

## The Broxbourne School: Pupil premium strategy statement

1. Summary information					
<b>School</b>	The Broxbourne School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£222,435	<b>Date of most recent PP Review</b>	Dec 2018
<b>Total number of pupils</b>	1053	<b>Number of pupils eligible for PP</b>	201 (19%) (National 28% 2017)	<b>Date for next internal review of this strategy</b>	Dec 2019

2. Current attainment (2017 – 2018 results data)		
	Pupils eligible for PP (your school)	Pupils <b>not</b> eligible for PP (national averages 2017)
<b>% achieving Basics in English and Maths 4+</b>	<b>67.9</b>	71
<b>% achieving Basics in English and maths 5+</b>	<b>39.3</b>	49
<b>% achieving Ebacc 4+</b>	<b>35.7</b>	28
<b>% achieving Ebacc 5+</b>	<b>17.9</b>	N/A
<b>Progress 8 score average</b>	<b>-0.13</b>	0.1 (2017 disadvantaged -0.4)
<b>Attainment 8 average</b>	<b>4.7</b>	5.0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Poor organisation/preparedness for learning – our disadvantaged pupil population has a variety of needs but a common thread in many is a lack of organisation skills and self-regulation
<b>B.</b>	Low numeracy and literacy – a significant number of students enter with lower numeracy and literacy skills than their peers

<b>C.</b>	Aspirations and motivation – for some disadvantaged students there are issues surrounding self-esteem and long-term aspirations, particularly for boys	
<b>D.</b>	Resources for learning – a significant minority lack access at home to the resources which facilitate outstanding progress	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Low attendance – although not significantly different from the broader population attendance rates are slightly below their peers although this is often the result of outliers in each year group	
<b>4. Desired outcomes</b> ( <i>these are specific to the coming year; others carry over from previous</i> )		<b>Success criteria</b>
<b>A.</b>	Improved preparedness for learning	Improvement in organisation grades as measured in school reports
<b>B.</b>	Improved maths progress data at KS3 and KS4	KS3 – Increase in proportions of pupils from disadvantaged backgrounds making “Broxbourne Expected Progress” in line with aspirational thresholds KS4 - Increase in maths P8 score (-0.43 – + 0.1)
<b>C.</b>	Raising aspirations and motivations for disadvantaged boys with high prior attainment Raising girls confidence in maths and increasing aspirations in terms of career choice	Improved attainment in internal tracking and monitoring Improved effort grades in reports Increased attendance at: <ul style="list-style-type: none"> <li>• Homework club</li> <li>• RP Oxbridge meetings</li> </ul> P8 High ability disadvantaged boys P8 Maths Disadvantaged girls Half-termly update plus detailed analysis post-mock exams and post results in summer
<b>D.</b>	Ensure all disadvantaged students have access to resources needed to facilitate outstanding progress	SLT check student access for the students they “champion” Increased attendance at “Top Up” of disadvantaged students
<b>E.</b>	Attendance improvement for current year 10 group plus ensure high attendance of year 11	Close attendance gaps (-1.4 in 2017 -2018) to < 1

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-2019</b>			
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.					
<b>i. Quality of teaching for all</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>
Improved feedback for disadvantaged students (and for all students).	Departmental work scrutiny, whole school work scrutiny (building on previous year's whole school focus)	+ 8 months impact (EEF toolkit)	This has been a whole-school priority for several years and continues to be monitored via work scrutiny at whole school and departmental level + book-checking in learning walks and lesson observations.	PH/SLT	Annually (of strategy) + regular whole-school and departmental work scrutiny.
To narrow attainment gaps between disadvantaged and non-disadvantaged students	One-to-one tuition/paired reading schemes £3750	+ 5 months impact (EEF toolkit). Own data on improvement in reading ages.	Close oversight by senior staff	AN	Termly
Personalised curriculum for disadvantaged students	College courses £5200	To personalise the curriculum so that all students can achieve their full potential and leave school equipped with the skills they need for the next stage of their education	Senior teacher oversight; regular reports from college	FP/SL/PC	Termly
Improved attainment and access to the curriculum for disadvantaged students	LSA support £77,328	To support students in accessing curriculum. Increasingly this will involve small group work focussing on development of core skills	SENCO and senior leader to oversee intervention programme	FP/AN/PC	Termly

Progress gaps in maths and English narrowed	Additional maths and English staffing £72,067	To ensure smaller class sizes and intervention strategies to narrow achievement gaps	Close oversight by senior teacher. Regular review. External challenge of outcomes by PiXL Associate	PH/KP/PC/AN	Half-termly
<b>Total budgeted cost</b>					<b>£158,345</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>
Increased progress in core skill areas	6 <sup>th</sup> formers acting as paid tutors in maths and English £3500	(EEF teacher toolkit) – 5 months gain in learning progress with a strong supporting evidence base.	SLT oversight from PC. Regular updates from lead teachers	PC/SJP/WO/CS/CT	Half-termly update plus detailed analysis post-mock exams and post results in summer
Improved motivation of underachieving disadvantaged boys	Build on learning from last year's whole school focus Boys competitive motivation groups Work with PiXL Associate in strategic development £1600	The gender gap nationally is an issue the school wishes to challenge. Disadvantaged white boys are a group which historically have under-performed even with the broad gender category. We will draw on the findings of experts such as Gary Wilson.	PC to provide oversight of various initiatives CS leading on maths initiative and motivation group Working group findings will be shared at SLT, reviewed and disseminated via the school's Teaching and Learning Forum	PC/CS/SP	Termly
Improve confidence and progress of disadvantaged girls in maths	FJ focus group 6 <sup>th</sup> form tutors Strategy work with PiXL Associate Forensic personalised feedback from PiXL Wave	Internal data suggests this is an areas of concern (Edexcel question level analysis, survey data, report data)	PC/CS oversight Regular meetings with PH/CS/PC to look at progress data e.g. post-mock period	PC/CS/FJ	Half-termly update plus detailed analysis post-mock exams and post results in summer

Improvement in organisational skills and motivation of disadvantaged students	6 <sup>th</sup> formers acting as mentors	Mentoring seen as having a positive impact (+1 month) in EEF toolkit; cost-effective plus past experience of student/parental feedback has been very positive with notable successes (see individual pupil case studies).	Mentors to receive training (based on Hertfordshire University training model). Regular communication between senior leadership member and 6 <sup>th</sup> form mentors	AM/PC	Half-termly update from AM to PC
Improvement in organisational skills and motivation of disadvantaged students	7 Habits of Successful Teenagers Programme	Self-regulation/metacognition is established in EEF toolkit has having highest gain in learning progress with a strong supporting evidence base (+8 months).	Oversight from LGS of work of AAB. High completion rate of cohort. Student and parental feedback. Impacts on qualitative report data and current attainment.	LGS/AAB	Review after end of each cohort's programme
Ensure disadvantaged student support is personalised	SLT Champions (0.25%) £39,174	SLT members will oversee the progress of a small number of disadvantaged students to ensure quality assurance of provision	Regular feedback at senior leadership team meetings. Sharing of good practice/innovation	PC/SLT	Half-termly update plus detailed analysis post-mock exams and post results in summer
Disadvantaged students fully resourced for all aspects of curriculum	Curriculum assistance £15,000	To ensure students are fully equipped for lessons e.g. contributions to ingredient purchases for DT Food and/or revision guides	Head of Year to check regularly with form tutors re equipment. PC to "advertise" role as broker for Year 11 resources. EI with dedicated fund. Chrome book subsidy	EI/PC	Ongoing – budget reviewed at year end
All disadvantaged students to have access to appropriate study facilities	Homework club £1,824	To ensure students have a quiet and fully equipped place to study, supported by trained LSAs	FP to report back to SLT. HOYs to ensure parents/students fully aware of facility to ensure high take up	SMH	Termly
<b>Total budgeted cost</b>					<b>£61,638</b>
<b>iii. Other approaches</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>

Pupils have clear, aspirational goals to motivate them to learn	Careers guidance £4,236	To ensure students receive appropriate information and advice and guidance about future careers and have aspirational goals.	We will check take-up of careers slots by disadvantaged students and follow up on any gaps.	NJ	At progress review meetings for Year 10 and 11.
Students have access to same cultural experiences as other students	Music fees £1,118	Positive impact (+2 months) in EEF toolkit + broader qualitative impacts on cultural capital and "feeling part of the family of the school".	Reports from peripatetic staff. Attendance rates reviewed on half-termly basis.	PC/NK/JW	Attendance half-termly. Progress termly
High student attendance, punctuality and health for learning	Breakfast club £4,200	To ensure students are able to start the day ready to learn	Analysis of take-up by disadvantaged students. Improved attendance.	KP	Annually
Students have access to a range of cultural experiences to develop their cultural capital	Trip subsidies £7,250	Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit + broader qualitative impacts on cultural capital and "feeling part of the family of the school".	Close oversight of budget by business manager and deputy head. Assistant head to track cultural experiences gained over school career.	EI/PC/LGS	Annually
Parents feel part of family of the school and equipped with knowledge and strategies to support them at home	Family Learning evenings £950	Increased parental involvement seen to have positive impact (+3 months) according to EEF toolkit.	Oversight by deputy head of programme. Feedback from parents. Attendance of disadvantaged students.	PC	Annually after completion of programme
<b>Total budgeted cost</b>					<b>£17,754</b>
<b>Total Spending in all areas</b>					<b>£237,737</b>

6. Review of expenditure			
Previous Academic Year			
i. Quality of teaching for all			
Desired	Chosen action /	Estimated impact: Did you meet the	Lessons learned

outcome	approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)
Improved feedback for disadvantaged students (and for all students).	Focus of whole-school INSET Use of departmental feedback sheets Use of Smith Pro-forma in post-Year 11 mock period	Progress 8 above average for all pupils +0.28 81% 4+ Basics all pupils 67.9% 4+ Basics for disadvantaged (in line with "national other") -0.14 for disadvantaged (still above national of -0.4) Gap of -15 well within national norms in context of rising attainment overall Maths VA disappointing - English VA positive	This has continued to improve progress overall; impact on disadvantaged strong in English Increased focus on Maths VA which was below par Focus on groups within overall disadvantaged e.g. current FSM, middle-ability English etc.  This remains a core part of the school's work
To narrow attainment gaps between disadvantaged and non-disadvantaged students	One-to-one tuition	See above	We have even greater numbers of tutors/mentors than previous years and will continue to target disadvantaged pupils. We will also aim to get pupil feedback on www.ebi with these programmes.
Personalised curriculum for disadvantaged students	College courses	Excellent attendance for pupil concerned. Qualitative gains too in terms of broader motivation and obtained qualifications and a transition pathway.	Continue to explore on case-by-case basis.
Progress gaps in maths and English narrowed	Additional maths and English staffing	See above	There have been excellent outcomes but we continue to look to improve maths progress for this group (see above).
<b>ii. Targeted support</b>			

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Narrow gap for disadvantaged students at GCSE c/w national other	Multi-faceted: 6 <sup>th</sup> form tutors SLT Champions Mentoring One-to-one and small group literacy work	Yes, gap well within national norms. Reading ages of disadvantaged pupils improved to close gap with chronological age (see detailed analysis AN/LSD)	Yes, with greater pupil feedback to enhance provision.
Improved social and emotional well-being of targeted students	Appointment of new school counsellor with extra hours and employment of trainee counsellor Close relationship with external agencies	Success criteria involved pupils being able to see counsellor where need arose from the disadvantaged cohort so yes.	Yes, although demand continues to outstrip supply. Extra capacity added in/
Improved attainment and access to the curriculum for disadvantaged students	LSA support	LSA support has been adapted to involve greater small group work. Impact on reading ages in KS3 in particular has been significant.	Some challenges caused by new banding/setting arrangements in meeting needs but small group work very successful.
All disadvantaged students to have access to appropriate study facilities	Homework Club	Attendance levels consistently high.	More careful monitoring and targeting of attendance by disadvantaged students. Development of greater awareness with parents.



Disadvantaged students fully resourced for all aspects of curriculum	Curriculum assistance	Now much more carefully tracked. KVL research work reviewed.	Insights of KVL have been shared with HODs to ensure greater impact and effective use of resources.
<b>iii.</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>		
Students have access to a range of cultural experiences to develop their cultural capital	Trip Subsidies	School continues to have excellent range of extra-curricular and curricular trips and disadvantaged students are supported (see log) to attend.	We have amended "first come, first served" on reply slips for some trips to ensure this does not preclude access to disadvantaged students. This has worked well. We have also provided targeted support for high ability disadvantaged e.g. music trip subsidies.
Parents feel part of family of the school and equipped with knowledge and	Family Learning evenings	Very positive feedback. Attendance from parents from disadvantaged parents still below rest of cohort.	More targeted phone calls to encourage attendance rather than reliance on standard letter. Start this process earlier.
Pupils have clear, aspirational goals to motivate them to learn	Careers guidance	V. low level of NEETs. Clear tracking of post-16 and post-18 destinations. 6th form bursary students (ex-PP 11-16) with destinations at competitive courses following excellent outcomes.	Attempt to further increase involvement of able disadvantaged in RP's Oxbridge/Russell group aspiration work.
Students have access to same cultural experiences as other students	Music fees	Tracking of attendance v. clear and generally strong. Some targeted support for 2nd instrument for able disadvantaged students in place.	Attendance is some cases still low despite follow up. Work needed on exploring why – student feedback/peri comments etc. Ongoing work in feeder primaries and lower school to encourage extra-curricular take-up.

Students are able to start the day ready to learn	Breakfast club	High take-up levels. High attendance (93.4) compared with national (94.8).	Working well. An aim is to close attendance gap still further (<1 .4 to <1)
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