

# Pupil premium strategy statement – Bradfield School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1082
Proportion (%) of pupil premium eligible pupils	17% (185)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	3
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
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	£185,586
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£185,586

# 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 2023/24 and beyond.

December 2023 numbers on roll:

Year	No. on roll	PP number	PP %
7	238	42	17.64%
8	211	43	20.37%
9	192	31	16.14%
10	215	36	16.74%
11	226	33	14.60%

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Quality first teaching: Feedback and Metacognition</b></p> <p>EEF research indicates this area of pedagogy as high impact for disadvantaged students. This is an area for development at Bradfield.</p>
2	<p><b>Quality first teaching: Homework</b></p> <p>EEF research indicates this area of pedagogy as high impact for disadvantaged students. This is an area for development at Bradfield.</p>
3	<p><b>Literacy: Reading</b></p> <p>In Y7, 16 PP students have reading ages below their chronological age In Y8, 10 PP students have reading ages below their chronological age</p>
4	<p><b>Standard pass basics and P8 outcomes</b></p> <p>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)</p>
5	<p><b>Parental engagement</b></p> <p>Some families of disadvantaged students have negative perceptions of school and are reluctant to engage with support / opportunity that is on offer</p>
6	<p><b>Aspiration, cultural capital and careers</b></p> <p>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.</p>
7	<p><b>'State of the learner'</b></p> <p>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.</p>

## 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><b>Challenge 1</b></p> <p>High quality feedback enables disadvantaged students to move their learning forward</p> <ul style="list-style-type: none"> <li>• During lessons</li> <li>• Following assessments and milestone pieces of work</li> </ul> <p>Year 11 disadvantaged students have metacognitive and self-regulation strategies for effective revision</p> <p>Launch flashcards system for all KS4 and Academic mentoring (core subjects) and Parent sessions for PP students.</p> <p>Year 11 disadvantaged students have metacognitive and self-regulation strategies for effective examination performance</p>	<p>Creation of whole school and subject specific feedback strategies / policies</p> <p>Embedding LISCS whole school QA</p> <p>Quality assurance processes (work scrutiny, learning walks, student voice) indicate that high quality feedback is consistently provided and acted upon</p> <p>Focus on seating plans for differentiated feedback – QA process.</p> <p>QA of ATL's and MLO's following mentor sessions</p> <p>Student voice indicates that disadvantaged students:</p> <ul style="list-style-type: none"> <li>• Can articulate a range of strategies for effective revision</li> <li>• Can articulate a range of strategies for success in examinations</li> </ul> <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><b>Challenge 2</b></p> <p>Disadvantaged students are provided with appropriate homework activities</p> <p>Disadvantaged students engage with homework activities</p>	<p>QA of staff – application of new policy to support PP students</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"> <li>• Disadvantaged students are provided with appropriate homework activities</li> <li>• Disadvantaged students engage with homework activities</li> </ul>
<p><b>Challenge 3</b></p> <p>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"> <li>• The number of disadvantaged students whose reading age is lower than their chronological age</li> <li>• The average gap between reading age and chronological age for disadvantaged students</li> </ul>
<p><b>Challenge 4</b></p> <p>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>Post-data analysis to include QA of targeted interventions specifically for PP students</p>
<p><b>Challenge 5</b></p> <p>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</p> <p>Case studies to indicate positive impact of interventions with targeted disengaged families</p> <p>Tracking system in place for pre and post Parents evenings, careers meetings and information evenings</p>
<p><b>Challenge 6</b></p> <p>Increasing participation with enrichment and cultural capital opportunities for disadvantaged students</p> <p>Disadvantaged students have high aspirations</p> <p>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</p> <p>Tracking of disadvantaged students' participation in extra-curricular / enrichment opportunities enables identification of non-participating students – and subsequent intervention</p> <p>Post 16 destinations / college applications data indicates that disadvantaged students progress to destinations of an equivalent level to non-disadvantaged peers of same ability</p> <p>Student voice indicates an increasing proportion of disadvantaged students reporting that they feel a sense of belonging at Bradfield School</p>
<p><b>Challenge 7</b></p> <p>A decrease in the proportion of disadvantaged students involved in school behaviour processes</p>	<p>Decrease in the proportion of disadvantaged students involved in lesson removals, suspensions and fixed term exclusions</p> <p>Case studies of intervention with targeted disengaged families indicate increased attendance</p>

Improving attendance for disadvantaged students	and reduced behaviour incidents for students from those families  Improving attendance for disadvantaged cohort
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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: £168213

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	<a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	6
Subsidisation of extracurricular / enrichment opportunities		7
Strategies to improve behaviour and relationships	<a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	8

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

Budgeted cost: £ 17373

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

**Total budgeted cost: £ 185586**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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
- Increase in Parental engagement following introduction of new system

Areas for development / adjustment for 2023/24 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, middle leaders and key staff

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
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: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

**Further information (optional)**

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