

Broadoak Academy Pupil Premium Strategy Review 2018-19

Overall Objectives:

- To rapidly close gaps between disadvantaged students at Broadoak and all students nationally (particularly for MAP/HAP boys)
- To ensure attendance of PP students is in line with national average
- To ensure equity of access to the curriculum

Three year trends in attainment:

Basics Attainment	Basics 9-5		
	2017	2018	2019
All	31%	33%	33%
Pupil Premium (PPG)	23%	16%	21%
Non Pupil Premium (Non PPG)	35%	40%	39%
PPG Gap	-12%	-24%	-18%
PPG LAPS	0%	0%	0%
Non PPG LAPS	0%	0%	0%
LAPS PPG Gap	0%	0%	0%
PPG MAPS	19%	7%	8%
Non PPG MAPS	21%	18%	15%
MAPS PPG Gap	-2%	-11%	-7%
PPG HAPS	62%	41%	53%
Non PPG HAPS	71%	71%	78%
HAPS PPG Gap	-9%	-30%	-25%

Total Number of eligible students: 327 (38%)	Y7: 70 (39%)	Y8: 61 (34%)	Y9: 65 (38%)	Y10: 72 (42%)	Y11: 59 (36%)
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Main barriers/challenges for Pupil Premium students at Broadoak:

- Lower attendance and high rates of persistent absence
- Behaviour resulting in higher rates of fixed term exclusions and referrals to the Inclusion Base
- Lack of social and cultural capital, evidenced through passivity and lack of articulacy and oracy in classrooms (see PP Review)

Focus Area	Total Budgeted Cost	Description of Intervention/s	Intended impact	Final Impact
<p>Attendance</p> <p>Lead: MAT</p> <p><u>Why?</u></p> <p>Less successful learners have <i>poor attendance and punctuality</i> (Swindon Challenge)</p> <p>In school data (2018) showing link between PA and underachievement at KS4</p>	<p>Staffing Costs: £116,000</p> <p>Breakfasts: £3,000</p> <p>Rewards: £2,000</p> <p>Pastoral Intervention s: £3,000</p> <p>Total: £124k</p>	<p>Rigorous tracking of attendance across the college with weekly use of SOL tracker; accountability meetings with HOYs</p> <p>Targeted interventions from EWO and PSSA with PP students and families, with pastoral support as identified (e.g. transport)</p> <p>Free breakfasts for FSM students to encourage attendance and punctuality</p> <p>High profile praise and rewards for attendance through HOYs/AAHT</p>	<p>Attendance of PP students will be in line with all students nationally</p> <p>PA rates will reduce to be in line with national rates</p>	<p>PP attendance remains at 91%, following an uplift from 90% in 2017.</p> <p>As a result of improved curriculum, transition, behaviour systems and pedagogy, the PP attendance gap for new year 7 cohort in 2018 was the smallest in the school (4.24% compared to 5.05%).</p> <p>Case studies of individual/ small group successes following work with PSSA and EWO, especially for vulnerable KS4 students. Target group 12 students, average year 11 attendance 68%, 100% exam attendance.</p>

<p>Teaching and Learning</p> <p>Lead: KLF/CSM</p> <p><u>Why?</u></p> <p>Cracking the Code – 1 of ‘code breakers’ was identified as <i>Incessant focus on the quality of teaching</i></p> <p><i>“High expectations are critical to the success of disadvantaged learners”</i>(Hampshire report)</p>	<p>Curriculum planning time:</p> <p>£86,850</p>	<p>Relentless focus on high expectations for all learners</p> <p>Additional curriculum planning time for all staff (within timetable) – focus on staff knowledge and responsive teaching</p> <p>Development of teaching and learning enquiry groups with a focus on specific areas that have impact on attainment of disadvantaged students (feedback, metacognition)</p>	<p>Improvements in the quality of teaching and learning across the college so that outcomes are consistent with peers nationally (at KS3 and KS4)</p>	<p>Middle leaders’ ability to drive improvements in classroom practice, especially with a focus on strategies that support disadvantaged students, is improving.</p> <p>Targeted and bespoke support for disadvantaged students continues to be a priority for all middle and senior leaders, including use of data analysis to create ‘must get’ lists and target interventions. This is an improving picture, but needs to be more consistent across the middle leadership team</p> <p>Areas of strength:</p> <p>Biology GCSE PP P8 +0.31 Chemistry GCSE PP P8 +0.64 Physics GCSE PP P8 +0.31 (and above National for Biology and Chemistry with 100% of PP students achieving 9-5) Food and Nutrition GCSE PP P8 +0.22</p> <p>Improved results in Drama GCSE Media Studies GCSE Sports Studies OCR Cambridge National Product Design GCSE</p>
<p>Social and emotional wellbeing</p> <p>Lead: EGU</p> <p><u>Why?</u></p> <p><i>“less successful learners more likely to have negative relationships with</i></p>	<p>Counselling: £6,000</p> <p>EP/Advisory Teachers: £12,500</p> <p>Staffing costs: £31,000</p>	<p>Investment in counselling and external support, such as Educational Psychologist/vulnerable learners support, to ensure barriers to learning are understood and appropriately supported</p> <p>Personal Best Base (using HLTA/Learning Mentors) to support students with</p>	<p>Exclusion rates and Ready to Learn referrals reduce for PP students</p> <p>This will also impact on attendance to support students feeling able to</p>	<p>In 2018/2019 fixed term exclusions remained too high [put in the final number] – in the highest 20% of schools according to our IDSR. This has been the case since 2015/16 and systemic changes within the academy are beginning to alter this. Fixed Term Exclusions began to drop in-year [put in the final numbers] though still has some way to go.</p> <p>Attendance is key to disadvantaged students’ progress and attainment – attendance in 2018/2019 overall was 94% with PPG students at 91% (nat av 92%) and nonPPG at 96% (nat av 96%). Whilst there are individual success stories for disadvantaged students increasing their attendance, there remains a challenge.</p>

<p>adults" (Swindon Challenge)</p>	<p>Sports subsidies (Y11): £500</p> <p>Total: £50k</p>	<p>repeated Ready to Learn referrals – time for reengagement and successful reintegration into lessons</p> <p>Ensure Y11 students can access sport off site (to support link between physical and mental health at time of exams)</p>	<p>attend College regularly</p>	
<p>Raising Standards at KS4</p> <p>Lead: TJD</p> <p><u>Why?</u></p> <p><i>"Teachers in the classroom feel accountable for the achievement of disadvantaged students"</i> (Hampshire report)</p>	<p>Revision Guides: £4,000</p> <p>Dept. Grants: £900</p> <p>Total: £4,900</p>	<p>Strategic use of assessments in Y10/11 to ensure accountability at all levels with appropriate support identified (classroom, faculty, student level)</p> <p>QLAs ensure that teachers are identifying gaps and planning lessons to plug those gaps, providing appropriate support, stretch and challenge</p> <p>Programme of revision/independent learning skills (link to metacognition) using Learning Scientist materials</p>	<p>PP students achieve in line with peers nationally</p> <p>Improved outcomes for HAP/MAP boys in 2019 and 2020 GCSE results</p>	<p>Uplift in Basics 9-5 for all subgroups of PP students, especially for HAPs.</p> <p>PP Basics 9-5 in 2018 16% up to 21% in 2019</p> <p>PP Basics 9-5 HAPs in 2018 41% up to 53% in 2019</p> <p>As a result of the raising standards agenda in school, in year improvements for PP students were seen across the board.</p> <p>Nov 2018 PP A8: 3.29 Final outcomes: 3.54</p> <p>Nov 2018 PP P8: -1.146 Final outcomes: -0.830</p> <p>Nov 2018 PP Basics 9-4: 35% Final outcomes: 41%</p> <p>Nov 2018 PP Basics 9-5: 17% Final outcomes: 21%</p>

<p>Building cultural capital (focus on vocabulary development and oracy)</p> <p>Lead: CMA/CSM</p> <p><u>Why?</u></p> <p>'Achievement Unlocked in N Yorkshire' key foundations of improving outcomes as "<i>Understanding the critical importance of developing the oral language, articulacy and vocabulary of less fortunate children</i>"</p> <p>Social mobility is supported by schools who <i>broaden horizons, raise aspirations and share cultural capital</i> (Cracking the Code)</p>	<p>Lexonik programme: £8,000</p> <p>Staffing: £34,500</p> <p>Trip subsidies: £750</p> <p>Total: £43,250</p>	<p>Roll out of Lexonik intervention with all Y7 students</p> <p>Use of HLTA to target students significantly below age related scores with Lexonik Leap programme</p> <p>Subsidies provided for all disadvantaged students to access school trips</p>	<p>Improved Lexonik scores for all students</p> <p>Improvements in students' literacy and oracy in classrooms – increased confidence in speaking/developing answers</p>	<p>Improvements in curriculum at KS3 show that for year 7 students the PP gap in Maths (in GL assessments) is narrowing. A difference in standard age score between PP and non-PP down to 7.4 (from a gap of 10 in previous year).</p> <p>All PP students with a standard score between 86-100 improved both their reading age and standard score following the Lexonic intervention programme.</p>
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