

Pupil premium strategy statement – Frederick Bremer 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	893
Proportion (%) of pupil premium eligible pupils	34.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	January 2023
Date on which it will be reviewed	October 2023
Statement authorised by	J Skelhorne
Pupil premium lead	J Skelhorne
Governor / Trustee lead	C Normanton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,995
Recovery premium funding allocation this academic year	£89,794
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£367,249

Part A: Pupil premium strategy plan

Statement of intent

Frederick Bremer School is proud of the diverse nature of its pupil body. Economically and socially, the pupil profile reflects the school's complex urban environment and at any time a higher than average proportion of our pupils are considered disadvantaged within the context of the pupil premium grant criteria. We do not consider this as an excuse for under-achievement and have high aspirations for all our pupils irrespective of their background.

As part of our high-aspirations, it is our aim that pupils who receive the pupil premium are enabled to achieve progress and outcomes that match, or exceed, those achieved both nationally and by their peers within the school.

The current pupil premium strategy aims to improve life chances of PP students by:

- Closing any gaps in progress and attainment
- Improve attendance and engagement in school
- Empower young people through the development of their confidence, academic literacy and oracy
- Zero exclusions
- Ensuring there is minimal impact of the covid-19 pandemic on our pupil premium students

This will be accomplished by quality first teaching in all classrooms, targeted intervention and the wrap around care and support we offer through our enrichment offer and pastoral systems

Key Principles:

- Understand who our PP students are and identify the barriers they face, using, updating and reviewing internal data
- Use evidence-based research and collaboration with outside agencies to identify the most effective methods for meeting the needs of identified students
- Carefully implement strategies with a clear plan for reviewing effectiveness at each stage

- Conduct a final review in October of each year, adjusting the strategy as necessary, in response to student outcomes.

Challenges

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

Challenge number	Detail of challenge
1	At Frederick Bremer we believe that there should be no gap in progress and attainment for our pupils entitled to pupil premium funding when compared to those who are not. In the 2022 summer exam series there was a slightly widened disadvantage gap.
2	Our pupils who meet the criteria for pupil premium funding are more likely to experience challenges in their reading, writing and their confidence speaking to a range of audiences.
3	Poor behaviour is often a symptom of unmet need, and so pupils from disadvantaged backgrounds are more likely to experience behaviour, emotional and social difficulties.
4	Nationally it is more likely for pupils entitled to the pupil premium to have poor attendance to school
5	Despite being amidst the wealth and affluence of the capital we serve families whose children experience some of the highest rates of child poverty in the UK at 47% (End Child Poverty Coalition 2021) compared to an average in England of 27%. Families experiencing material deprivation are less able to provide extra-curricular activities and cultural capital for their children. They are also less able to provide space to work at home.
6	The important role of families in the education of disadvantaged pupils who make outstanding progress is well documented in research. Parents and carers from families experiencing material deprivation can find it more difficult to understand and engage with the school curriculum, and also the processes and their entitlement to challenge.

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 educational outcomes for pupils entitled to the pupil premium	Zero attainment 8 and progress 8 gap
Improved engagement at school	96% attendance and 96% punctuality
Improved behaviour and enjoyment of school	Zero exclusions
Ensure equality of access to enrichment opportunities	Engagement in enrichment by students eligible for PP is at least as high as other students
Improved access to learning materials and environments	Zero attainment and progress gaps in all year groups

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: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole School CPD budget</i></p> <p>Improved quality of teaching, learning and outcomes for all students with particular</p>	<p>Continuous professional development budget to be allocated with this research as a focus: Effective Professional Development EEF Directed time as been allocated for additional CPD throughout the year to develop subject knowledge and pedagogy. This is to ensure that all teachers regularly reflect on their practice and are supported to develop as subject experts.</p>	<p>1, 2, 3, 4</p>

focus on disadvantaged pupils.		
<i>Exam board training</i>	In order to inform high quality subject specific CPD we encourage subject leaders to engage their team in exam board training. This forms part of the allocation of the wider CPD budget.	1
<i>Reduced class sizes for English and Maths</i>	EEF Research – Reduced class sizes Smaller classes will allow a greater teacher focus on students	1
<i>Access to Google Classrooms and other e-technologies</i>	The school invests heavily in e-learning tools. They increase engagement and allow children to learn at school and at home. Access to e-technologies helps parents and carers engage with the school curriculum. Specific tools to increase reading and literacy have been impactful. EEF evidence on e-learning	1, 6

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

Budgeted cost: £133,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS3 & KS4 Academic Mentoring in Maths</i>	Mentoring EEF (educationendowmentfoundation.org.uk) Our Academic Mentor supports students through 1-2-1 classroom interventions and small group tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4
<i>KS4 additional study space and subject specific interventions</i>	Directed time has been re-organised to allow all subjects to offer Year 11 intervention sessions with their teachers. For those not engaged in intervention there is a staffed supervised study room with a member of academic staff to offer support. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1, 4
<i>Reading interventions and literacy development</i>	Access to STAR reader allows us to track the reading ages and stages of pupils and quickly address disadvantage gaps that are developing. Reading interventions such	2, 4, 5

	as read, write, inc targets development of phonics. EEF evidence on impact of reading interventions A leading practitioner with responsibility for increasing reading ages and fluency and a senior strategic lead for literacy work with EEF research for improving literacy in the school literacy strategy EEF research on literacy	
<i>Increased support for children with SEND who are also entitled to the pupil premium</i>	Creating a positive, supportive environment for all students is shown to be one of the most important ways of supporting SEND students. In addition to staff training on the graduated approach and meeting the needs of SEND students, we will also look to support SEND PP students through additional funding for: increased use of screeners, Ed Psych for assessment; additional use of Speech and Language team; and training for the AND team in SEND strategies that are routed in research EEF: EEF strategies for SEND	1, 2, 3, 4
<i>Resourcing children with revision guides and additional study materials</i>	Children experiencing material deprivation have less access to revision guides, textbooks and home learning tools.	1

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

Budgeted cost: £186,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Outdoor adventure learning & competitive sport</i>	Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions and competitive sport can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation EEF evidence for physical activity Our Duke of Edinburgh Award Scheme, partnership with Suntrap and our competitive sport programme allow children access to this.	3, 4, 5
<i>Learning Resource Centre (Library access)</i>	Having a good library/librarian shows improved “love of reading” and increased vocabulary. The provision is available before school and at break and lunchtime allowing children access to books that are age appropriate.	2

<i>Subsidised access to music lessons and musical instruments</i>	Our MISST programme allows all children access to the arts in the curriculum and through enrichment. EEF research on participation in the arts	4, 5
<i>Enrichment programme</i>	Research highlights that PP students have limited access to enrichment activities	5
<i>School Gateway & increased parent information events.</i>	To improve parental contact with the school and improve the ability for parents and carers to know more about the progress of their children. Parent information events seek to clarify areas of the curriculum and explain important aspects of the support that the school offers. The increased regularity helps to ensure that parents are able to access the school and know who their key contacts are.	6
<i>Pastoral Support Officers & Attendance and Welfare</i>	Pastoral Support Officers are involved daily with contacting harder to reach families. They build relationships over time with families and are non-teaching members of staff so they are easier to reach. Attendance and Pastoral Team work with student s who have low attendance. Intervention helps to raise attendance and academic achievement/ attainment. DfE research on absence and attainment	4, 6
<i>Family liaison officer</i>	The family liaison officer oversees the food bank. She acts as an important key contact for families experiencing the most need.	4, 6
<i>Food bank</i>	The regular offer of a food bank means that families experiencing the most material deprivation engage regularly with the school. This increases interaction with families and means that we can track those with most need and offer additional support to their children. It increases engagement with wider services which leads to higher attendance.	4, 6
<i>Breakfast Club and additional after school hot meals</i>	Provides an opportunity for FSM and vulnerable students to have breakfast before their school day. Evidence (family action.org.uk) has shown breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function. Improve academic performance, including school grades and achievement test scores. This increases on-task behaviour in the classroom.	1, 3, 4
<i>Drop Down Days and Deep Learning Week</i>	Drop Down Days have been well received by students and have allowed us to meet aspects of the Gatsby benchmarks. They have also exposed students to uncomfortable situations equipping them with strategies and improving confidence	1, 2, 4, 5
<i>Career and progression leader</i>	Children entitled to the pupil premium are more likely to leave school not in education, employment or training (NEET). Our careers leader targets young people to raise their aspirations and ensure long term engagement with education and employment.	4, 5, 6

	Involvement of parents and carers is an important part of this work. DfE characteristics of NEET	
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Total budgeted cost: £368,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact of spending within these themes can be measured through review of the following information:

Measure	Evaluation of impact										
Year 11 GCSE Results	<p>The exam results in 2022 suggested a widening pupil premium gap for the first time in the last 6 years. The gap in progress, attainment and for key attainment benchmarks was larger this year. The national disadvantage gap widened in 2022 to its highest level since 2011-12. The national average Pupil premium gap was -0.7 compared to our school gap of -0.56. The attainment 8 score for pupil premium pupils at Frederick Bremer School (40.4) was higher than the attainment 8 score of disadvantaged students nationally (37.5). However, the widening gap particularly in the key qualifications of English and Maths has led to a review of our pupil premium strategy.</p>										
		2019-20			2020-21			2021-22			
		Pupil Premium	Non-Pupil Premium	School	Pupil Premium	Non-Pupil Premium	School	Pupil Premium	Non-Pupil Premium	School	
		Progress 8 Score	0.63	0.96	0.82	1.25	1.41	1.35	-0.76	-0.2	-0.36
		Attainment 8 Score	51.09	55.73	53.76	48.03	52.6	50.99	40.4	44.9	44.6
		% Achieving grade 4+ in English & Maths	68.92%	72%	70.69%	63.64%	68.32%	66.67%	49.15%	67.33%	60.62%
	% Achieving grade 5+ in English & Maths	50%	60%	55.75%	43.64%	50.5%	48.08%	27.12%	50.5%	41.88%	
	<p>Results within our bespoke Level 1 curriculum were positive with 100% of those entered successfully achieving a Level 1 BTEC in Business Administration and results indicating no significant attainment gap between those who receive the pupil premium and their peers. Ensuring that achievement and progress gaps (between those pupils who receive the pupil premium and their peers) are further closed remains a priority for the school and feeds into our strategy for 2022-23.</p>										

Average grades of progress made by pupils at the end of their Key Stage 3 study remains minimal and consistent. Significant differences in the number of grades progress made by pupils in year 7 can be observed when comparing 2018-19 to 2020-21 though this is attributable to changes in the grading applied across the school:

	2019-20	2020-21	2021-22
	Year 9	Year 9	Year 9
Pupil Premium	-0.94	-0.98	-1.25
Non-Pupil Premium	-1.12	-1.27	-1.14
School	-1.06	-1.18	-1.18

Ensuring the progress of all pupils during KS3 remains a priority for the school and further actions to secure ongoing improvements will follow from work completed by our Lead Practitioners during 2022-23.

KS3 Progress

Measure	Evaluation of impact																																																												
Overall School Attendance	Overall attendance of pupils who receive the pupil premium remains marginally below the school average and those of their peers. Comparison of figures from 2019-20 to 2021-22 indicates that the in-school gap has decreased significantly and this remains noticeably below the national gap of 2.2% (based on 2020-21 national figures). Persistent absence (Those with average attendance of 90% or less) remains above national targets but the gap between those who receive pupil premium funding and their peers has reduced significantly year on year.																																																												
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Year 11 Attendance to Exams	<p>Year Group 11 Percentages</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>64</td> <td>48.11</td> <td>51.32</td> <td>0.56</td> <td>0.60</td> <td>0.00</td> </tr> <tr> <td>Not Pupil Premium</td> <td>105</td> <td>48.79</td> <td>49.82</td> <td>1.39</td> <td>0.48</td> <td>0.00</td> </tr> </tbody> </table>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	64	48.11	51.32	0.56	0.60	0.00	Not Pupil Premium	105	48.79	49.82	1.39	0.48	0.00																																							
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Further information - Pupil Premium Spend 2021-22

Strand One: Raising Achievement & Attainment

During 2021-22 a total of £108,531 was allocated to strategies focused on raising the achievement of pupils who received pupil premium funding. This was allocated as follows:

Funding allocated to	2021 – 22 Spending (£)
Part costs of Lead Practitioners	£77,031
Vocational Curriculum	£15,000
Homework & Study Surgeries	£3,000
Targeted Intervention	£5,000
Home Learning Support	£5,000
Subject related revision guides	£500
Individual department bids	£3,000

Strand Two: Improving Attendance

During 2021-22 a total of £29,510 was allocated to strategies focused on improving the attendance of pupils who received pupil premium funding. This was allocated as follows:

Funding allocated to	2021-22 Spending (£)
Part costs of Attendance Officer, Education Welfare Officer & Home-School Worker	£26,510
Breakfast Club (Exams)	£3,000

Strand Three: Providing Additional Support and Intervention for the most vulnerable

During 2021-22 a total of £108,722 was allocated to strategies focused on additional support and intervention for the most vulnerable of pupils who received pupil premium funding. This was allocated as follows:

Funding allocated to	2021-22 Spending (£)
Specialist Assessment for Exam Access Arrangements	£9,545
Counseling Provision (50%)	£22,908
Pupil Support Officers (50%)	£68,093
Hardship Fund to support inclusion in school	£1,000
Welfare Assistant (50%)	£7,176

Strand Four: Strengthening Parental Engagement

During 2021-22 a total of £2,500 was allocated to strategies focused on strengthening parental engagement with parents of pupils who received pupil premium funding. This was allocated as follows:

Funding allocated to	2021-22 Spending (£)
School Gateway	£2,000
Other Parental Involvement	£500

Strand Five: Raising Aspirations

During 2021-22 a total of £17,919 was allocated to strategies focused on raising the aspirations of pupils who received pupil premium funding. This was allocated as follows:

Funding allocated to	2021-22 Spending (£)
Progression week/work experience costs including Simmons and Simmons support	£2,000
Part costs of Career & Progression Leader	£15,919

Strand Six: Building Social and Cultural Capital

During 2021-22 a total of £7,000 was allocated to strategies focused on building social and cultural capital for pupils who received pupil premium funding. This was allocated as follows:

Funding allocated to	2021-22 Spending (£)
Duke of Edinburgh Award Scheme	£2,000
Pupil Leadership Opportunities	£3,000
MISST Curriculum (inc. School Production)	£2,000

Annual Report (Pupil Premium funding)	2021-22 Spending (£)
Total received	£271,485
Total spend	£274,181