

Pupil premium strategy statement – Shenley Brook End School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Shenley Brook End School
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gareth McCluskey, Headteacher
Pupil premium lead	Gareth McCluskey, Headteacher
Governor / Trustee lead	Heather Pugh Louise Rennolds (co-chairs of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,310
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£76,176
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£351,486

Part A: Pupil premium strategy plan

Statement of intent

We will ensure that Pupil Premium funding is spent on the target group. We are aware that within our target group there are a diverse range of needs – both existing and emerging. We will thoroughly analyse which pupils are under-achieving and endeavour to work out why. We will use evidence to allocate funding to big-impact strategies. We will be relentless in our pursuit of high-quality teaching, not interventions to compensate where teaching is not secure. We will use achievement data to check interventions are effective and adjust where necessary. We will have a senior leader with oversight of how Pupil Premium funding is being spent. We will ensure that teachers know which pupils are eligible for Pupil Premium. We will endeavour to demonstrate impact. We will have a named governor who will oversee and challenge our use of the Pupil Premium.

Our school is in a very diverse socio-economic area. We serve areas of deprivation alongside some very affluent areas. From recent PASS surveys we found that our PP students self-assessed themselves significantly lower for each of the following:

- Feelings about school.
- Preparedness for learning.
- Attitudes to attendance.
- General work ethic.

We want the best for all of our students. We aim to be achieving progress above similar schools nationally. There should be no difference between the progress of disadvantaged students and their non-disadvantaged peers. Success will be if we ensure that:

- Student behaviour for learning in lessons and around school is exemplary.
- Students make outstanding progress.
- Attendance is excellent.
- Students will be well equipped to achieve great results in both English and maths.
- Student engagement in the extended curriculum is high.
- Students will have high aspirations about their futures and achieve fantastic destinations.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>For students that have completed official end of KS2 assessments 19% of disadvantaged students have not made age expected progress compared to 12% of students of non-disadvantaged students.</p>
2	<p>Assessments and observations with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>For students that have completed end of KS2 assessments 23% of disadvantaged students have not made age expected progress compared to 12% of students of non-disadvantaged students.</p>
3	<p>Lockdown has had a negative effect on the progress of some disadvantaged students.</p> <p>Students in disadvantaged households have fallen behind in their understanding of the Basics (maths and English) compared to non-disadvantaged students.</p>
4	<p>The PASS survey indicates that our students have a high satisfaction with most areas of the PASS survey. Some of our disadvantaged students have a moderate satisfaction (a lower score) with 'feelings about school', 'attitudes to teachers' and 'attitude to attendance' in comparison to their peers.</p> <p>Lockdown has increased the frequency of referrals to safeguarding for high level referrals, concerns around mental health and feelings of isolation. Referrals for mental health have tripled since the lockdown. During this year 1483 referrals have been made for safeguarding concerns. 361 of these referrals are for mental health reasons.</p>
5	<p>39% of disadvantaged pupils have been 'persistently absent' in 2021 compared to 29% of their peers during that period.</p>
6	<p>The poor behaviour of a small minority of students within lessons adversely effects the progress of our disadvantaged students.</p> <p>Students with a significant number of negative behaviour points (over 30 in a full school year) for disadvantaged students is 17% compared to non-disadvantaged students which is 5%.</p>

7	Some of our students who are disadvantaged are not as self-regulated as their peers. These students would benefit from greater understanding of metacognitive strategies to aid learning. Some of our disadvantaged students find talking about their learning more challenging.
8	The proportion of disadvantaged students engaging in extra-curricular, or trips is not as high as their peers.

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 progress of disadvantaged students across the curriculum, with a focus on Maths and English.	By the end of our current plan in 2024/25, English Progress 8 score for students should be positive. 2023's P8 for English was -0.02, maths Progress 8 score for students should be positive. 2023's P8 for English was -0.24
Students can speak about what they are learning and understand where they are in terms of the plan, action, review metacognitive cycle. Teachers make metacognitive strategies explicit in lessons.	Use of metacognition is evident in 50%+ of all lesson observations.
Students are given opportunities to explain, discuss and debate in all lessons.	Use of oracy is evident in 50% of all lesson observations.
Students will develop comprehension and a greater vocabulary through targeted time limited support.	Progress of students that have worked with the reading TA to lessen the gap with age expected reading skills. Make expected progress within the more literacy-based subjects such as English and history.
Raise aspirations around careers and future pathways.	No 'NEET's and university or equivalent applications are similar for PP and non-PP students. Positive survey results from our disadvantaged students around CEIAG in school.
Student behaviour for learning in lessons and around school is exemplary.	Behaviour statistics improve in terms of FTE, observation of excellent behaviour in lessons and feedback from staff, students and parent survey.

	Positive behaviour statistics increase for both disadvantaged and their peers.
Improved student wellbeing.	The number of students requiring intervention decreases from current high demand. PASS reflects increased scores for the PP students within 'feelings about school', 'attitudes to teachers' and 'attitude to attendance'.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 20% lower than their peers.</p>

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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic reading and comprehension assessments.</p> <p>Training will be given to staff who are carrying out assessments.</p>	<p>We want standardised tests to diagnose the issues around reading and comprehension. Completing these tests annually will measure the impact of our interventions in reading and comprehension.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 6

<p>Developing metacognitive skills in students and assessment for learning techniques.</p> <p>All staff will be engaged in the Embedding Formative Assessment programme. This will complement existing training on Metacognition.</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>Students in the Embedding Formative Assessment schools made the equivalent of two additional months' progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Embedding Formative Assessment EEF</p>	1, 3, 7
<p>Staff to develop through whole school training positive relationships with students in their classes by using positive behaviour management.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5, 6
<p>Staff to continue to develop, through whole school training strategies, to improve oracy in lessons.</p>	<p>It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Overstaff and reduce class sizes in maths, English and Science.</p>	<p>Reducing class size has a small positive impact of +2 months, on average.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Running small group sessions for students for a period of 10 weeks to work on improving specific identified gaps in knowledge	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 5, 6
Pupil Premium Champion responsible for raising achievement in mathematics through 1:1 and small group interventions.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 5, 6
Providing a 50% discount on all trips within the school for disadvantaged students. Providing music tuition free of charge for disadvantaged students. Providing the ingredients for food technology lessons.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)	4, 5, 6, 7

Wider strategies

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of school counsellors to develop student resilience and improve mental wellbeing of all students.	<p>A large body of evidence from the UK and abroad suggests that CBT can have a relatively large desirable impact.</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	All
<p>The behaviour coaches will support, challenge and improve the behaviour of our most challenging students to enable all students to learn in lessons.</p> <p>To train our own behaviour coaches in school and develop staff in psychodynamic therapies.</p> <p>The Team Leader for Inclusion to run bespoke packages for our most challenging students</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	All

Total budgeted cost: £340,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Progress up to January 2023
Improved progress of disadvantaged students across the curriculum, with a focus on English.	By the end of our current plan in 2024/25, English Progress 8 score for students should be positive. 2019's P8 for English was -0.2.	<p>Jan: Progress 8 scores: P8 score for Maths is: -1.13 P8 score for English is: -1.23</p> <p>May: Progress 8 scores: P8 score for Maths is: -1.20 P8 score for English is: -0.96</p> <p>Results: Progress 8 scores: P8 score for Maths is: -0.66 P8 score for English is: -0.87</p>
Students can speak about what they are learning and understand where they are in terms of the plan, action, review metacognitive cycle. Teachers make metacognitive strategies explicit in lessons.	Use of metacognition is evident in 50%+ of all lesson observations.	62% of classes observed were using metacognition effectively.
Students are given opportunities to explain, discuss and debate in all lessons.	Use of oracy is evident in 50% of all lessons observations.	54% of classes observed were using oracy effectively.
Students will develop comprehension and a greater vocabulary through targeted time limited support.	Progress of students that have worked with the reading TA to lessen the gap with age expected reading skills. Make expected progress within the more literacy-based subjects such as English and history.	<p>Jan 23: Have appointed and trained TA to work with Lexonik and with Dyslexia Gold with Year 7 and with targeted SEND students. Have appointed the Director for Literacy</p> <p>Y7 NGRT test results for Sept 2022 are: Of our disadvantaged students: 43% have a reading age below their chronological age, 21% significantly below (reading of 9 or less).</p> <p>May 23: Over 100 students will have completed Lexonik programme by the end of the year. Progress in reading ages for these students have increased dramatically.</p>

		<p>Year 8 students are part of a trial improving reading fluency through a form time program. Using the Teams reading program. After initial issues progress seems to be good here.</p> <p>Plans in place for NGRT testing of Y7 and Y8 in September.</p>									
<p>Raise aspirations around careers and future pathways.</p>	<p>No 'NEET's and university or equivalent applications are similar for PP and non-PP students.</p> <p>Positive survey results from our disadvantaged students around CEIAG in school.</p>	<p>Jan 23: Alyce Harris progress with meeting Y11 students is:</p> <p>50 PP students 33 have had 1:1 CEIAG meetings to date. Potential PP NEETS: 2 5 separate CEIAG events for Y11 have taken place.</p> <p>May 23: All Year 11 PP students have now had a 1:1 Pathways meeting with myself and received a personalised action plan.</p> <p>4 PP students have now been referred to the MK Youth Faculty Team for additional support as Year Leaders consider them at risk of being NEET.</p> <p>End of Year: 100% of SBE students on course to be in education or training next year. Final NEET figures to be produced in October for the council and after the end of enrolments at the MK college.</p>									
<p>Student behaviour for learning in lessons and around school is exemplary.</p>	<p>Behaviour statistics improve in terms of FTE, observation of excellent behaviour in lessons and feedback from staff, students and parent survey.</p> <p>Positive behaviour statistics increase for both disadvantaged and their peers.</p>	<p>Jan 23: Fixed term exclusion rate:</p> <p>Current % of Non-Disadvantaged with 2 or more FTE is: 2%</p> <p>Current % of Disadvantaged with 2 or more FTE is: 8%</p> <p>May 23: Fixed term exclusion rate:</p> <p>Current % of Non-Disadvantaged with 2 or more FTE is: 2%</p> <p>Current % of Disadvantaged with 2 or more FTE is: 9%</p> <p>End of Year 23: Fixed term exclusion rate:</p> <p>Current % of Non-Disadvantaged with 2 or more FTE is: 2%</p> <p>Current % of Disadvantaged with 2 or more FTE is: 9%</p> <p><i>Behaviour is good Agree or Strongly Agree.</i></p> <table border="1"> <tr> <td></td><td>Nov 22</td><td>May 23</td></tr> <tr> <td>Student</td><td>45%</td><td>53%</td></tr> <tr> <td>Parent</td><td>81%</td><td>74%</td></tr> </table>		Nov 22	May 23	Student	45%	53%	Parent	81%	74%
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		<p>Jan 23: BADGERS points from September to the end of January: 2022-3: 231513</p> <p>May 23: Badger points from September until the end of April: 2022-3: 369568</p> <p>End of Year: Badger points from September until the end of Year: 2022-3: 431052</p>												
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 20% higher than their peers.</p>	<p>Jan 23: School Attendance: 89.1% Disadvantaged Attendance: 87.2%</p> <p>Persistent absentees School: 18.7% Persistent absentees Disadv: 33.1%</p> <p>May 23: School Attendance: 89.6% Disadv Attendance: 83.2%</p> <p>Persistent absentees School: 22.1% Persistent absentees Disadv: 39.2%</p> <p>*Study leave for Y11 is contained in this figure. The DFE only ask us to report to May because of Study Leave.</p>												
Improved student wellbeing.	<p>The number of students requiring intervention decreases from current high demand. PASS reflects increased scores for the PP students within 'feelings about school', 'attitudes to teachers' and 'attitude to attendance'.</p>	<p>End of Year 23:</p> <p>53 PP students have received counselling through the hub since Sept 2022 – minimum of 6 weeks but some have ongoing counselling (trauma)</p> <p>4 were PLAC and 3 CLA. 18 young carers (10 PP)</p> <table border="1"> <thead> <tr> <th></th><th>May 22</th><th>May 23</th></tr> </thead> <tbody> <tr> <td>I feel positive about my mental health</td><td>64%</td><td>67%</td></tr> <tr> <td>I am happy at school</td><td>63%</td><td>57%</td></tr> <tr> <td>I feel safe at school</td><td>75%</td><td>76%</td></tr> </tbody> </table>		May 22	May 23	I feel positive about my mental health	64%	67%	I am happy at school	63%	57%	I feel safe at school	75%	76%
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