Assistant Headteacher Roles for Curriculum and Quality of Education		1, 2, 3, 5
Strategic development of literacy (reading) through quality first teaching (updated unit overviews, CPD, quality assurance)	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4
Mentoring / interventions for target Year 11 cohorts – standard pass basics	Mentoring EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £37330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies to build relationships with parents / carers, with a particular focus on hard to reach families / disengage families	Parental engagement EEF (educationendowmentfoundation.org.uk)	6
Subsidisation of extracurricular / enrichment opportunities		7
Strategies to improve behaviour and relationships	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	8

Total budgeted cost: £218540

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.

Key successes:

- Data driven targeted academic support for disadvantaged students with reading age deficits
- Widening opportunity for disadvantaged students through funding towards participation in enrichment and cultural capital events / activities

Areas for development / adjustment for 2022/23 strategy statement:

- Challenges to be amended to include an increased focus on 'Quality first teaching' strategies that have a proven positive impact for disadvantaged students (homework, feedback, metacognition)
- Accountability for challenges within the strategy statement to be distributed across the school leadership team
- Further develop review processes to evaluate the impact of the actions taken for each Challenge

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
Think for the Future behaviour/inclusion mentoring	Think for the Future
Alternative provision opportunities for students at risk of permanent exclusion	Sheffield Wednesday Sheffield College Prospero - One to One Tutoring On Board The Hive Syreeta Beauty Shaped

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.