# 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

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| 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 | K. Green |
| Pupil premium lead | N. Peek |
| Governor / Trustee lead |  |

**Funding overview**

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| **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 |
| **Total budget for this academic year**  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.

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| 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.

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| 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 both disadvantaged and have SEND will be in line with others in all year groups. | Summative assessments show no significant differences between attainment of students who are disadvantaged and have SEND and others. Existing gaps are shown to be rapidly closing.  External examinations show no significant differences between attainment of students who are disadvantaged and have SEND and others  Attendance of students who are disadvantaged students and have SEND is in line with national average for 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 exclusions for disadvantaged students to be at least in line with national others (students who are not disadvantaged students) | Fixed term exclusions 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 in line with the national average for other students. | 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

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| 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. | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> | 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. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 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.  https://www.ambition.org.uk/blog/what-instructional-coaching/ | 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.  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. | 1,2,4,5 |
| Design and implement a bespoke CPD programme underpinned by development of a practice culture | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 1,2,4,5 |

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

Budgeted cost: £ 250 000

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| 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 |

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

Budgeted cost: £ 239 967

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance officers to work on strategies outlined in working together to improve school attendance. | [Working together to improve school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf) | 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 CEAIG to students in all year groups, with additional sessions, visits and interview support for those identified as at risk of becoming NEET | <https://educationendownmentfoundation.org.uk>  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 2021 to 2022 academic year.

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| **Teaching approaches:**  **Desired outcome: Improved rates of progress for those who are pupil premium through increasing reading age.**  Approaches:   * 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. * Whole school literacy coordinator   Impact:  Between September and April disadvantaged students SAS increased on average from 94 to 98 (whole cohort).  Disadvantaged students who met the criteria for the reading intervention programme (lexonix leap and lexonix advance) made an average of 37 months progress in reading age across the seven week intervention. The average SAS of 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 all eligible incoming Year 7s.  Develop approaches to reading in class to incorporate the reading reconsidered principles.  Redesign the school day shape to allow dedicated time for guided reading within the school day.  **Desired outcome: Develop high quality teaching and learning**  Approaches:   * Gradual release model – CPD and in lesson training. * Hinge questioning   Impact:  CPD delivered on a weekly basis to develop teaching pedagogy. Staff voice showed that teachers had found the training helpful with more that three quarters saying they felt more able to use questioning to identify gaps in learning.  Outcomes in 2022 showed that disadvantaged students had better attainment than in 2019.   |  |  |  | | --- | --- | --- | | Measure for DP | 2019 | 2022 | | Attainment 8 | 33 | 41.91 | | Basics 5+ | 14% | 31% | | Basics 4+ | 40% | 52% |   Next steps:  Continue to strengthen high quality teaching by:  -Introduction of weekly coaching for all staff to improve teaching pedagogy.  -Trust assistant principals to support the delivery of the new Ebacc curriculum and subject specific approaches to teaching, assessment and feedback.  **Desired Outcome: Improve attainment for disadvantaged students through extending the school day (EEF +3 months)**  Approaches:  School day extended from 25 teaching periods per week to 28, giving greater curriculum time to English, mathematics and science.  Impact:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Subject | 5+ 2019 all students (DP) | 5+ 2022 all students (DP) | Average grade all students 2019 (DP) | Average grade all students 2022 (DP) | | English | 37% (28%) | 50% (44%) | 3.9 (3.6) | 4.6 (4.24) | | Mathematics | 32% (23%) | 45% (35%) | 3.6 (3.3) | 4.2 (3.76) | | Science | 25% (17%) | 32% (25%) | 3.75 (3.4) | 4.3 (3.87) |   Next steps:  Continue with extended school day.  Develop the extra curricular offer further to widen opportunities for cultural development within the extended curriculum.  **Targeted support:**  **Desired outcome: Attendance for disadvantaged students to be in line with national average for other students.**  Approaches:  Increased number of attendance officers (1 per year group)  Welfare coordinators – Pastoral focus, behaviour mentoring and exclusion reduction  Counselling provision  School uniform provision and hardship fund  Impact:  Attendance for disadvantage students at Dixons Brooklands Academy was 85.1%, national average attendance was 80.8%.  Next steps:  Continue to take a proactive approach to ensuring high levels of attendance, with early identification, individual strategies and rigorous scrutiny of attendance data.  Work with the early help process to remove barriers to attendance.  **Desired outcome: Improve progress and attainment for disadvantaged students with identified gaps in English, mathematics, science, humanities and Spanish.**  Approaches: Use of tutors in the ebacc subjects. Question level analysis from summative testing used to target tutoring in specific, identified areas of weakness. Tutoring to take place in 10 week blocks with 2-4 sessions per week.  Impact:  There were over 60 students who received interventions in English, Maths and Science in year 11. This was delivered in small groups of no more than 4 pupils, at least once per week over the course of at least one teaching cycle of 11 weeks.  In English, the average point score of students identified for intervention was 2.4 in the mock examinations with the average point score they achieved in the actual GCSE increasing to 3.7 (whole year group APS 4.31).  In Maths, the average mock exam point score of students identified for intervention was 3.4 with this increasing to 4.5 in the actual GCSE (whole year group 4.23).  In Science the average mock exam point score for students identified for intervention was 2.69 which increased to 4.7 in the GCSE exams (whole cohort 4.05).  Further impact information for each year group receiving NTP and school led tutoring is available on request in the larger tutoring impact report document. |

## 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*

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