



## Purbrook Park School: Strategy for pupils with a disadvantage (PP)

This statement details our school's use of pupil premium funding (including our recovery premium) to help improve the attainment of pupils with a disadvantage. This is a 3-year plan, and covers the academic years from 2021-22 up until 2024-25.

During this period, the review is updated annually, so that the school can effectively reflect on the previous year's outcomes, and adapt accordingly. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Purbrook Park School
Number of pupils in school	908
Proportion (%) of pupil premium eligible pupils	21.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2023/2024
Date this statement was first published	December 2021
Date this statement was most recently reviewed	November 2023
Date of next review	December 2024
Statement authorised by	Paul Foxley, Headteacher
Pupil Premium leads	Luke Atiyah, Assistant Headteacher Trudi Robbins, Lead Practitioner for Disadvantaged Pupils
Governor / Trustee lead	Shirley Nellthorpe, Chair of Governors

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,200
Recovery premium funding allocation this academic year	£41,952
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£226,152

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Purbrook Park School, our school ethos is 'Enjoy, Enrich, Excel'. This applies to all pupils, regardless of prior attainment, ethnicity, gender or economic background. We have the highest expectations of every pupil that steps over our threshold, and we work to ensure that all pupils, particularly those who are most disadvantaged, have the tools to achieve anything they wish.

However, we must appreciate that not all pupils have the same starting points, and barriers exist that, unless mitigated against, can cause gaps in attainment. The purpose of this strategy is to outline how, as a school, we will work towards breaking down these barriers, and ensure that our vulnerable pupils are presented with the same opportunities to achieve well.

This pupil premium strategy addresses the controllable challenges faced by our disadvantaged pupils, and the actions we will take to help them overcome these challenges. Our strategy aims to focus on learning, rather than labels, and therefore takes into consideration the challenges faced by all disadvantaged and vulnerable pupils, whether they are in receipt of pupil premium or not.

In line with proven research, collated by the Education Endowment Fund, high-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. At Purbrook Park School, this means a focus on metacognition and self-regulation, and on

fundamental literacy and numeracy skills that provide a foundation for wider learning. The time spent in classrooms will have the most impact on closing the gap between our disadvantaged and non-disadvantaged pupils. High-quality teaching benefits all pupils but has been shown to have a disproportionately positive impact on disadvantaged learners; this is key in the creation of this strategy.

An integral part of this strategy is our Covid-19 recovery plans. All pupils missed learning during the global pandemic, and disadvantaged pupils have been affected more than most. Incorporated into this strategy is our vision for recovering this missed education. The use of School Led Tutoring forms the backbone of this.

We aim to both address common challenges and meet the needs of individuals through effective diagnostic assessment to:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what our pupils can achieve

Finally, it should be noted that this is a three-year plan. Over the course of the three years, the plan will be adapted and changed to meet the emerging needs of the school and its pupils.

## Challenges

Challenge number	Detail of challenge
1	<p>Attendance for Disadvantaged pupils both locally and nationally is lower than that of their non-Disadvantaged peers. Our data suggests that pupils who attend school regularly achieve well. Improving the attendance of Disadvantaged pupils is a clear challenge.</p>
2	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. One of the impacts that we have noticed through observations, feedback and questionnaires is that some disadvantaged pupils are content with lower academic outcomes at GCSE due to their chosen career path not requiring higher outcomes.</p> <p>It is widely evidenced through national studies that low academic aspirations can be detrimental to pupil progress.</p> <p>As a school, we celebrate all pupils' aspirations, and do not place more importance over any particular career path. However, we also aim to ensure that all pupils are exposed to a wealth of possibilities available to them and are supported to practically achieve personal goals.</p>
3	<p>Our observations suggest many lower prior attaining Disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in the monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in English. A lack of metacognitive ability manifests itself in poorer outcomes from homework, and independence in lessons.</p>
4	<p>The number of referrals that our welfare team have received with concerns for pupils has risen since the pandemic. This would reflect a higher number of pupils struggling with their emotional well-being. This manifests itself in lack of engagement in lessons, and exam stress.</p> <p>The number of concerns suggest a disproportionate number of Disadvantaged pupils.</p>
5	<p>Our data suggests that there are a number of Disadvantaged pupils who are not working at expected levels in English and Maths. Some of these are from primary schools, and have arrived not secondary ready.</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
Improved attainment among Disadvantaged pupils across the curriculum at the end of KS4, with a focus Progress 8.	The gap between Disadvantaged and non-Disadvantaged will be closing. Disadvantaged pupils will make positive progress in their subject areas.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations will suggest disadvantaged pupils are more able to monitor and regulate their own learning. We expect that improved quality of homework will reflect more engagement. There may be less behaviour points, and conversations with teachers will show higher levels of independent work.</p> <p>It will be evident from learning walks, book looks, planning and pupil voice that teachers are teaching pupils to think metacognitively.</p>
Improved reading decoding, comprehension and inference among Disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Analysis of data from the School Led Tutoring programme will show improvements in these areas.</p> <p>Thinking Reading will be successfully implemented and will demonstrate tangible progress for our pupils.</p>
Pupils who are not secondary ready in English and Maths will catch up with their peers.	The School Led Tutoring programme will demonstrate progress for those pupils involved.
To achieve and sustain improved wellbeing for all pupils, including those who are Disadvantaged.	<p>Sustained high levels of wellbeing:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• Data may also indicate lower levels of behaviour points or suspensions from Disadvantaged pupils</li> </ul>

	<ul style="list-style-type: none"><li>• Data may indicate that attendance is better as a result of these initiatives</li></ul>
To achieve and sustain improved attendance for all pupils, particularly our Disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• Improved attendance for Disadvantaged pupils</li><li>• The gap between Disadvantaged and non-Disadvantaged attendance is closing</li></ul>

## 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: £131,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Lead Practitioner with a specific responsibility for Disadvantaged has been appointed and will be responsible for overseeing the expenditure Pupil Premium funding, as well as quality assurance and assessment of impact.</p> <p>We will assess the impact of this strategy by reviewing all of the strategies.</p>	<p>Evidence suggests that quality implementation of the strategy is key to its success and that leaders need to monitor and evaluate effectively in order to refine the implementation process.</p> <p><a href="#">Putting Evidence to Work: A School's Guide to Implementation (EEF)</a></p> <p>Having strategic leadership over Disadvantaged will mean that challenges can be properly identified, strategies can be put in place, and the impact of these strategies can be effectively evaluated.</p>	<p>1, 2, 3, 4, 5,</p>
<p>Teaching CPD for all staff will focus both metacognition and adaptive teaching.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p>	<p>1, 3, 4</p>

<p>We will fund release time for staff training, and purchase courses to aid training of staff.</p> <p>Pupil and teacher questionnaires will be used to assess the impact of our drive for more adaptive teaching.</p> <p>We will assess the impact of this by evaluating how well adaptive teaching has been embedded into our curriculum, and how it has improved the quality of our pupils' learning.</p>	<p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Adaptive teaching is key to enabling good progress for all pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a></p>	
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## Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school will launch a new mentoring system in the 2023-24 year.</p> <p>All Disadvantaged pupils will receive an academic mentor who they will meet once every two weeks.</p>	<p>There is evidence to suggest that, if clearly structured and well implemented, mentoring can be an effective tool in improving outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	

<p>These mentoring sessions will focus on providing both academic and well-being guidance.</p>		
<p>School-led tutoring programme. Targeted pupils in Year 7 and 8 will receive 1:3 tutoring in English and Maths. Programme will consist of 15 hours of tuition with subject specialists.</p> <p>At least 75% of pupils chosen for this programme are disadvantaged. The programme will be overseen by the Covid Recovery Lead.</p> <p>We can evaluate the impact of this programme as we go, through assessment and marking by the tutors. At the end of the 15 week programme, we will re-test the pupils and evaluate the progress.</p>	<p>EEF indicates that small group tuition can be very effective for pupil progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1, 2,</p>
<p>We believe that using our staff to provide small group interventions is the most effective way to make progress for our disadvantaged pupils. Our staff know our pupils and their strengths and needs.</p> <p>As the year progresses and priorities change, we will assess the needs of our</p>	<p>The NTP has been widely used and reviewed over the course of the year.</p> <p>EEF indicates that small group tuition can be very effective for pupil progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1, 2</p>

Disadvantaged pupils so that we can assess what kind of tutoring is needed.

We can evaluate the impact of this programme as we go, through assessment and marking by the tutors. At the end of the 15 week programme, we will re-test the pupils and evaluate the progress.

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

Budgeted Cost: £28,834

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school continues to work hard with pupils and parents to improve the attendance of Disadvantaged pupils.</p> <p>We will use the Emotional-Based School Avoidance toolkit provided by our local authority. With attendance, we approach each case on an individual basis, and work with pupils and parents to address the root cause.</p> <p>Disadvantaged attendance reports have worked well in the past, and we will continue to use these. Tutors work closely with pupils to identify the root causes of poor attendance.</p> <p>We can assess the impact of this strategy by tracking the attendance of the pupils invited to the course.</p>	<p>Evidence that engagement with parents has a significant impact on progress of disadvantaged parents.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	6
<p>A summer school ran for our new year 7s. One of the two weeks was specifically for disadvantaged and SEN pupils, with a focus on well-being and attendance. This will run against next summer, to</p>	<p>Summer schools can have a moderate impact on pupil progress according to the EEF.</p>	5,6

<p>aid the transition between Year 6 and Year 7, thereby improving well-being.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Following our Summer School, we took feedback from pupils and parents – the feedback was overwhelmingly positive.</p>	
<p>Our two House Leaders will run a ‘Safe Space’ in the John Baker Suite during break and lunchtimes.</p>	<p>Observations and interactions have proven that pupil well-being has been impacted by Covid-19.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

## **Part B: Review of outcomes in the previous academic year: 2022-23**

### **Pupil premium strategy outcomes**

Our analysis of last year's exam results reinforces the direction that our plan is heading in. Our data shows us that Disadvantaged pupils who attended school well, tended to achieve well. Where pupils did not achieve as well as they should have done, attendance was consistently an issue. This is reflected in the national picture. This is why many of our strategies are geared towards improving pupil attendance at school.

We will now evaluate the impact some of our strategies have had:

- Our Lead Practitioner for Disadvantaged oversaw many of the strategies and worked with the senior leadership team to adapt to new challenges as they arose. They were also able to track and monitor the impact of many of our strategies.
- Once again, the school-led tutoring programme was successful in Maths. Maths conducted baselines assessments at the beginning of the intervention, and at the end. There was clear evidence of progress for all the pupils involved in the programme. As such, we will be running the school-led programme again during the 2023-24 academic year. We will identify pupils in a similar way as before.
- As with previous years, we have not utilised the NTP. We feel our teachers are best placed to provide interventions, and there was enough staff available to do this. However, like last year, we will use the NTP if we feel there is a need, and if we feel it will benefit our pupils.
- There is significant evidence that suggests our 'Thinking Reading' programme has had an excellent impact on our weakest readers. We have case studies that demonstrate pupils have made improvements of several years in just a few weeks. The school's aim next year will be to continue to roll this out to as many pupils as possible.
- We have taken a similar approach to Maths this year, and have employed a Maths specialist mentor. This mentor will provide 1:1 and targeted support for pupils who are behind in Maths. There will be a particular focus on SEN and Disadvantaged pupils.

- The school's focus on metacognition last year was successful: post-training evaluations demonstrated that the vast majority of teachers felt the programme was beneficial to their teaching. The improved exam results at the end of the year may also be considered evidence of this. This year, our CPD focus has shifted to adaptive teaching. Adaptive teaching remains a focus for the 2023-24 academic year.
- Many of our other activities from the previous academic year will carry over into 2023-24. For example, our summer Enrichment Academy for new Year 6 pupils was very successful: places were provided free of charge to Disadvantaged pupils. We will run the Enrichment Academy again in the summer.

## Further information

### Additional activity

Of course, there are many things that our school does that will benefit all pupils, especially those who are disadvantaged. Many of these activities will not be budgeted from this funding, but are detailed below:

- [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Alongside metacognition, the improvement of accurate and diagnostic assessment is a whole school drive.
- We will ensure that all stakeholders are kept abreast of our plans. Pupils will be kept aware of the changes we have made to our curriculum, and the support we offering. Assemblies, and communication with parents will ensure they are aware of the opportunities being provided, and they can partake.
- We will be utilising support from our local [Mental Health Support Team](#) and local behaviour hub. We will fund counselling and other interventions for disadvantaged using external agencies: YOT, OTR, Y-Services, for example.
- offering a wide range of high-quality after school activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Our Alternative Provisions Manager offers a number of other opportunities, of which our disadvantaged pupils will benefit (e.g. Fishing for Schools, College Placements, NCS).

### **Planning, implementation, and evaluation**

When planning this plan, we have relied on the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

Alongside the EEF, evidence has been at the heart of our planning. We have gathered evidence through assessments, book-looks, pupil voice and teacher conversations. These varying types of evidence have meant we have accurately identified the priorities, and how we can address them.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.