

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	Brook Mead Academy
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	31.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	31/12/22
Date on which it will be reviewed	September 2023
Statement authorised by	G Kader
Pupil premium lead	R Hindocha
Governor / Trustee lead	Suzanne Overton Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,320
Recovery premium funding allocation this academic year	£ 15,456
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,528.54
Total budget for this academic year	£132,304.54

Part A: Pupil premium strategy plan

Statement of intent

As a 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 second year, we are laying the foundations for this with our multifaceted and research informed plan. We have got 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.

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 each year shows that a high proportion of our pupils (both disadvantaged and not) are weak in underlying reading skills . This has been borne out by further teacher observations. This was further confirmed in the GL NGRT assessment undertaken in November 2021 and 2022 which showed that mean Standard Age Score for this group is significantly below the national average. We have a much higher proportion of pupils in the very low and below average bands. This is also impacting on their progress in other subjects.
2.	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.
3.	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.
4.	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.
5.	Our attendance data indicates that attendance among disadvantaged pupils has been 3.0% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6.	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.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading decoding, fluency and 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>
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."	<p>Range of high-quality enrichment activities offered and disadvantaged scholars take part in at least proportionate numbers to others.</p> <p>Our music scholarship programme enables disadvantaged scholars to take up instrument tuition and benefit from the well documented advantages which accrue from playing a musical instrument.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated in:</p> <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 and closer to the average for national others. • 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 other 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: £ 66304

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised testing package (MIDYIS, developed by University of Durham CEM and GL assessment suite) to help identify needs and target cohort with staff trained in interpretation and use of results to inform planning, teaching and feedback.</p>	<p>As a 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.</p>	<p>1 and 2.</p>
<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. All staff receive instructional coaching once a fortnight to ensure we are all getting better and the highest quality teaching</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>

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is pursued constantly in every room.		
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.	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. <i><u>'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms</u></i> Jo Westbrook, Julia Sutherland, Jane Oakhill, Susan Sullivan	1, 3.
Staffing homework club .	A homework club is staffed each lunchtime to ensure scholars are not held back by lack of IT and other resources at home. <i><u>Sutton Trust: Poorer Pupils Get Less Homework Help, 2017</u></i>	1, 2, 7

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

Budgeted cost: £ 54000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of trained early years reading recovery teacher and purchase of Switch On programme to teach early reading skills to those with low reading ages on entry.	There is a wealth of evidence to support systematic synthetic phonics (SSP) in the teaching of reading. The DfE prescribes this approach for all primary schools. (See <i>Teaching the Foundations of literacy July 2021</i>) Switch On reading programme: Switch-on Reading (subsidised programme) EEF (educationendowmentfoundation.org.uk) A previous EEF independent RCT evaluation found that pupils in Year 7 who received the intervention made around 3 months' additional progress in reading outcomes, compared to other pupils	1
Engaging with the National Tutoring Programme by employing an Academic Mentor to work on early reading skills and literacy; to provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	Tuition targeted at specific needs and knowledge gaps can be an effective method 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	1, 2.

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including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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)	3, 6
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.	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)	6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £132,304.54

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.

The Pupil premium & recovery plan 2021-2022 was effective in ensuring that the common challenges and individual needs of disadvantaged scholars were met. The whole-school focus on a well sequenced and rich curriculum, a warm routines rich culture and high-quality teaching & learning coupled with individual targeted academic and non-academic support ensured that disadvantaged scholars made good progress.

NB: Targets are aspirational, based on the top 1% for progress nationally.

- Progress in **English** for disadvantaged scholars in Year 7 shows 72.6% making at least Good progress against targets (compared to 76.3% for others).
- Progress in **Maths** for disadvantaged scholars in Year 7 shows 66.1% making at least Good progress against targets (compared to 78% for others).
- Progress in **Science** for disadvantaged scholars in Year 7 shows 64.5% making at least Good progress against targets (compared to 79.7% for others).
- In trust wide year 7 science assessment, our disadvantaged pupils had results very similar to the average.
- In 2021-22, attendance for disadvantaged scholars was 90.3%, compared to 92.9% for others.

Scholarship grades at Brook Mead quantify a scholar's attitude and motivation in each of their lessons, considering their curiosity, personal responsibility and pride in their work. The range is from 1 (excellent) to 3 (cause for concern):

- The average Scholarship Grade for Year 7 for Disadvantaged scholars was 1.95, compared to 1.80 for others.
- In year 7, disadvantaged scholars had on average 'homework concerns' in 0.95 subjects (meaning that of the twelve subjects scholars study in KS3, on average scholars have concerning performance in homework in less

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than 1 subject), compared to in 0.4 subjects for others. Homework Club is open each lunchtime to support disadvantaged pupils to complete homework.

- Those with reading ages of 8 years or below were targeted for one to one phonics or small group inference and fluency interventions with a trained reading recovery teacher. 83% of disadvantaged scholars who had phonics and fluency interventions for reading made progress in book levels and in reading ages from January to June 2022.
- The music scholarship tutor group: Thames, consists of 12/29 who are PP (45%), of which 8 (28%) are FSM. They have all completed the first year of the scholarship programme and three have passed graded exams 1 and 2.
- All disadvantaged scholars have participated in tutor time reading aloud and have learnt our school poem, The Brook by Tennyson off by heart.
- All disadvantaged scholars went on a trip to the University of Leicester and know what is offered in higher education.
- All disadvantaged scholars have taken part in 6 extracurricular activities sustained over a term each as part of our extended school day.
- The 12 scholars who participated in The Brilliant Club's Scholars Programme, successfully completed the course and on 13/05/22. The 12 scholars for their graduation ceremony went to University College Oxford. 4/12 scholars were identified as PP. 8/12 scholars were identified as living in the lowest 4 deciles according to the IDACI score.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)