

# The Broxbourne School: Pupil premium strategy statement

In this academic year this document should be considered alongside the Covid Premium document which attempts to address the specific needs that have arisen due to the coronavirus pandemic. This Covid premium focuses on all pupils affected but disadvantaged pupils are disproportionately impacted by lost learning etc.

Strategies and expenditure outlined below may be amended in the light of the current pandemic. There may be an “end-loading” of the year with some activities which may be impacted by current restrictions e.g. trips etc. The school will continue to look at ways in which academic interventions in particular can continue, albeit in an amended fashion e.g. we have given guidance to 6<sup>th</sup> form tutors that will allow one-to-one support and mentoring to continue with safety precautions put in place.

1. Summary information					
<b>School</b>	The Broxbourne School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£200,309	<b>Date of most recent PP Review</b>	Dec 2020
<b>Total number of pupils</b>	1068	<b>Number of pupils eligible for PP</b>	182 (17%) (National 28% 2019)	<b>Date for next internal review of this strategy</b>	Dec 2021

Attainment data below is based on CAGs. National comparisons, including a progress 8 estimate, are based on 2019 DfE provided data. Progress 8 data will not be provided for the 2020 results.

2. Current attainment (2019 – 2020 results data - NB results were largely based on centre assessed grades)		
	Pupils eligible for PP (your school)	Pupils <b>not</b> eligible for PP (national averages 2019)
<b>% achieving Basics in English and Maths 4+</b>	<b>71.4</b>	71.8
<b>% achieving Basics in English and maths 5+</b>	<b>39.3</b>	50.1
<b>% achieving Ebacc 4+</b>	<b>46.4</b>	28.5
<b>% achieving Ebacc 5+</b>	<b>28.6</b>	20.2

<b>Progress 8 score average</b>	<b>0.29*</b>	+0.13 (2019 disadvantaged xxx)
<b>Attainment 8 average</b>	<b>5.1</b>	5.0
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <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. Some disadvantaged pupils have long journeys to school.	
<b>F.</b>	Lack of cultural capital – this is a major focus of the new Ofsted framework	
<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 Improved maths and English progress of disadvantaged boys at KS4	KS3 – Increase in proportions of pupils from disadvantaged backgrounds making “Broxbourne Expected Progress” in line with aspirational thresholds KS4 – Increased in disadvantaged boys’ maths VA from -0.02 to 0.1. Increase in disadvantaged boys English VA from -0.01 to 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

		<p>Increased attendance at:</p> <ul style="list-style-type: none"> <li>• Homework club</li> <li>• RP Oxbridge meetings</li> </ul> <p>P8 High ability disadvantaged boys  P8 Maths Disadvantaged girls Half-termly update plus detailed analysis post-mock exams and post results in summer  SLT Champion ensure boys attend after school opportunities (revision sessions/tutoring/mentoring)</p>
<b>D.</b>	Ensure all disadvantaged students have access to resources needed to facilitate outstanding progress (particularly with respect to ICT facilities to allow access to remote learning)	<p>SLT checked student access for the students they “champion”  Increased attendance at “Top Up” of disadvantaged students</p>
<b>E.</b>	Attendance improvement for current year 11 group plus ensure high attendance of year 10 (as much as is possible in current situation)	Close attendance gaps to < 1
<b>F.</b>	Curriculum review in part ensures all disadvantaged pupils have appropriate opportunities to develop cultural capital in lessons and as part of extracurricular opportunities.	<p>Curriculum review complete and subject to external audit e.g. HFL SEA  Audit of PP pupils attendance at extra-curricular clubs leading to form tutor/HOY work on increasing attendance</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020-2021</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  £5,200	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 £116,923	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 £67,314	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>£193,187</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 £3000	(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 £3150	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	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  (Cost - see above)	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
Ensure disadvantaged student support is personalised	SLT Champions £10,280.60	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 £10,000	To ensure students are fully equipped for lessons e.g. contributions to ingredient purchases for DT Food and/or revision guides. Disadvantaged pupils will also potentially receive assistance via the coronavirus premium	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.	RA/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	FP	Termly
<b>Total budgeted cost</b>					<b>£28,254.60</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 £1,500	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 £2,250	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 £3775	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 (assuming we see an “opening up” in summer term)	Trip subsidies* £2000  Unlikely to see any trips before Easter 2021 at earliest so substantial reduction c/w last academic year.	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.	RA/PC/LGS	Annually
<b>Total budgeted cost</b>					£9,525
<b>Total Spending in all areas</b>					£230,966.60

6. Review of expenditure			
<b>Previous Academic Year</b>		<b>2019-2020</b>	
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

Improved feedback for disadvantaged students (and for all students).	Departmental work scrutiny, whole school work scrutiny (building on previous year's whole school focus)	Strong progress of PP pupils at each key stage. Positive representation of PP books and feedback in work scrutiny at whole school and departmental level.	Continue to keep under review. Link to revised approach to curriculum and ensure still fit for purpose.
To narrow attainment gaps between disadvantaged and non-disadvantaged students	One-to-one tuition/paired reading schemes	Attainment and progress both well above national norms. Some gaps have widened but must be seen in context of rising attainment overall. All results must be seen in the context of nationally grades increasingly significantly following the adoptions of CAGs. The school's grades matched previous year's results (as per Ofqual guidance) much more so than other school's nationally. See outcomes in table at start of document.	Continue to review. Engage more with pupil voice as part of this review process.
Personalised curriculum for disadvantaged students	College courses	Three pupils undertook day release college courses. In each case it had a marked impact on attendance and engagement in the period before the national lockdown.	Continue to utilise and when it is felt this will enhance engagement, progress and also provide a transition pathway.
Improved attainment and access to the curriculum for disadvantaged students	LSA support	See outcomes in table at start of document.	Continue to review and refine approach using case studies. LSAs will be redeployed for small group work and one-to-one work in the current academic year in response to coronavirus safety precautions. We will review the impact of this work to establish whether there are any enforced changes we want to become established practice in future "normal" academic years.

Progress gaps in maths and English narrowed	Additional maths and English staffing	Both maths and English had strong VA outcomes for disadvantaged pupils substantially (according to in-house estimates. (English VA 0.3, Maths VA, 0.2). The maths score represented a significant increase c/w 2019 (0.1)	Focus on smaller sub groups e.g. disadvantaged high ability boys in maths
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## ii. Targeted support

<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	Attainment and progress for Year 11 considerably above national norms according to CAGs.	Continue to refine and review intervention strategies. We would like more pupils to convert standard passes to good passes and will focus on this. SLT mentoring will focus in particular on current FSM pupils and pupils who did not engage during lockdown.
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	Extra capacity added, although demand continues to outstrip supply, particularly in the current context.

Improved attainment and access to the curriculum for disadvantaged students	LSA support	Reading ages of disadvantaged pupils improved in most cases	Continued focus on pupils who do not sufficiently close gap between chronological and reading age over years 7 and 9. Particular focus on Year 7 where learning gaps are implicit in lower CAT scores with LSAs potentially redeployed for one-to-one and small group work.
All disadvantaged students to have access to appropriate study facilities	Homework Club	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 banding/setting arrangements in meeting needs but small group work very successful. The current arrangements have meant adaptations to Homework Club (e.g. certain year groups are invited on particular days).
Disadvantaged students fully resourced for all aspects of curriculum	Curriculum assistance	See outcomes above	Continue to review in light of case studies etc. to maximise impact. The coronavirus premium is also being utilised to resolve resource issues that undermine pupils' abilities to access home learning during periods of lockdown/self-isolation.
<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	PP attendance on trips as monitored carefully. There is full support for all curriculum trips and subsidy for other trips and take up is high.	We will continue to look to ways to ensure that parents are aware of the availability of trip support and continue to monitor attendance closely. Currently the school's extra-curricular offer is extremely limited. As and when this situation improves we will look to address any "cultural capital" gaps that have opened up in addition to learning gaps.
Parents feel part of family of the school and equipped with knowledge and strategies to support them at home	Chromebook evenings	These replaced the family learning evenings and have enabled parents/pupils to better support their children during lockdown.	Take up of the evenings by parents of PP kids was limited but the Director of ICT has worked very closely, one-to-one with a large number of parents to ensure pupil access to ICT facilities by disadvantaged pupils during the lockdown period.s

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. Improved tracking of who attends IAG meetings with PP pupils always calendared first.	Attempt to further increase involvement of able disadvantaged in RP's Oxbridge/Russell group aspiration work. Ensure form-time activities replace PSHE programme to ensure pupils receive high quality IAG whilst PSHE programme is currently suspended.
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 improved c/w previous academic year up until lockdown. Ongoing work in feeder primaries and lower school to encourage extra-curricular take-up is limited at the moment. The music team have worked hard to ensure continuity of provision via GoogleMeet in the absence of face-to-face work.
Students are able to start the day ready to learn	Breakfast club	Take up levels are variable but provide an excellent start to the day for a significant minority of pupils	We will continue to think of ways to promote this particular opportunity.

