



## Pupil premium strategy statement: Bradfield School

1. Summary information					
<b>School</b>	Bradfield School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£112,000	<b>Date of most recent PP Review</b>	12/2/18
<b>Total number of pupils</b>	1241 (Incl Post 16)	<b>Number of pupils eligible for PP</b>	145	<b>Date for next internal review of this strategy</b>	Summer 2019

2. Current attainment			
	<i>Pupils eligible for PP (Bradfield school)</i>	<i>Pupils not eligible for PP (Bradfield School)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 5A* - C incl. EM (2017/18 only)</b>	20%	50.3%	
<b>% achieving expected progress across P8 (2017/18 only)</b>	35%	45%	
<b>% achieving expected progress in English (2017/18 only)</b>	30%	42.1%	
<b>% achieving expected progress in Maths (2017/18 only)</b>	30%	45%	
<b>Progress 8 score average (from 2017/18)</b>	-0.8	-0.1	
<b>Attainment 8 score average (from 2017/18)</b>	3.7	5.1	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Low literacy and comprehension levels affecting engagement with building reading skills and overall progress.
<b>B.</b>	Students lack of self-esteem and confidence results in them choosing to remain passive learners in the classroom leading to lower progress.
<b>C.</b>	Lack of active engagement with learning.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of resources at home to support learning.	
<b>E.</b>	Low attendance. In 2017/18 PP students attendance was 90.45% (June 2018) Significantly below the school target 96%	
<b>F.</b>	Lack of parent engagement affecting the quality of communication and support.	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b> Low literacy and comprehension	That all PP students engage with progressing their reading skills to an acceptable level and in-line or above the average for their peer group.	<ol style="list-style-type: none"> <li>1. All PP students above 9 years and 6 months reading age by summer term with the exception of students with genuine SEN processing issues.</li> <li>2. Improved Progress 8 scores in exam series 2019</li> </ol>
<b>B.</b> Lack of self-esteem and confidence	That no student goes unseen and all PP students receive excellent teaching and learning supporting and challenging them to make good or better progress by Y11. PP students explicitly targeted where needed to raise motivation – especially in KS4; and aspiration – especially in KS3. Improved levels of feedback to target all students.	<ol style="list-style-type: none"> <li>1. Y11 2019 Progress 8 score of 0 summer 2019.</li> <li>2. 100% of all Y11 PP students in further education or training by September 2019</li> <li>3. 0% PP students NEET</li> <li>4. 100% of PP students' books monitored are seen to be exhibiting an equitable standard of work as peers by Term 3. Closing the gap across the year.</li> </ol>
<b>C.</b> Lack of active engagement with learning.	All staff know and use a range of strategies to engage all students in lessons, explicitly focussing on PP students first where judged appropriate. All teaching staff engage with CPD focusing on Positive Relationships across the year.	<ol style="list-style-type: none"> <li>1. Reduction of Summer 2018 behaviour point levels by Summer 2019</li> <li>2. 85% of PP students in line with the average rewards points across school.</li> </ol>
<b>D.</b> Lack of resources at home to support learning.	PP students' homework record improves and is in line with non PP students, across all year groups. All PP students have equitable access to practical lessons requiring ingredients or resources from home. Revision texts and resources, and extra-curricular activities for which there is a cost.	<ol style="list-style-type: none"> <li>1. 100% of FSM students have received financial support where deemed a supportive strategy.</li> <li>2. Data and monitoring indicates PP students are engaged with and producing quality homework. Autumn term 34% of all HW concerns were PP students, this needs to be reduced.</li> </ol>
<b>E.</b> Low attendance.	Increased attendance levels for students eligible for PP.	<ol style="list-style-type: none"> <li>1. Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below.</li> <li>2. Overall attendance among pupils eligible for PP improves from 90.45% to 93% closing the gap to be more in line with 'non PP students.</li> </ol>

<b>F.</b> Parent engagement	Improved attendance of PP families at parents' evening for all year groups. Selected PP students' families engage with SLT parental engagement strategy.	1. 100% of PP families interacting with school through coming in to at least one parent and teacher meeting or parent information evening within the year.
-----------------------------	---	--

## 5. Planned expenditure

Academic year

2018-19

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.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Low literacy and comprehension	Reading age data is shared with teaching staff via CPD on differentiation as part of positive relationships.	This will enable all staff to have more context of students' ability levels and ensure high quality Wave 1 and 2 teaching and learning.	Regular learning walks, and work scrutiny focus on PP students' books. Pupil voice feedback.	CW	March 2019
B. Lack of self-esteem and confidence	Formative and summative assessment strategies employed as per the Feedback policy.	Regular in-class verbal and written feedback ensures all students are aware of how to progress.	SLT link quality assurance procedures. Regular learning walks, and focused PP student voice feedback.	CW	January 2019
B. Lack of self-esteem and confidence	Equitable use of praise for PP students. Ensured by raising the profile of PP students in PP Reward weeks. Every half term.	Positive praise increases motivation, improves relationships and reducing poor behaviour.	Review of PP rewards half termly (AM and ST). Review of PP behaviour points half termly (HoY in link meetings).	DJB	November 2018
B. Lack of self-esteem and confidence	Staff training – Positive Relationships sessions across the CPD calendar.	Developing stronger practitioners with shared understanding. Improving consistency of approach regarding behaviour management and teaching and learning.	Led by senior leaders and staff demonstrating best practice. Lead PP staff to lead on some areas. Inviting in external speakers and engaging in national agenda. Monitoring staff engagement through reflection on or own practice as part of CPD.	DJB	June 2019
B. Lack of self-esteem and confidence	Creation of case studies of PP students Cohort Y11 2018.	Analysis of these case studies will be shared weekly and provide information of where good practice supported progress and where under-lying issues exist.	This will be used to inform and develop staff via Positive Relationships and Challenge CPD. Review of Targeted Intervention Plans, monitoring number of PP students selected.	AM	February 2019

C. Lack of active engagement with learning.	Use of reviewed behaviour systems.	Ensuring consistency in approach. Allowing for follow-up via newly appointed Pupil Support Officers.	Pastoral team briefings and year group meetings to ensure communication. PSO non-teaching role allowing for better communication with families.	DJB	Jan 2019
D. Lack of resources at home to support learning.	Specific events and / or activities are made accessible for all students eligible for funding.	Equality of access, families do not need to ask for this it will be applied.	Departments and Year Teams can apply for PP funding to ensure attendance to trips and events. Uptake of this offer will be monitored and PSO staff will support communication with families to ensure knowledge of events.	AM	February 2019
E. Low attendance	Strengthening of attendance and punctuality systems.	Valuable learning time is lost with lateness or absence from lessons. Rigorous monitoring enable earlier intervention and resolution of issues.	Engagement of Year Team support alongside Attendance and Welfare staff in working with families along with external colleagues and local authority support. Attendance intervention schedule including link meetings and attendance panels.	DJB	January 2019
<b>Total budgeted cost</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>
A. Low literacy and comprehension	Reading age assessments on a termly basis for any student below 9 years 6 months reading age or more than 18 months below their chronological age.	Poor literacy and comprehension is a barrier for students accessing any part of the curriculum. Whole school literacy will improve with this focus. School wide activities such as <ul style="list-style-type: none"> <li>• Word of the week</li> <li>• Reading in tutor times</li> <li>• DEAR lessons</li> </ul> Engage student in reading.	Implementation of reading testing termly, responding to data and information from HOY, LE,	DB	March 2019
			Review of assessment data every term. Leading on whole school literacy and reading focus	CW / SBI	
			Half termly assessment of progress of students in literacy intervention groups.	LE	
A. Low literacy and comprehension	Creation of literacy intervention groups in years 7-10.	EEF toolkit evidence	Guided reading intervention Y7-Y9 Phonics delivery in Y10 for selected students Link meetings	LE	March 2019

A. Low literacy and comprehension	Additional work with PP students with high attainment to improve reading and comprehension.	To develop our higher attaining students with challenge and high expectations modelled by staff and Post 16 students. Reinforcing learning skills for exams and higher education.	Led by staff coordinating and modelling the peer support approach. Using tutor time, therefore not impacting on lessons.	SBI	July 2019
B. Lack of self-esteem and confidence	Targeted achievement plans are used for individual students, to identify and review short term targets.	Ensuring quality assurance of intervention work at classroom and department level. Raising the profile of PP students within the cohort of Y11 students in particular. Holding staff accountable for implementing strategies to improve outcomes.	Driven via SLT link line management part of quality assurance.	CW	December 2018
C. Lack of active engagement with learning.	Mentoring and discipline provided via Year Team staff alongside use of behaviour systems school-wide.	More regular and rigorous monitoring of behaviour data enables Pupil Support Officers to employ early intervention strategies and maintaining good communications with home.	Pastoral Team work as a whole to look at context of issues some students face and put strategies in place to work with students and parents.	DJB	January 2019
D. Lack of resources at home to support learning.	Parents are made aware of their access to funding via communications with school.	Providing a line of communication for better parent engagement.	Pupil Premium Champion overseeing management of the fund and responses to requests.	AM	Dec 2018

E. Low attendance	Regular monitoring and review of PP student attendance leading to family conference support and additional support from the Bradfield Welfare Officer and collaboration with Sheffield LA.	Data tracking enables early intervention, strong and supportive home communication and action and follow-up. Dropping attendance decreases a student's opportunities and ability to progress	Weekly Pastoral briefings including PP champion Weekly data Half termly attendance data review (AM)	DJB	March 2019
F. Parent engagement	Parental Engagement meetings held between students' families and key staff to establish initial information and set key targets.	To forge strong, sustainable and successful links with families to support the whole child and reinforce parental responsibilities enabling students to attend, attain and progress being mindful of their wellbeing.	Initially Y11 focus Meetings half termly, led by SLT and key leadership staff. Set guidance on format of meeting and QA of outcomes	DB	January 2019
<b>Total budgeted cost</b>					£112,000

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensuring all lessons include engagement of and feedback to all PP students	Implementation of PP First classroom procedure. Creation of a PP booklet. Developing one page profiles for sharing individual context information with staff.	Raising the profile of PP cohort for all staff and seeing evidence of this through teaching and learning observations as well as progress data. Students gaining more frequent and better quality informative feedback as evidenced via student voice, observations and work scrutiny. YES	Developing one page profiles requires more time and dedicated pastoral staff, we need to better identify the impact this has. This will be more possible going forward with an expanded Pastoral team. We need to be clear about our objectives before proceeding. Our initial focus 18-19 in terms of sharing more details about individual students will be with Y11 and will include parent engagement and weekly updates for all staff.	Development of PP Champion role. £3,061 Staffing. £99,100
ii. Targeted support				
Improved parent and family engagement. Family ownership of funding to support individual needs supporting students' learning and progress as well as developing cultural capital.	PP Family Voucher Fund of £125 per family made available for a year. Families request spending for specific needs.	Only 24% of families made use of this fund within the first two terms. Many of the requests for funding were for subsidising trips. Some families with children who may have benefited from this did not apply. NO	Some families feel uncomfortable asking for help. There are some events and opportunities we need to just open up for all, with no application necessary. This is particularly relevant for our FSM families. In offering a fund we need to be specific about the remit for its use and focus on those families who are FSM. Reviewing case by case. Building better knowledge of students' needs and barriers	£4397
Ensuring all PP students can access support for exam revision and access to ICT in the home.	Provision of all revision texts for Year 11 students via subject departments. Loan of IT / tablets for students who have no access in the home	Subject leaders along with the PP champion checked that all PP students had these resources / materials. They provided more support and encouragement to attend revision support also. Some successful impact was evident. YES	Although this support helped individuals further support, monitoring and review is required to ensure all PP Y11 students access help and gain knowledge of how best to use these resources. In moving forward we will strengthen the input into Y11 regarding revision techniques and opportunities for revision support in school. Parental engagement meetings will also support students in identifying what help they need.	£2,003
			<b>Total expenditure</b>	<b>£108,561</b>



## Pupil Premium received 17/18 £109,689

Budget expected was £105,000 with numbers in September 2017. The actual amount received is usually different from the budget as it is paid on a fiscal year and the rate changes for the final payment of the school's academic year due to the change in PP numbers from April based on the January census)

