

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Brook Mead Academy |
| Number of pupils in school | 177 |
| Proportion (%) of pupil premium eligible pupils | 34% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | 31/12/21 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | R Hindocha |
| Pupil premium lead | S Barnes |
| Governor / Trustee lead | Suzanne Overton Edwards |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £52,075.00 |
| Recovery premium funding allocation this academic year | £ Awaiting confirmation. <i>Pupil Premium allocations for new schools that opened at the start of the academic year will be published in March 2022.</i> <i>ESFA Customer Service</i> |
| 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 | £52,075.00 |

Pupil premium strategy statement

Part A: Pupil premium strategy plan

As a brand-new free school which privileges pupil premium scholars in its admission criteria, we have the highest aspirations for all our scholars but especially those from disadvantaged backgrounds as we know that if we get our provision right for the most vulnerable, it will be stronger for all. We believe that knowledge is power and access to powerful knowledge is the right of every child. We are determined that our disadvantaged scholars enjoy the riches of our ambitious and carefully crafted curriculum, inheriting all the rich knowledge from the past to better shape the future. Alongside this, we want to help them cultivate interests, attributes and dispositions which will enable them to thrive in unfamiliar contexts which is where their peers from more advantageous backgrounds often have the confidence to excel.

Our ultimate objective is to ensure that our disadvantaged scholars leave us with lots of rich knowledge which they can use and manipulate fluently which is then translated into high levels of attainment, especially in Ebacc subjects at GCSE.

Our four school wide aims underpin our strategy for disadvantaged scholars:

1. **Powerful knowledge for all:** seen our rich and ambitious curriculum for each subject.
2. **Developing active citizens:** With a wide knowledge of the world, aligned with critical thinking skills, we want our scholars to take their place in society as informed citizens.
3. **Engineering and engendering success:** consistent school wide routines make for an orderly and predictable environment where all can thrive and learn.
4. **Feedback is a gift:** we always want to know how to become better so we ask others to give us kind and specific feedback to help us improve.

As a new Free School in its first year, we are laying the foundations for this with our multifaceted and research informed plan. We are fast getting to know our founding cohort and the community we serve. We have a multiplicity of needs and starting points within our disadvantaged cohort: those new to English, those with SEND, those with high prior attainment, those just above the financial eligibility criteria but still vulnerable to underachievement through precarious family circumstances.

The plan is built upon the pillars of a rich well-crafted curriculum, high quality teaching and learning and a calm, orderly environment built upon consistently high expectations which benefit all learners but particularly those who need schools to be well structured and safe places to thrive in.

In the original bid for the free school, we drew from research and examples from schools across the country and internationally. Key learning has therefore been designed into the operation of the school from the start, such as our longer school day, enrichment sessions for all, the teaching of Latin and built-in fortnightly time for professional learning for staff.

It is the right of young person to benefit from a breadth of enriching experiences at school. We believe that a rich co-curricular offer should be taken up by ALL pupils, rather than the few who have the means or the knowledge to take up such offers.

A key objective is to give our scholars access to “the best which has been thought, said, written and created in every field of human endeavour so that they are knowledgeable, critical, enriched and well poised to lead fulfilling lives.” It is our firm belief that education should be about broadening horizons, enriching minds, passing on and creating new knowledge. Scholars are taken on an exciting journey through each National Curriculum subject, leaving with a treasure trove of knowledge and skills which is theirs forever to use for the betterment of themselves and the world.

The key principles therefore are:

- Access to a rich curriculum with most disadvantaged scholars able to continue with EBACC suite of subjects at KS4.
- Access to high quality teaching in every classroom with every teacher;
- Ensuring age-appropriate fluency in reading and with number;
- Access to wider experiences and extracurricular activities.

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Statement of intent

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1. | The standardized vocabulary MIDYIS (University of Durham CEM) test conducted at the beginning of the year showed that a high proportion of our pupils (both disadvantaged and not) are weak in underlying reading skills. Year 6 teachers had indicated this and it has been borne out by further teacher observations. This was further confirmed in the results of our first assessment in English which showed that our disadvantaged pupils' reading comprehension skills were less developed than those of their peers. This is also impacting on their progress in other subjects. |
| 2. | The maths attainment of disadvantaged pupils is generally lower than that of their peers. Disadvantaged pupils have struggled more than their affluent peers, with missed schooling in years 5 and 6. The standardized MIDYIS test conducted at the beginning of the year showed that a high proportion of our disadvantaged pupils were weak in underlying number skills. A recent subject review in maths showed that gaps from KS2 in knowledge of number bonds and times tables are affecting fluency with calculations, especially with our more vulnerable learners. This was further confirmed in the results of our first assessment in maths which showed that our disadvantaged pupils are making less progress than their non-disadvantaged peers (70% vs 79%) |
| 3. | As a new school in an area of high deprivation, it is even more important to establish a highly structured and calm climate for learning. We aim to ensure high expectations, consistency of routines, and high-quality teaching prevail to prevent a "within school effect" which impacts in a disproportionate way on disadvantaged pupils. All staff receive instructional coaching once a fortnight to ensure we are all getting better and the highest quality teaching is pursued constantly in every room. |
| 4. | Transition work with primary schools and discussions with parents have identified a greater prevalence of social and emotional issues since the pandemic for many disadvantaged pupils, such as anxiety, low mood (diagnosed by medical professionals) and low self-esteem. 39 pupils (19 of whom are disadvantaged) currently require additional support with social and emotional needs, currently receiving one to one mentoring. |
| 5. | Primary schools reported to us how enrichment opportunities were severely curtailed due to the pandemic in year 5 and 6 for our cohort. This has impacted on pupils' wellbeing. Key rites of passage were missed as well as wider knowledge and reference points gained in trips and during extended projects. This is becoming apparent in subjects such as art, history and geography. This is particularly noticeable in our disadvantaged pupils. |
| 6. | Our attendance data this term indicates that attendance among disadvantaged pupils has been 3.4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 7. | Access to technology and broadband and support to complete homework. Our initial homework returns, consequences data and structured interviews with disadvantaged scholars shows that many of high barriers to completing homework, particularly that which is set online. |

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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 |
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| Improved reading comprehension among disadvantaged pupils across KS3. | <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers noticing more disadvantaged pupils able to access their curriculum and this is evident in work sampling and in talking to scholars about what they have learnt and understood.</p> |
| Improved progress and attainment as disadvantaged pupils journey through our challenging and carefully crafted maths curriculum by the end of KS3. Focus at KS3 on depth rather than breadth minimises the need to 're-learn' previous concepts again at KS4. Developing scholars' proficiency at KS3 will increase confidence and success at KS4. | <p>Smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Disadvantaged pupils develop proficient mathematical methods at each stage that they can take forward with them on their journey. By the end of year 9 more disadvantaged pupils in maths are able to routinely identify the most efficient method for different problems.</p> <p>Disadvantaged scholars enabled to access online maths homework platform and benefit from adaptive and graduated homework tasks.</p> |
| A highly positive school culture where school wide routines are granular, taught and consistently applied in every classroom and learning time is maximised. | <ul style="list-style-type: none"> • The school has high expectations for scholars' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in scholars' positive behaviour and conduct. • All staff are united, empowered and skilled in upholding clear routines and expectations for the behaviour of pupils across all aspects of school life. • Clear school wide routines in place, consistently implemented by all. • Scholars' behaviour does not disrupt lessons, or the day-to-day life of the school as seen through monitoring of consequences data, including reduction in persistence of negative behaviours. |
| DA scholars targeted for SEMH interventions showing better self-regulation, better relationships with staff and peers, better motivation and higher scholarship grades in internal reporting. | <p>Fewer incidents of SEMH impacting on learning evident in</p> <ul style="list-style-type: none"> • smaller disparity between the demerit and scholarship grades of disadvantaged pupils and their non-disadvantaged peers. • qualitative data from scholar voice, parent interviews and teacher observations. |
| DA scholars take part in a range of high-quality extracurricular activities and enrichment experiences, building their cultural and social capital and wider "soft skills." | Range of high-quality enrichment activities offered and disadvantaged scholars take part in at least proportionate numbers to others. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated in: |

| | |
|--|--|
| | <ul style="list-style-type: none"> the overall absence rate for all pupils being at least at national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. Overall attendance rate for PP scholars being higher than for PP scholars nationally. the percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than 3% higher than their peers. |
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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: £ 25075

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of standardised testing package (MIDYIS, developed by University of Durham CEM) to help identify needs and target cohort with staff trained in interpretation and use of results to inform planning, teaching and feedback. | As a brand-new school, we have no past history of assessment trends or results or knowledge of our community to draw on. Also, no year 6 SATs for 2021. EEF Implementation Guidance Report 2019 recommends using a “robust diagnostic process” to define a problem” which the MIDYIS tool will enable us to do. They provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. MIDYIS has also been used successfully for many years at our main trust secondary school, enabling local comparisons of cohorts. | 1 and 2. |
| As a new school, we are using a strong trust-based maths curriculum. However, with 41% of our pupils in in the lowest quartile of standardised scores (MIDYIS Band D), we are boosting staffing in maths for two terms with an expert maths practitioner. This will enable intensive input with those with low prior attainment who are also disadvantaged. This experienced teacher will also support planning and teaching of our remaining teachers who are all early career teachers. This will be supplemented with the purchase of online maths homework tools which are adaptive and self marking. | Our expert maths practitioner will ensure our ECT maths teachers are able to implement strategies recommended by Ofsted in its recent maths research review (May 2021). And in the EEF report, <i>Improving Mathematics In Key Stages Two And Three</i> , (2017). Our curriculum and pedagogy will align with the recommendation in the above two reports. | 2 |

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| <p>Fortnightly professional learning time during the school day to promote direct instruction pedagogy, understanding of cognitive load theory and consistent routines to ensure optimum conditions prevail; discovery-based pedagogy and low level disruption impact more highly on attainment of disadvantaged pupils. This also reduces in school variation with collaborative planning of a centralised curriculum with lessons planned to the detail.</p> | <p>A strong “within school” effect Most of the gap in progress between low-income pupils and their peers stems from differences in achievement between pupils in the same school, rather than differences between schools. These differences are influenced by ... variations in pupils’ experiences of secondary school itself (such as lower teacher expectations for low-income pupils, or the impact of setting). <i>Low-income pupils’ progress at secondary school 27 February 2017 Social Mobility Commission</i></p> <p>Use of Barak Rosenshine’s Direct Instruction and John Sweller’s work on cognitive load theory to inform teaching.</p> | <p>1, 2, 3</p> |
| <p>Promoting reading for all disadvantaged scholars through universal tutor time reading: a coherent school wide canon of powerful reading curated which builds cultural literacy and background knowledge where texts link to each other and with curriculum content in all subjects, with judicious balance between ‘classics’ and new voices, and information texts.</p> | <p>Daily tutor time reading facilitates a faster than ‘normal practice’ read of challenging whole texts and explicit teaching of comprehension can benefit poorer adolescent readers.</p> <p><i>‘Just reading’: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms</i> <u>Jo Westbrook, Julia Sutherland, Jane Oakhill, Susan Sullivan</u></p> | <p>1, 3.</p> |
| <p>Staffing homework club.</p> | <p>A homework club is staffed each lunchtime to ensure scholars are not held back by lack of IT and other resources at home.</p> <p><i>Sutton Trust: Poorer Pupils Get Less Homework Help, 2017</i></p> | <p>1, 2, 7</p> |

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

Budgeted cost: £ 15000. Awaiting information from DfE and ESFA as we are a new school.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Implementing Engelmann’s Direct Instruction programme for those pupils who are at very early stages of decoding and fluency in reading. Training provided by UK DI Hub based at St Martins Catholic Academy in Leicestershire.</p> | <p>NFIDI evidence on efficacy of Siegfried Engelmann’s DI cites improvement in academic performance as well as certain affective behaviours. It is currently in used in thousands of schools across the nation as well as in Canada, the UK and Australia. (NIFDI).</p> | <p>1</p> |
| <p>Engaging with the National Tutoring Pro-gramme to provide a blend of mentoring and school-led tutoring for pupils whose</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method</p> | <p>1, 2.</p> |

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| <p>education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Support pupils' mental health with provision of on-site counsellor for three hours per week. 50% of referrals typically accessed by pupils who are disadvantaged.</p> | <p>Support of pupils' social and emotional well being is shown to have had a positive impact on the achievement of pupils eligible for pupil premium. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | <p>3, 6</p> |
| <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> | <p>6</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total budgeted cost: £ 52,075 but awaiting further information from ESFA.

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 2020 to 2021 academic year.

The school opened in September 2021.

Pupil premium strategy statement

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

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