

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 (reviewed September 2023)
Date on which it will be reviewed	October 2024
Statement authorised by	J Skelhorne
Pupil premium lead	J Skelhorne
Governor / Trustee lead	H Scott & D Garay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,695
Recovery premium funding allocation this academic year	£92,710
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>	£379,405

Part A: Pupil premium strategy plan

Statement of intent

Frederick Bremer School is proud of the diverse nature of its pupil body. The pupils and their families experience the socio-economic complexities of inner-city communities. A higher than average proportion of pupils are considered disadvantaged within the context of the pupil premium grant criteria. We do not consider this a rationale for under-achievement and have high aspirations for all our pupils irrespective of their vulnerabilities.

As part of our ambitious offer, our aim is 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 ongoing impact of the covid-19 pandemic on our pupil premium students

This will be accomplished by quality first teaching in all classrooms, targeted interventions 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 when speaking to a range of audiences.
3	Observations evidence that poor behaviour is often a symptom of unmet need and pupils from disadvantaged backgrounds are more likely to present with emotional and social difficulties and also behaviours that challenge.
4	In line with national statistics 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.
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. They are also less able to provide space to work at home.

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
Zero attainment and progress gaps in all year groups	Improved access to learning resources and opportunities

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: £55,000

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 focus on disadvantaged pupils.</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>	1, 2, 3, 4
<p><i>Exam board training</i></p>	<p>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.</p>	1

<i>Reduced class sizes for English and Maths in some year groups</i>	EEF Research – Reduced class sizes Smaller classes will allow further scaffolding for focus groups	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 evidenced to be impactful. EEF evidence on e-learning	1, 6
<i>Face to face parents evenings</i>	Analysis of attendance to virtual parents evenings identified a growing disadvantage gap. In the academic year 2023-24 we are seeking to close that gap by returning to face to face parent/teacher meetings. This involves increased directed time for teachers, increased parent engagement to ensure equality of access.	6

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

Budgeted cost: £135,575

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 are staffed supervised study rooms with a member of 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

	<p>as read, write, inc targets development of phonics. EEF evidence on impact of reading interventions</p> <p>An Assistant Headteacher with responsibility for increasing reading ages and fluency and work with EEF research for improving literacy in the school literacy strategy EEF research on literacy Read Write Inc is used to target early phonics development for some pupils who need this level of intervention.</p>	
<i>Increased support for children with SEND who are also entitled to the pupil premium</i>	<p>Creating a positive, positively inclusive 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</p>	1, 2, 3, 4
<i>Resourcing children with revision guides and additional study materials</i>	<p>Children experiencing material deprivation have less access to revision guides, textbooks and home learning tools.</p>	1

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

Budgeted cost: £188,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Outdoor adventure learning & competitive sport</i>	<p>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.</p>	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, The programme is monitored and tracked to ensure engagement from pupils entitled to the pupil premium. Every trip, visit or event proposal must include reference to how the trip will serve disadvantaged pupils.	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 decision to return to face to face parents evening in the academic year 2023/24 was made to improve school/home partnerships for children experiencing material disadvantage.	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	1, 3, 4

	achievement test scores. This increases on-task behaviour in the classroom. The extension of an after school food offer is a response to the cost of living crisis.	
<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. Involvement of parents and carers is an important part of this work. DfE characteristics of NEET	4, 5, 6
<i>Community Engagement Officer</i>	In partnership with Infrared Charitable Foundation the school has recruited a Community Engagement Officer who will run a range of programmes designed to increase educational attainment by reducing social inequality. This post is line managed by the school at a small cost and the programmes identified and run are staffed by school staff.	3,4,5

Total budgeted cost: £379,405

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 2023 suggest that the widening pupil premium gap seen in the 2022 cohort results is closing.</p> <p>The gap in progress appears to have narrowed to a very small gap in 2023. The progress 8 figures nationally have not yet been released but the estimated gap in progress at Frederick Bremer School is very small. Zero would indicate that those entitled to the pupil premium achieved exactly the same progress as their peers. This is the score that we aim for. At Frederick Bremer School the disadvantage gap has always been smaller than the national disadvantage gap, but in 2023 it narrowed back to the extremely small gap that was consistently achieved before the pandemic.</p>								
	2019 Frederick Bremer disadvantage gap	2019 National disadvantage gap	2022 Frederick Bremer disadvantage gap	2022 National disadvantage gap	2023 Frederick Bremer disadvantage gap	2023 National disadvantage gap			
	-0.1	-0.58	-0.56	-0.7	-0.07*				
	<p>The percentage of pupils achieving both the standard pass and strong pass in both English and Maths has increased since 2019 for pupils entitled to the pupil premium - by 6.5% for the standard pass and by 8.5% for the strong pass. This improvement is important and is evidence of the impact of our pupil premium grant funding. The gap between those entitled to the pupil premium and those who are not is still too large for both of these benchmarks that are so important for a child's life chances as they move on to their next destinations. We continue to carefully track this gap and put in place strategies to narrow it.</p>								
	2018-2019			2021-22			2022-23		
	Pupil Premium	Non-Pupil Premium	School	Pupil Premium	Non-Pupil Premium	School	Pupil Premium	Non-Pupil Premium	School
Progress 8 Score	-0.08	+0.02	-0.02	-0.76	-0.2	-0.36	-0.25*	-0.18*	-0.2*
Attainment 8 Score	40.07	48.45	44.96	40.4	44.9	44.6	41.02	47.88	45.85
% Achieving grade 4+ in English & Maths	49.25%	69.15%	60.87%	49.15%	67.33%	60.62%	55.7%	70.97%	66.48%
% Achieving grade 5+ in English & Maths	29.85%	52.13%	42.86%	27.12%	50.5%	41.88%	38.46%	45.16%	43.18%
*P8 estimates using 4matrix share and compare for 2023									

In all subjects we track the disadvantage gap very carefully. The vast majority of subjects reported a very small gap or a positive gap (where pupils entitled to the pupil premium outperformed their peers). The following subjects had no gap, or a positive gap in the 2023 results:

- Art and Design
- Biology
- Chemistry
- Citizenship Studies
- Drama
- English Language
- French
- German
- History
- Music Tech
- Travel and Tourism
- PE
- Physics
- Sociology
- Spanish

The following subjects had a very small gap, and less than the overall national gap for progress:

- Btec Sport
- Combined Science
- Psychology
- Media Studies
- Maths
- Geography
- English Literature

Retail Business, Music GCSE, Hospitality and Catering, Construction and Computer Science all reported a larger pupil premium gap and closing that gap has been included in their department improvement plans.

KS3 Progress	Average grades of progress made by pupils at the end of their Key Stage 3 study remains minimal and consistent:				
		2019-20	2020-21	2021-22	2022-23
		Year 9	Year 9	Year 9	Year 9
	Pupil Premium	-0.94	-0.98	-1.25	-1.21
	Non-Pupil Premium	-1.12	-1.27	-1.14	-1.2
	School	-1.06	-1.18	-1.18	-1.2

Ensuring the progress of all pupils during KS3 remains a priority for the school and further actions to secure ongoing improvements will follow from department improvement plans in 2023/24.

Measure	Evaluation of impact									
Overall School Attendance	<p>Overall attendance of pupils who receive the pupil premium remains marginally below the school average and those of their peers. It is however higher than children who have been in receipt of free school meals in the last 6 years nationally by nearly 4%. Persistent absence for those in receipt of free school meals in the last 6 years has been higher than the national average for this group in 2020-21 and 2021-22, however in 2022-23 the percentage within the school was below national. It is still higher than we would like it to be, but it is pleasing to see the impact of the strategies in place has kept it below the national average.</p>									
	2020-21			2021-22			2022-23			
	% of Roll	% Attendance	% P.A	% of Roll	% Attendance	% P.A	% of Roll	% Attendance	% P.A	
	FSM6 Frederick Bremer	35.7	91.2	29.8	34.4	89.3	34.1	33.0	89.1	35.4
	Non-FSM6	64.3	92.5	19.5	65.6	91.2	20.1	67.0	92.6	18.9
	FSM6 National (FFT)	-	-	23.1	-	84.9	33.1	-	85.3	37
	School	-	92.1	23.31	-	90.7	29.9	-	91.7	26.8
	National (FFT)	-	91	31.6 (Covid)	-	89.7	35	-	90.7	28
<p>Ensuring that strategies continue to improve the attendance of those pupils who receive the pupil premium remains a priority for the school as we move into the new academic year.</p>										

Further information - Pupil Premium Spend 2022-23

Strand One: Teaching (for example, CPD, recruitment and retention)

During 2022-23 a total of £50,000 was allocated to strategies focused Teaching (for example, CPD, recruitment and retention). This was allocated as follows:

Funding allocated to	2022 – 23 Spending (£)
<i>Whole School CPD budget</i>	£10,000
<i>Exam board training</i>	£1,600
<i>Reduced class sizes for English and Maths in some year groups</i>	£36,200
<i>Access to Google Classrooms and other e-technologies</i>	£2,200

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

During 2022-23 a total of £133,000 was allocated to this strand for the most vulnerable of pupils who received pupil premium funding. This was allocated as follows:

Funding allocated to	2022 – 23 Spending (£)
<i>KS3 & KS4 Academic Mentoring in Maths</i>	£7,243
<i>KS4 additional study space and subject specific interventions</i>	£3,687
<i>Reading interventions and literacy development</i>	
<i>Accelerated Reader</i>	£1,491
<i>Literacy Assistant</i>	£11,506
<i>Lead Practitioner</i>	£15,588
<i>Increased support for children with SEND who are also entitled to the pupil premium</i>	£88,486
<i>Resourcing children with revision guides and additional study materials</i>	£5,000

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

During 2022-23 a total of £188,830 was allocated to this strand for the most vulnerable of pupils who received pupil premium funding. This was allocated as follows:

Funding allocated to	2022 – 23 Spending (£)
<i>Outdoor adventure learning & competitive sport</i>	£5,000
<i>Learning Resource Centre (Library access)</i>	£6,000
<i>Subsidised access to music lessons and musical instruments</i>	
<i>Enrichment programme</i>	£5,000
<i>School Gateway & increased parent information events.</i>	£5,000
<i>Pastoral Support Officers & Attendance and Welfare</i>	
<i>Attendance</i>	£11,695
<i>EWO</i>	£6,250
<i>PSO/Inclusion</i>	£100,171
<i>Family liaison officer</i>	£11,384
<i>Food bank</i>	£1,585
<i>Breakfast Club and additional after school hot meals</i>	£14,300
<i>Drop Down Days and Deep Learning Week</i>	£6,536
<i>Career and progression leader</i>	£15,908