

# SBE: 3 Year Pupil Premium Statement 2021-2024

## School overview

Metric	Data
School name	Shenley Brook End School
Pupils in school	1850
Proportion of disadvantaged pupils	20%
Academic year or years covered by statement	Year 7 - 11
Publish date	December '21
Review date	September '22
Statement authorised by	Chris Holmwood, Headteacher
Pupil premium lead	Gareth McCluskey, Deputy Headteacher
Governor lead	Carol Jones, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256 895
Recovery premium funding allocation this academic year	£39 295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£296 790

# 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 <b>not</b> 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 done completed end of KS2 assessments 23% of disadvantaged students have <b>not</b> 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' than 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% of the disadvantaged students compared to 5% of their peers.</p>
7	<p>Some of our students who are disadvantaged are not as self-regulated as their peers. These students would benefit from greater understanding</p>

	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 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.
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 lessons 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"> <li>• 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%.</li> </ul> <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: **£116 000**

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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 6
<p>Developing metacognitive skills in students through explicit teaching in all lessons.</p> <p>Training days for all teaching staff around metacognitive strategies to use with their students.</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><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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><a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3

Overstaff and reduce class sizes in maths, English and Science.	Reducing class size has a small positive impacts of +2 months, on average. <a href="https://www.educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 6
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## 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. <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 5, 6
Students will be targeted for tuition through our acceler8 tutoring company.	Small group tuition has an average impact of four months' additional progress over the course of a year. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 5, 6
<p>Providing a 50% discount on all trips within the school for disadvantaged students.</p> <p>Providing music tuition free of charge for disadvantaged students.</p> <p>Providing the ingredients for food technology lessons.</p>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	4, 5, 6, 7

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

Budgeted cost: **£80 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of school counsellors to develop student resilience and improve mental wellbeing of all students.</p>	<p>A large body of evidence from the UK and abroad suggests that CBT can have a relatively large desirable impact.</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>All</p>
<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><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>All</p>

**Total budgeted cost: £290 000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

One-to-one and small group targeted support in maths and English for KS3 students to enable intensive small group support; supported and nurtured students in their understanding of key concepts. Small group and 1:1 EAL support sessions; ensured that students with limited English were able to access the school and the curriculum.

Member of staff responsible for oversight of music tuition initiative; increased the number of students engaged in music tuition as an extra-curricular activity.

Contribution towards a 'Support and Well-Being' mentor; supported student long-term goals through effective support and guidance, including Higher Education visit/advice. Contribution towards YiS Youth Counselling Service programme; supported the increasingly diverse needs of our students.

Contribution towards the setting up and resourcing of an Inclusion Centre; supported the increasingly diverse needs of our students. Contribution towards behaviour coaches that work out of our Inclusion Centre; supported the increasingly diverse behavioural needs of our students.

Support with Food Preparation and Nutrition ingredients; ensured students have appropriate materials and remove potential barriers to opportunity. Subsidy of materials, e.g. revision guides, textbooks, subject 'starter packs' to ensure students have appropriate stationery; ensured students have appropriate specialist revision materials and removed potential barriers to learning. Music tuition paid; ensured that students have access to a full range of stimulating activities.

Contribution towards a CIAG advisor to ensure students receive appropriate support and guidance; supported student long-term goals through effective support and guidance, including Higher Education visit/advice. Annual licence for Unifrog – destinations platform; supported student long-term goals through effective support and guidance. Support with trips and visits (including DofE); ensured students have access to a full range of extra curricular activities.