

Pupil premium strategy statement – Shenley Brook End School

This statement details our school's use of pupil 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	1886 on roll of which 342 are pupil premium
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	31 st December 2024
Date on which it will be reviewed	31 st December 2025
Statement authorised by	Gareth McCluskey
Pupil premium lead	Zara Peskett
Governor / Trustee lead	Heather Pugh and Louise Reynolds (Co-Chairs)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£318,360

Part A: Pupil premium strategy plan

Statement of intent

Shenley Brook End School is a place where we are kind, we are respectful, we work hard.

At the heart of our pupil premium strategy plan sits the intention to enable each socio-economically disadvantaged young person to overcome the barriers they may face. As a school, we provide outstanding learning opportunities, and our objective is to ensure equity of access for all. We want our students to each be the best version of themselves; to each know that during their time at school, they are supported in developing skills and attributes to successfully shape and respond to the future. We work with our disadvantaged young people and alongside their families.

We know that understanding individual circumstances, and the challenges they may bring, is the key to ensuring that guidance, support and intervention is targeted and impactful. The key principle of our strategy plan is to use pupil premium funding in ways that will make the biggest possible difference to our students. We will ensure quality first adaptive teaching; we will enable learning through meaningful academic support; and we will foster a holistic approach that values all aspects of personal development and education.

The purpose of the pupil premium grant is to make funding available in order to narrow and close the gap between the achievement of disadvantaged pupils and their peers. We aim to raise the attainment of disadvantaged students of all abilities so that it can make a significant impact on their education and lives beyond Shenley Brook End School. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Allocation of Funding: The spending of the pupil premium is broken down into three areas with the rationale always linked to the evidence and assessment provided by the Education Endowment Foundation (EEF) and the National Foundation for Educational Research (NFER).

- Quality of teaching for all: This is the area where we use the funding to improve the teaching and learning within the school, linking it to staff development and the school's improvement planning.
- Targeted Support: This is the area where we use the funding to support identified weaknesses for our disadvantaged pupils in areas such as their literacy and numeracy skills, supporting them with their exam preparation and improving attendance. This takes the form of such things as mentoring, small group tuition and working with parents to support their children.
- Other approaches: This is where we use the grant to improve students' access to the ins and outs of school curriculum; to improve the transition between the Key Stages; and to develop and improve upon processes additional to those highlighted above. This may include providing funds to enable students to access extra-curricular activities that they would not be able to access that their non-disadvantaged peers would, or providing them with careers guidance.

Challenges

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

Challenge	Challenge
1	<p>Access to the curriculum is restricted by low level literacy skills.</p> <p>For students that have completed official end of KS2 assessments 23% of disadvantaged students have not made age expected progress compared to 11% of students of non-disadvantaged students</p>
2	<p>Attainment in either/both English or/and Maths is below Secure/Grade 5.</p> <p>Summer 2024 GCSE results Eng and Ma at grade 5+ for disadvantaged pupils is 26.7%, Whole School is 45.4%.</p>
3	<p>Attainment and Progress at KS3 and KS4 are often below expectations.</p> <p>Summer 2024 GCSE results P8 score is -1.05, Whole School is -0.25.</p>
4	<p>Engagement in enrichment activities and access to resources may be limited.</p> <p>The proportion of disadvantaged students engaging in extra-curricular, or trips is not as high as their peers. This evidenced through the extracurricular and trip registers, 46% of disadvantaged students have attended at least 2 trips and attended 2 clubs compared to 86% overall).</p>
5	<p>Behaviour for learning, and wellbeing, impact negatively on achievement.</p> <p>Students with a significant number of negative behaviour points (over 30 in a full school year) for disadvantaged students in 2023-2024 was 14% compared to non-disadvantaged students which is 6%).</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
Students are enabled, within all curriculum areas, to improve their vocabulary building, reading, writing, and oracy skills. An emphasis on CPD which establishes Tier 3 vocabulary and adaptive reading strategies.	Disadvantaged pupils will access lessons with an emphasis on reading, writing and oracy. Staff confidence and skill in adapting in these areas is improved, disadvantaged students' literacy skills are in line with age related expectations.
Students benefit from Embedding Formative Assessment strategies in all subjects but with an emphasis on intervention as well as lessons in English and Maths.	Checking for understanding in lessons is frequent and effective. Our disadvantaged students access intervention based on our understanding of where they are at in terms of attainment. Disadvantaged students achieve their target grade (at least with an emphasis on grade 4 and 5 thresholds).

Students have timely opportunities to discuss their academic progress and engage in reciprocal target setting and review. Metacognition is improved through the form time and effective strategies for learning taught.	Disadvantaged students are accessing the form time and revision strategies programmes. This is furthered with the one-to-one work meeting with LG in relation to revision preparation. Disadvantaged student voice should express an increased preparedness in understanding how to learn/revise.
Students engage in enrichment, with the encouragement, guidance and actions required to facilitate participation. The 5D Bacc. allows us to measure engagement and success in this.	5D Bacc shows that students engage in school life in line with their peers. The student survey shows that disadvantaged students engage in all areas of school life, Q18 I take part in school activities outside of lessons like clubs, sports, music and trips.
Students, through the behaviour curriculum, understand how to improve aspects of their behaviour for learning and wellbeing and receive appropriate support.	Disadvantaged students with a significant number of negative behaviour points (over 30 in a full school year) becomes more in line with their peers, when this is not the case support from the pastoral team is made readily available to Pupil Premium students.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 117,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic reading and comprehension assessments. Training will be given to staff who are carrying out assessments.	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. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3
Developing assessment for learning techniques. All staff will be engaged in the Embedding Formative Assessment programme. This will complement existing training on Metacognition.	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.	2,3

Staff to continue to develop, through whole school training strategies, to improve oracy in lessons.	It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully. Collaborative learning approaches EEF(educationendowmentfoundation.org.uk)	2,3
CPD and student curriculum focussing on Metacognitive revision strategies and the Revision revolution.	Upskilling students in retrieval and a culture of effective study to improve outcomes. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ Revision Revolution - Learn more about author Helen Howell	2,3
Development of the Literacy for All Strategy and resources to support approaches to reading for pleasure - the MK Reading for Life initiative and approaches to disciplinary literacy.	School-based data and research evidence from the EEF, The Open University, UKLA, Book Trust and other related and relevant professional networks and associations.	1,2,3
Access to resources that support high quality teaching and learning, to include: - Seneca -Sparx Maths -Sparx English -Pinpoint Maths - Revision resources - Art & Creative supplies - Ingredients	Research evidence and accounts from education professionals as to the effectiveness of each resource. School-based data as to how each resource enables access to the curriculum and supports the provision of high quality teaching.	1,2,3,4

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

Budgeted cost: £81,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Running small group sessions for students for a period of 10	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Reading comprehension strategies	2,3

weeks to work on improving specific identified gaps in knowledge.	Toolkit Strand Education Endowment Foundation EEF	
Provision of KS4 Maths and English Form time intervention groups.	Research evidence from the EEF, Making a Difference with Effective Tutoring along with school-based data.	1,2,3
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)	2,3,4
Maximize Intervention for Year 11	Support students in the motivation and self-regulation concepts critical in supporting metacognition.	2,3,4
Development of the 5D Bacc to encourage engagement in extracurricular and trips.	Growth in whole school life and wholistic education – sense of belonging and growing of cultural capital.	2,3,4

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support of Careers provision and resources to increase student engagement and personal aspiration.	Accounts from education professionals and research evidence, in conjunction with school-based data, that references the impact of engagement with Careers information, advice and guidance.	1,2,3,4
. Support of P16 peer mentoring, reading and tuition groups.	Research evidence from the EEF, Making a Difference with Effective Tutoring and references to peer tutoring in the Teaching and Learning Toolkit.	1,2,3,4
Access to Alternative Education Provision to support disadvantaged students' social emotional and behavioural needs.	School-based data linked to academic and pastoral progress and attainment. Research evidence including the EEF guidance on social and emotional learning and behaviour interventions.	4,5
Use of school counsellors to develop student resilience	A large body of evidence from the UK and abroad suggests that CBT can have a relatively large desirable impact. Cognitive	4,5

<p>and improve mental wellbeing of all students.</p>	<p>Behavioural Therapy - Youth Endowment Fund Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</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. To train our own behaviour coaches in school and develop staff in psychodynamic therapies. 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>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 318,360.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

“If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met”.

Our previous outcomes were partially met:

Intended outcome	Actual
Improved progress of disadvantaged students across the curriculum, with a focus on Maths and English.	Partially Met: Outcomes in Maths and English are marginally improved for disadvantaged students, but progress is still decelerated compared to non-disadvantaged students and below the national expectation.
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.	Met: Use of metacognition is evident in 50%+ of all lesson observations.
Students are given opportunities to explain, discuss and debate in all lessons.	Met: Use of oracy is evident in 50% of all lesson observations.
Students will develop comprehension and a greater vocabulary through targeted time limited support.	Partially Met: Disadvantaged students are accessing NGRT testing to assess need, but a stubborn literacy gap continues with some of our disadvantaged students in line with their peers (particularly for those who are disadvantaged and on the SEND register).
Raise aspirations around careers and future pathways.	Met: Positive survey results from our disadvantaged students around CEIAG in school. We have been awarded a social mobility award in relation to careers and outstanding in all the Gatsby benchmarks.
Student behaviour for learning in lessons and around school is exemplary.	Partially Met: Behaviour curriculum has been developed and a pastoral team invested in, but some disparity remains between behaviour points and FTE's of

	disadvantaged and non-disadvantaged students.
Improved student wellbeing.	Met: A PASS sample 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>Met: Attendance at SBE has improved and the gap between disadvantaged and non-disadvantaged improved.</p> <p>School Attendance: 89.6% Disadv Attendance: 83.2% Persistent absentees School: 22.1% Persistent absentees Disadv: 39.2% *Study leave for Y11 is contained in this figure.</p>