

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Dixons Brooklands Academy
Number of pupils in school	1033
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers	2022-23 2023-24
Date this statement was published	15.09.22
Date on which it will be reviewed	15.01.23
Statement authorised by	J Haseldine
Pupil premium lead	N. Peek
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£576 299
Recovery premium funding allocation this academic year	£163 668 (approx.)
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	£739967

## Part A: Pupil premium strategy plan

### Statement of intent

Dixons Brooklands Academy will use the pupil premium funding to achieve the following aims:

- To remove barriers to the attainment and progress of students eligible for the pupil premium.
- To increase the attainment and progress of students eligible for the pupil premium.

The pupil premium strategy plan is based on the identification of the specific challenges faced by our pupils who are eligible for the pupil premium. This approach considers both the academic challenges identified through diagnostic assessment and the non academic challenges that can negatively affect pupil's access to education.

Dixons Brooklands Academy's pupil premium strategy plan follows the structure recommended in the Education endowment foundation's (EEF) pupil premium guide. This recommends the adoption of a tiered model that focuses on

#### Quality first teaching

We understand the importance of quality first teaching to meeting individual needs. We develop our teachers pedagogy through timetabled instructional coaching and deliberate practice. Teaching staff have dedicated time every week given to practice and coaching both as a group and one-to-one.

#### Targeted academic support

We establish gaps that our students have on entry to Dixons Brooklands Academy and take action to ensure these gaps are rapidly closed, this includes the deployment of our strongest teachers onto year 7 classes, targeted academic and reading support. In addition to our 28 lessons a week we also run a 25 minute morning meeting every day to revisit powerful knowledge. Other interventions are implemented based on formative assessment and data to ensure that any groups or individuals who are currently lower attaining in any area are supported to make accelerated progress.

#### Wider strategies

Careful consideration has been given to identifying individual student's barriers to learning. We recognise that barriers to learning vary by individual. We are committed to minimising and removing barriers to learning for all our students. To do this, we have employed a trained counsellor and pastoral co-teachers to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We have very clear rules about homework and equipment because students have to be ready to learn, free equipment and uniform is provided before school for any student that needs it.

We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy of disadvantaged students is lower than others on intake. Analysis of reading age data on Y7 intake shows disadvantaged students have average gap of -13 months between reading age and chronological age, compared to -4 months for others.
2	Academic outcomes. Disadvantaged students attend less well than others, in 2021-22 their average attendance was 85.1%, this creates gaps in their knowledge. Disadvantaged students achieved less well than students not eligible for pupil premium at Dixons Brooklands Academy. Average attainment 8 for disadvantaged students in 2021-22 was 41.91 compared to 49.48 for non disadvantaged students. Similar gaps were seen in measures such as basics 5+ (31% vs 42%) and progress 8 (-0.74 vs -0.16)
3	Attendance to school and persistent absence. Attendance of disadvantaged students is lower across all year groups than for students who are not eligible for pupil premium. Rates of persistent absence are higher on average for students eligible for pupil premium.
4	Students who are both disadvantaged and have special educational needs or disabilities attain less well than others. In 2021-22 students who are disadvantaged and had SEND were half as likely to achieve the basics at 5+ than a student who was disadvantaged and did not have SEND (14% vs 31%). Although the progress 8 measure for this group was +0.02, the low attainment 8 figure limits student's future choices (A8 36.66). Internal attainment data shows students who are disadvantaged and have SEND are achieving less well than others.
5	Higher rates of fixed term suspensions compared to others. Students who are eligible for pupil premium have higher rates of fixed term suspensions than others.
6	Careers/NEETs – Data from leavers 2020 showed that students eligible for the pupil premium were more likely to become NEET, with the figure for 2020 well above the national average figure.

## 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 with reading ages below age related expectation will show rapid and sustained progress in reading at age expected level.	Disadvantaged students average reading age will be at or above age related expectation.  Students accessing reading intervention to show an acceleration of reading age.
Progress of students who are disadvantaged be in line with others in all year groups. Progress and attainment of disadvantaged students will be in line with national averages.	Summative assessments show no significant differences between attainment of students who are disadvantaged and others. Existing gaps are shown to be rapidly closing.

	External examinations show no significant differences between attainment of students who are disadvantaged and others
Gaps in knowledge to be rapidly closing for all disadvantaged students.	Attainment of disadvantaged students is in line with national averages for others. Subject trackers show gaps in knowledge reducing at each assessment. Disadvantaged students receiving tutoring to show rapid closing of gaps in knowledge.
Fixed term suspensions for disadvantaged students to reduce significantly.	Fixed term suspensions for disadvantaged students to reduce by 25% compared to the previous year. Pastoral interventions to show high impact at reducing repeat FTEs.
Attendance and persistent absence for disadvantaged students will be rapidly improving	Attendance for disadvantaged students to improve by 4% compared to 2021-22 Persistent absence to reduce by 8% compared to 2021-22
No students will become NEET	NEET figure for 2022-23 is 0

## 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: £ 250 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust assistant principals to work on leading curriculum and implementation in the ebacc subjects, using research based approaches.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	1, 2, 4, 5
Literacy and oracy approaches –Provide all staff with training in reading reconsidered principles. Implementation of the robust reading programme for all students. This will include discussion of text and the use of structured questioning to develop reading comprehension.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,4,5
Fortnightly instructional coaching for all teaching staff.	Instructional coaching shows greater impact on student outcomes and effective teaching and learning than other forms of CPD.  <a href="https://www.ambition.org.uk/blog/what-instructional-coaching/">https://www.ambition.org.uk/blog/what-instructional-coaching/</a>	1,2,4,5
Home learning and home learning club	Homework (+5 months) Homework has a positive impact, particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning. It is more effective when homework is linked to classroom work, studies show where home learning is linked to feedback there is a higher impact on learning. It is important to make the purpose of homework clear to pupils.	1,2,4,5

	At KS3 home learning approach will be based on read cover write check technique to help students to move information into their long term memory.	
Design and implement a bespoke CPD programme underpinned by development of a practice culture	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,2,4,5

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

Budgeted cost: £ 250 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition	One to one tuition is very effective at improving pupil outcomes (average + 4 months). Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Short, regular sessions (about 30 minutes, three to five times per week), over a set period of time (up to ten weeks) appear to result in optimum impact.	1,2,4,5
Whole school reading age testing (NGRT)  Testing analysis and intervention groupings  Key staff employed and trained to deliver reading intervention  Delivery of phonics based interventions, using the lexonic leap and advance programmes. Phonics interventions for those students identified with a standardised reading score (NGRT) below 90	EEF – Reading comprehension approaches can lead to an additional 6 months progress across the year. These must be carefully combined with phonics and oral language approaches. Approaches must be used across the curriculum for maximum impact. Careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention. It is important to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.  Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. Phonics has a positive impact (+ 5 months) with extensive evidence that it is an important component in the development of early reading  A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	1, 2, 4, 5

Learning support assistants employed to deliver targeted interventions: To include  Handwriting interventions Literacy interventions Numeracy interventions	This approach involves a learning support assistant providing additional or intensive support to small groups or individual pupils in a particular area of the curriculum. Teaching assistants must have additional training and support to deliver the interventions. The impact of this is typically much higher than deployment in everyday classroom environments. EEF average progress + 5 months.	4
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 239 967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officers to work on strategies outlined in working together to improve school attendance.	<a href="https://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a>	3
Safeguarding officers	Safeguarding officers form part of the approach to identifying and removing individual barriers to attendance, attainment and progress.	3, 4, 5
Pastoral interventions:  To include:  Targeted mentoring for students to improve engagement  Counselling service	There is evidence across a range of different interventions, with the highest impacts being seen within programmes that focus on self management or role play and rehearsal. EEF impact +4 months.	3, 5
Careers advisor to provide bespoke CEAG to students in all year groups, with additional sessions, visits and interview support for those identified as at risk of becoming NEET	<a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>  Careers education: International literature review.	6
Funding to ensure students can access enrichment opportunities. To include: Year group trips and visits University and further education trips Cultural experiences	Funding will be used to ensure all students are able to access enrichment opportunities.	2,3, 4
Funding to remove specific barriers to attendance, including uniform and transport.	Hardship fund will be used to remove material barriers to attendance.	3

**Total budgeted cost: £739967**



## 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 2022 to 2023 academic year.

#### Teaching approaches:

#### Objective: Improve academic outcomes in the ebacc subjects for disadvantaged students

Strategy: Trust assistant principals to work on leading curriculum and implementation in the ebacc subjects, using research based approaches

#### Impact:

##### History

Compared to 2019 students eligible for pupil premium had better attainment and progress. DP outperformed non DP students in history

Measure	2019 DP	2023 DP
5+ %	11	43
4+ %	17	65

##### Science

Compared to 2019 attainment at 5+ was in line, attainment at 4+ was weaker. In separate sciences disadvantaged pupils progress a

##### Science

Measure	2019 DP	2023 DP
5+ %	17	17
4+ %	40	34

##### English

Measure	2019 DP	2023 DP
5+ %	28	31
4+ %	52	50

Next steps:

Impact seen varied by subject. Best practice to be taken from the approach in history. Continue to engage with support offered to subjects.

**Objective: Improve rates of progress for those who are pupil premium through increasing reading age.**

Strategy:

- Specific training for key staff in delivery of reading intervention.
- Large scale reading intervention for any students with a SAS lower than 90
- Whole school training for staff on approaches to supporting reading and vocabulary development.
- Introduction of the robust reading programme to advisory time.

Impact:

Between September and April 2022-23 disadvantaged students average standardised score moved from 93.7 to 97.4. This is still below

Disadvantaged students who met the criteria for the reading intervention programme (lexonix leap and lexonix advance) made an average of 10.5 points. These students moved from 74 to 87.5.

Next steps: Further development of capacity to deliver phonics based reading programmes, to allow early access in September for a

Develop approaches to reading in class to incorporate the reading reconsidered principles.

Continue to quality assure the robust reading advisory programme.

**Objective: Develop high quality teaching and learning**

Strategy:

Instructional coaching and deliberate practice. All teaching staff received fortnightly instructional coaching, identifying the highest level of performance, the next step and completed deliberate practice with the person being coached, giving feedback on each attempt. The teacher then identified the next coaching session. Protected time on each teachers timetable is given for meeting with their coach. In addition to coaching

Impact:

Staff feedback showed that coaching has been valuable to their individual development and wellbeing. Quality assurance showed growth in those routines that had not been coached.

Next steps:

Using quality assurance information to make CPD sessions more bespoke to individual members of staff.

Grouping for morning deliberate practice to be more fluid to allow for greater personalisation of sessions.

**Targeted academic support:**

**Objective: Gaps in knowledge to be rapidly closing for disadvantaged students**

Strategy: One to one and small group tuition

Using subject knowledge gap trackers, tutors worked with students across all year groups to reduce specifically identified gaps in knowledge.

### Impact

#### **Year 11 tutoring**

Subject	Average grade start (tutoring group)	Average grade final (tutoring group)	Improvement tutoring group	Improvement no tutoring
English	2.5	3.6	1.1	0.34
Mathematics	2.4	3.9	1.5	1.1
Science	0.6	4	3.4	1.1
Spanish	2.2	4.1	1.9	1.5

Tutoring had a positive impact on outcomes for year 11 disadvantaged students. The biggest gains were seen in science who targeted. Receiving tutoring was higher across all subjects than those not receiving tutors.

### Next steps

Continue with the tutoring programme, increasing capacity and frequency of rotations in order to allow as many students as possible to benefit.

Continue to use subject trackers to target identified gaps in knowledge, with re testing to identify if gaps in knowledge have been closed.

### **Overall outcomes**

Measure	DP 2019	DP 2023	Dixons Brooklands not DP 2023	National average all students	Difference 2023 to national average
Basics 5+	15%	17%	36%	Awaiting	
Basics 4+	38%	38%	62%	Awaiting	
Progress 8	-1.3	-0.81	Awaiting	0	-0.81
Attainment 8	33	33.64	46.5	Awaiting	
Ebacc entry		37%	49%	Awaiting	
Ebacc 5+	1%	9%	14%	Awaiting	
Ebacc 4+	1%	16%	28%	Awaiting	

### **Wider strategies**

**Objective: Attendance for disadvantaged students to be in line with national average for other students.**

**Strategy:**

Employment of attendance officers

Welfare coordinators – Pastoral focus, behaviour mentoring and suspension reduction

Counselling provision

School uniform provision and hardship fund

**Impact:**

Attendance of disadvantaged students at Dixons Brooklands Academy in 2022-23 was 83.6%

National average attendance in 2022-23 was 92.5%

The percentage of disadvantaged students who were PA in 2022-23 was 50.5%

National PA % in 2022-23 was 28.3% in state funded secondary schools.

**Next steps:**

Attendance actions for 2023 24, following a complete review supported by the local authority specialist team:

Family friendly parent attendance policy for the school website and the building of our attendance page on the website.

Attendance Triggers Flowcharts in place and new attendance policy written by one education to closely monitor sporadic absence.

Working closely with the local authority and external partners such as early help to support families of students with low attendance.

Early help lead working as part of the attendance team, working with complex family cases.

Buy into one education service to support with chronologies for FPN's and section 9s to ensure they are fit for purpose.

Anxiety based school avoidance support for severely absent students.

Trust specialist support for attendance team.

**Objective: Targeted interventions to improve engagement and reduce fixed term suspensions.**

**Strategy:**

Use of matrix to identify students in need of pastoral intervention.

Delivery of reactive and proactive pastoral interventions.

**Impact:**

-Disadvantaged students continue to be over represented in fixed term suspensions (of students receiving a fixed term suspension in 2021/22 and 2022/23).

**Next steps:**

Create an internal provision to reduce the use of fixed term suspensions.

Increase capacity for providing early help.

Following review of suspensions, bespoke pastoral interventions to be put in place for students based on identified need.

**Objective: No student to become NEET in 2022 23**

Strategy: CEIAG service

The careers service worked towards meeting all the Gatsby benchmarks. Students eligible for pupil premium accessed multiple activities.

All Year 11 students had 1:1 careers guidance interviews. Year 10 students completed a full week of work experience, with support.

Students in Year 10 and Year 11 identified as at risk of NEET followed an enhanced programme, including supported college visits, s

University visits, including the University of Oxford and Manchester.

Workplace visits and apprenticeship fayres.

Impact

All Year 11 disadvantaged students had a named destination and course. As of September no students from the 2022 23 cohort were

Next steps

Increase capacity for University visits.

Continue to work intensively with students identified as at risk of becoming NEET.

Enhanced transition support for identified students.

Continue to work towards meeting all the Gatsby benchmarks.

**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*

Programme	Provider
Accelerated reader and Myon	Renaissance
Lexia	Lexia
Lexonic	GL assessments

