

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School Overview

Detail	Data
School name	The Bishop David Brown School
Number of pupils in school	795
Proportion (%) of pupil premium eligible pupils	216 (26.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Ms Charlie Venter
Pupil Premium lead	Jamie Foster
Governor / Trustee lead	Laura Cook

## Funding overview TBC

Detail	Amount
Pupil premium funding allocation this academic year	£232,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£232,200</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

#### Overall Objectives

At Bishop David Brown School, our ultimate objective is for disadvantaged students to actively take part in all parts of their academic school life. Our vision is that all students, no matter what their background, should receive a first-class education and wider school experiences. We believe all students are capable of achieving positive outcomes in life. We want all of our pupil premium (PP) students to become critical thinkers, resilient and ambitious life-long learners.

To achieve this we aim to:

- Ensure all PP students develop high quality literacy, reading writing and oracy skills.
- Ensure all PP students actively take part in the academic and wider curriculum.
- To ensure PP student's attendance is in line with their peers.
- To ensure an increased number of PP students access level 3 pathways.

#### How we are going to work towards these objectives:

We have used the EEF tiered approach to develop high quality teaching, targeted academic support and other wider strategies. At its core, our key principles of our Pupil Premium strategy focus on teaching and learning, attendance, and improving literacy and numeracy. We strive to motivate our students through reliable and supportive careers guidance and include stakeholder involvement to ensure no child is left behind.

One significant barrier we face at BDB is our PP students having lower levels of literacy compared to no PP students. This affects a significant proportion of the PP cohort. Therefore, a key priority is that for us to develop literacy across Key Stage 3 and Key Stage 4. This is done both in lesson and with specific interventions based on identified needs from data and research. Following this, we prioritise identifying students early in the year that need extra support in specific areas, to implement key interventions to improve the disadvantaged student's attainment and progress.

#### The strategy is based on the following principles:

- Targeted CPD to improve Teaching and learning across the school and promote high expectations in and out of lessons.
- The key principle is that all staff base decisions and interventions on the most recent data and educational research.
- Ensuring that all PP students access high quality teaching and learning on a daily basis is most significant factor for improving disadvantaged student's progress.
- Developing literacy, especially when students are below their chronological reading age, through strategies based on evidence-based research.
- Ensuring that all staff provide high quality pastoral support across the whole school, ensuring the PP students are a priority.
- Ensuring PP students receive high quality CEIAG support is essential to meet wider needs of those students.
- Academic data is used effectively by all teaching staff to inform planning and maximise the impact of PP students progress.

## Challenges

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

Challenge number	Detail of challenge
1	PP students' attendance is lower than their peers. Persistent absence is higher with PP students.
2	Attainment gap increases between PP and non-PP students throughout secondary school, as well as PP students entering with lower APS
3	PP students' home learning environment, social capital and parental engagement is, on average, lower than their peers.
4	Increasing levels of independence and raising aspirations of PP students.
5	PP students' reading ages are significantly lower than their peers.
6	The impacts of COVID-19 and schools closures have had a disproportionate effect on PP students compared to 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
Improve student outcomes	<p>To improve the progress 8 score of the disadvantaged students in year 11 to reach P8 &gt;0 by 2026.</p> <p>To improve the attainment 8 score, to be better or in-line with national average for disadvantaged students by 2026.</p> <p>To close the progress gap between male and female disadvantaged students in year 11</p> <p>To increase the attainment 8 score for both males and females in year 11</p>
Improve student attendance	<p>To increase the overall disadvantaged students' attendance by &lt;2%, with a specific focus on Persistent Absenteeism.</p> <p>HOYs to access weekly PP Attendance report – HOY to then target individuals with calls</p>
Improve the quality of teaching and learning 'Quality first teaching'	<p>Learning walk, book reviews and subject reviews to take place to monitor progress of students and compare with non-PP peers</p> <p>All lessons meet the required standard, enabling all students to make at least expected progress in lessons, with teachers seen to be utilising suggested strategies.</p>
Improve literacy of PP students at KS3 and KS4 through specific targeted	<p>All PP students to have the opportunity to engage in literacy activities to develop their skills and improve their ability to access the curriculum.</p> <p>PP students will be reading at list at their chronological age.</p>
Increase parental engagement with school	<p>Working with parents to increase engagement will ensure:</p> <ul style="list-style-type: none"> <li>• Students have a positive home learning environment</li> <li>• Students have a positive role models for outside of school.</li> <li>• Increase Parents Evening attendance from PP parents.</li> <li>• Increase in PP attendance for Parent Forum (currently 25% vs Non PP 76%)</li> <li>• Pupil Premium parents have outline of yearly money allocation and how they can spend it (i.e. trips, enrichment opportunities)</li> <li>• Pupil Premium have their say through surveys for parents and students</li> <li>• Pupil premium parent coffee mornings will improve parental relationships with school</li> </ul> <p>To ensure a 75% PP Parental attendance to parents' evenings in all year groups:</p> <ul style="list-style-type: none"> <li>• Tracking of parental engagement at parents' evenings and parent forums.</li> <li>• Reminder messages to be sent out to parents prior to the event.</li> <li>• Student incentive for parents attending parent forum.</li> </ul>
Provide high quality information on careers and guidance to all PP students.	<p>Increase in the number of students accessing further education at post 16.</p> <p>Ensuring all PP students are given key careers advice and work experience.</p> <p>Apprenticeship and college information events provided to all year 10 and 11 students, ensuring all PP students attend.</p> <p>All PP students in every year have a careers related school activity each academic year.</p> <p>All PP students are supported through the college application and interview process.</p>
Ensure an increased portion of PP students engagement in enrichment activities.	<p>Increase number of PP students from each year group taking part in enrichment activities.</p> <p>Attendance of all PP students taking part in education trips and visits increases.</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: £110,000**

Activity	Evidence that supports this approach	Challenge no. addressed
<p>Development of actionable feedback given to students through continue professional development. This will be tracked and monitored through book reviews and learning walks.</p> <ul style="list-style-type: none"> <li>-Teacher feedback</li> <li>-Peer assessment</li> <li>-Self assessment</li> </ul> <p>Teachers to prioritise disadvantaged students' books when marking and giving feedback.</p>	<p>Actionable feedback – EEF- Very high impact for very low cost based on extensive evidence (+6)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>EEF states that feedback redirects and refocuses the learner's actions to achieve a goal. Feedback can be verbal or written as well as coming from the teacher or someone else such as peers.</p> <p>All teachers to participate in Embedding Formative Assessment Programme</p>	2, 4, 5
<p>Development of targeted questioning in lessons through the use of planned questions.</p> <p>Encourage pupils to give extended verbal answers.</p> <p>This will be tracked and monitored through learning walks.</p>	<p>Supporting pupil independence through questioning</p> <p>The EEF states that planning 'think aloud' questions and activities can provide opportunities for teachers to check understanding and for students to rehearse key topics and practice techniques.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupil-independence-through-questioning">https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupil-independence-through-questioning</a></p>	2, 4, 5, 6
<p>Develop adaptive teaching through the use of adaptive tasks.</p> <p>To provide staff with one page profiles to allow them to adapt the needs for each disadvantaged student.</p>	<p>Providing opportunities for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. The balance of input of new content so that pupils master important concepts. (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching#:~:text=Provide%20opportunity%20for%20all%20pupils,effective%20use%20of%20teaching%20assistants.">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching#:~:text=Provide%20opportunity%20for%20all%20pupils,effective%20use%20of%20teaching%20assistants.</a></p>	2, 4, 5, 6
<p>Development of high quality teaching through a coaching model with specific focuses that are linked to the SDP.</p>	<p>EEF states that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	2, 4, 5
<p>All students have access to all resources they need to make good progress. All Year 11 students are provided with exam revision guides.</p> <p>All year groups are equipped with stationary when required.</p>	<p>Funding is allocated to ensure all students have access to the equipment and learning resources and uniform they need to engage fully with the curriculum, removing any barriers.</p>	1, 2, 3, 4

<p>Staff training to ensure all students are engaged with high quality teaching, such as:</p> <ul style="list-style-type: none"> <li>• PiXL conferences</li> <li>• Greenshaw Research School courses</li> <li>• Cross Trust training and CPD</li> <li>• NPQ courses</li> <li>• PTI</li> </ul>	<p>Supporting the attainment of disadvantaged students suggest high quality teaching is a key aspect of successful schools (DFE, 2015).</p> <p>The Headship framework states: 'Helping teachers improve through evidence-based professional development that is explicitly focused on improving classroom teaching can be a cost-effective way to improve pupils' academic outcomes when compared with other interventions, and can narrow the disadvantage attainment gap.'</p>	<p>1, 2, 3, 4</p>
---	--	-------------------

**Targeted academic support (for example: tutoring; one-to-one support; structured interventions) Budgeted cost: £40,200**

Activity	Evidence that supports this approach	Challenge no. addressed
<p><b>Peer-Tutoring</b></p> <p>Tailoring of peer-tutoring to support literacy interventions during DEAR time four times a week, for students who are reading below their chronological age.</p> <p>HA PP students will be used to mentor the LA PP students</p>	<p>High impact for very low cost (adds +6 months additional progress) EEF</p> <p>Peer tutoring has a positive impact on both tutors and tutees and is a cost-effective approach to delivering one to one or small group interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p>EEF states that 4 to 10 weeks of intensive block with regular session (4-5 times a week) appear to provide maximum impact for both tutors and tutees.</p>	2, 4, 5, 6
<p><b>Teaching Assistant Interventions (SSAs)</b></p> <p>To support disadvantaged students with additional subgroup categories such as EAL, SEN, with one-to-one and group intervention strategies.</p>	<p>Moderate impact for moderate cost based on moderate evidence (adds +4 months additional progress)</p> <p>Evidence suggests more effective approaches include teachers and SSAs working together.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/EEF_-_TA_Supplementary_Scaffolding_Framework.pdf?v=1697125101">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/EEF_-_TA_Supplementary_Scaffolding_Framework.pdf?v=1697125101</a></p>	2, 4, 5
<p><b>Phonics</b></p> <p>Use of phonics small group intervention to help disadvantaged students develop confidence with using academic vocabulary in their subjects and improve literacy skills.</p>	<p>Very high impact for very low cost (adds +5 months additional progress) EEF</p> <p>Targeted use of oral language intervention approaches may support disadvantaged to align with their peers, especially if it's one-to-one.</p> <p>Frequent sessions over a sustained period have the most impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2, 4, 5
<p><b>Intervention Programme</b></p> <p>Target key year 11 students that are below target in specific subject areas during DEAR time to focus on gaps in knowledge from assessment point data.</p>	<p>High impact for very low cost (adds +6 months additional progress).</p> <p>Tailored to year 11 students who need interventions in small groups focusing on key topics in specific subjects to close the gaps in the knowledge.</p> <p>This will run during DEAR (drop everything and revise) time to Tuesday to Friday for year 11 selected students.</p> <p>Programme should include training and structure, and improvements made as it progresses.</p> <p>8-week blocks with regular sessions per week provide the most impact.</p> <p>EEF states that small group tuition is highly effective if it is targeted at pupils with specific needs (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p>	2, 4, 5

<p>Students to work in differentiated groups to ensure students are being challenged to reach their potential.</p> <p>HA disadvantaged students will take part in The Brilliant Club to challenge and open university opportunities.</p>	<p>The Brilliant Club increases the number of pupils from under-represented background that progress highly selective universities. This is done by mobilising the PHD community to share expertise with state schools (Education Opportunities).</p> <p><a href="https://www.educationopportunities.co.uk/wp-content/uploads/Steph-Hamilton-The-Brilliant-Club-NEON-Session-11072019.pdf">https://www.educationopportunities.co.uk/wp-content/uploads/Steph-Hamilton-The-Brilliant-Club-NEON-Session-11072019.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools">https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools</a></p>	<p>1, 2, 3, 4</p>
--	---	-------------------

## Wider strategies (i.e. related to attendance, behaviour, well-being)

**Budgeted cost: £82,000**

Activity	Evidence that supports this approach	Challenge number(s)
<p>DEAR Programme (Drop Everything &amp; Read)</p> <p>Focus on fiction and non-fiction reading within structured routine.</p>	<p>Reading Comprehension Strategies:</p> <p>Very high impact for very low cost (adds +5 months additional progress) EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Strategy uses teachers to model spoken reading with response opportunities, both through oral and written forms. Selection of reading materials tailored to student empathy and emotional wellbeing.</p> <p>Lower-attaining pupils appear to benefit from the explicit teaching of strategies to comprehend text.</p> <p>Comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text.</p>	2, 4, 5
<p>Parental Engagement</p> <p>Increase parental engagement to increase parental support and relationships with staff.</p>	<p>Moderate impact for very low cost based on extensive evidence (adds +4 months additional progress at secondary level) EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Programme that aims to develop parental skills such as literacy skills, IT and numeracy skills (EEF).</p> <ul style="list-style-type: none"> <li>• Encourage positive dialogue/interactions about learning.</li> <li>• More effective when children are younger. Practical strategies to support learning at home.</li> <li>• Positive phone calls home.</li> <li>• 100% attendance text / parent mail.</li> <li>• Parent forum evenings</li> <li>• Parent coffee mornings/afternoons</li> </ul>	1, 3
<p>Increase enrichment activities offered to students</p>	<p>EEF states that extending the school for students to complete alternative activities increases learning of specific skills and social development (+3 months).</p> <ul style="list-style-type: none"> <li>• A range of residential trips</li> <li>• A new enrichment programme funded by the school to increase engagement</li> </ul>	1, 2, 3, 4
<p>Provide high quality pastoral care to help target attendance</p>	<p>Improving School Attendance: Support for schools and local authorities.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>.</p> <ul style="list-style-type: none"> <li>• Review attendance policy</li> <li>• Regular attendance updates</li> <li>• Work with PP students closely to monitor attendance</li> <li>• Tutor to make regular phone calls home on first day of absence</li> <li>• HOY to track any regular periods of absence</li> <li>• Attendance tracking via planners.</li> <li>• Attendance promoted in assemblies and displays around school.</li> <li>• Attendance rewards, weekly House Points and fortnightly Amazon gift voucher prize draw.</li> </ul>	1, 2, 3, 4, 5

	<ul style="list-style-type: none"> <li>• Half-termly non-uniform day. Yearly reward.</li> <li>• Spin 2 Success programme and Type 2 Achieve</li> </ul>	
<p>Homework</p> <p>Use of Homework Support Sessions to help those students unable to access IT by running homework club after school every day.</p>	<p>High impact for very low cost based on very limited evidence (adds +5 months additional progress).</p> <p>Homework refers to tasks given to pupils by their teacher to be completed outside of the lesson.</p> <p>Our definition also includes activities such as ‘Homework Clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ‘flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Homework Club will run in the learning hub from 3.00-4pm every day after school with the Learning Hub manager available to support.</p> <p>Homework should be linked to classroom work. Feedback on homework has greater impact on learning.</p> <p>Purpose of homework needs to be made explicitly clear.</p> <p>Homework can be individual or collaboration with peers (latter results in increased impact).</p> <p>Greater impact through use of digital technology.</p>	1, 2, 3, 4

**Total budgeted cost: £232, 200**

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

### Pupil premium strategy outcomes

School Year	A8 PP	A8 Non-PP	P8 PP	P8 Non-PP
2018/19	35.39	42.45	-0.5	-0.06
2019/20	37.49	45.58	0.07	0.52
2021/22	47.18	48.46	0.14	0.41
2022/23	34.45	42.74	-0.79	-0.12
2023/24	36.42	42.65	0.26	-0.04
2024/25	36.88	46.97	Est. -0.02	Est. 0.63
Diff to 2019	1.49	4.52	0.48	0.69

- Post-COVID, PP A8 and P8 continues to increase
- However, significant gaps between PP and non-PP remain. This strategy aims to close these gaps.

#### GCSE Cohort 2024/2025

	All students	PP Students
Number of students in cohort	132	32
Progress 8 (Target)	N/A	N/A
Attainment 8 (Target)	44.00	44.00
English and Math Results	4+ 76.00% 5+ 43.00%	4+ 46.88% 5+ 37.5%

1. To ensure that all PP students make expected progress, year on year.
  - Progress is still below non-PP students.
  - Attainment 8 score for PP students is still lower than non-PP.
2. To address and remove barriers faced by our PP students.
  - Attendance remains lower for PP students than non-PP students.
  - This strategy plan aims to close these gaps.

#### Attendance

24/25	Year 7	Year 8	Year 9	Year 10	Year 11	Overall
PP	91.62%	86.89%	89.21%	88.22%	86.28%	88.52%
Non-PP	93.54%	94.00%	94.44%	93.59%	94.06%	93.91%
Gap	1.93%	7.11%	5.24%	5.38%	7.78%	5.39%

(Year 7-10 attendance until end of academic year, Year 11 attendance figures up to May)

23/24	Year 7	Year 8	Year 9	Year 10	Year 11	Overall
PP	91.37%	91.13%	87.29%	88.20%	87.44%	89%
Non-PP	95.60%	95.34%	95.06%	94.69%	92.72%	94.68%
Gap	4.23%	4.21%	7.77%	6.49%	5.28%	5.68%

(Year 7-10 attendance until end of academic year, Year 11 attendance figures up to May)

#### Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

<b>Programme</b>	<b>Provider</b>
Provision Maps	EduKey
Data Analysis	4Matrix
School Tracking	Sims
Scholars Program	The Brilliant Club
Bronze and Silver Awards	Duke of Edinburgh Programme
Raising Standards Programme	PiXL Member
SEND alternative provision	Nudge Education
Mental Health (outreach)	CAHMS
Surrey online school	Alternative provision
Year 10 at risk programme	GASP
Individual Student Outreach	GASP
Mental Health Accessing Education	Steps to 16
Attendance	WPA
Music lessons	Surrey Arts
Counselling	East to West
Counselling	Matthew Hackney
Outreach counseling	North West Surrey Short Stay School
Assemblies, PSHE days, Taster Days	Activate Learning (Guildford, Merrist Wood and Farnham Colleges)
Apprenticeship Workshops	Association of Learning Providers in Surrey (ALPS)
Promoting STEM within schools	BAE Systems Roadshow
CV writing, interview techniques	Barclays Life Skills
Assemblies, College Careers Fair, PSHE days, Taster Days	Brooklands College
Provides independent advice for GCSE & post 16 options	Gaynor Eke - Independent Careers Advisor
Skills Fair	Surrey Events Network
STEM Workshops	The small piece trust - education charity
On-campus and in school workshops and Extra Curricular Programmes	University of Surrey
Assemblies, Taster Days	Woking College
Visit to their offices for 2024 - Accountancy & finance	RSM
Visit to their site in 2024 to see different job sectors in construction	KORI Construction
Doctor of physician associate St Queen Mary University	Kristin Braun

Offering apprenticeships and training programmes for careers in Catering, hospitality, childcare, business	Jace Training
Oil and Gas Company	BP
Design and production of luxury sports cars (will be bringing a McLaren 600LT	McLaren Automotive
Specialises in cloud-based email management for Microsoft Exchange and Microsoft Office 365, including security, archiving, and continuity services to protect business	Mimecast
Apprenticeships in Hair & beauty, Sports & Leisure, creative design, Motor Vehicle	MIT Skills
A British research council that supports research, training and knowledge transfer activities in the environmental sciences	Natural Environment Research Council
Applied BioScience, studying virus', contributing to global food security and health, improving quality of life for animals & humans. Graduates and apprenticeships as Lab Technician, Business admin, IT, Mechanical & Electrical Engineering & Electronics.	Pirbright Institute
Creative industries for AI. Visitor was previously Head of User Experience at the BBC, developed iPlayer and ran the 2012 digital Olympics.	Tata Consulting
Bringing real-world expertise to solve complex technology, business and talent challenges on a global scale. TechSheCan Champions	TEK Systems
The design and manufacture of Children's Toys	TOMY
IT consultants	Vertex
Construction of residential homes	Willmott Dixon
Post-16 education, A-levels and Btecs	Woking College
Charity for wilderness preservation and the reduction of human impact on the environment	WWF (World Wildlife Fund)