

# Pupil premium strategy statement – Brook Mead Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	30.8%
Academic year/years that our current pupil premium strategy plan covers	2023-26
Date this statement was published	December 1 <sup>st</sup> 2023
Date on which it will be reviewed	September 2024
Statement authorised by	G Kader
Pupil premium lead	Rita Hindocha
Governor / Trustee lead	Suzanne Overton-Edwards.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 145,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 36,984
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 181,984

# Part A: Pupil premium strategy plan

## Statement of intent

As a new free school serving an area of high deprivation, 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 powerful 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, apply and manipulate fluently which is then translated into high levels of attainment, especially in Ebacc subjects at GCSE. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. To this end, we have developed and consistently apply our Brook Mead Teaching and learning framework, based on Rosenshine's principles of direct instruction. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 in year 7 and built-in fortnightly time for professional learning for staff.

It is the right of every 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set within our rich and carefully sequenced curriculum
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge												
1	<p>The standardized vocabulary MIDYIS (University of Durham CEM) test conducted at the beginning each year showed that a high proportion of our disadvantaged cohort are weak in underlying <b>reading skills</b>.</p> <table border="1"> <thead> <tr> <th></th> <th>Other Vocabulary</th> <th>DA Vocabulary</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>101.74</td> <td>93.06</td> </tr> <tr> <td>Y8</td> <td>97.24</td> <td>93.48</td> </tr> <tr> <td>Y9</td> <td>94.61</td> <td>89.38</td> </tr> </tbody> </table> <p>This is further confirmed in the GL NGRT assessment undertaken each year which shows that mean Standard Age Score for disadvantaged pupils is significantly below the national average, particularly in year 8 (97.8 and year 9 95.0). Also, in year 9, we have a much higher proportion of pupils in the very low and below average bands.</p> <p>The next two cohorts were more in line with national averages, however with proportionately more in the lowest stanine. KS2 scaled scores show a similar gap between others and disadvantaged pupils.</p> <p>Year 8 reading all 102.87 vs 100.03 for DA            Year 7 reading 104.54 Vs 102.90 for DA</p> <p>This has been borne out by further teacher observations. With an ambitious curriculum, reading skills are critical for access to all subjects.</p>		Other Vocabulary	DA Vocabulary	Y7	101.74	93.06	Y8	97.24	93.48	Y9	94.61	89.38
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Y7	101.74	93.06											
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2	<p>The disadvantaged cohort has also entered with maths scores below those of others. The Midyis test shows that in the maths test, the average standardised score for the disadvantaged cohort is lower:</p>												

		Other Maths	DA Maths
	Y7 Leavers 2028	99.31	92.43
	Y8 Leavers 2027	97.19	90.58
	Y9 Leavers 2026	92.99	88.13

KS2 scaled scores show a similar lag in maths with our disadvantaged cohort with the gap wider in maths than in reading and maths scores lower than reading on entry in year 8.

Teacher assessments show that some scholars in this group struggle to access reading-based questions, where the calculations required have to be inferred from the context of the question. Low reading ages contributes to this. While it is possible to reach the expected standard at KS2 just by learning how to calculate accurately, continuing this progress at KS3 requires that scholars can apply these calculations to problem solving and reasoning activities. We have addressed this by teaching problem solving and reasoning questions explicitly, following the direct instruction / *do, we do, you do* model.

3	As a new school in an area of high deprivation on a split site due to delay of our building, it is even more important to establish a highly <b>structured and calm climate for learning</b> . 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.
4	Transition work with primary schools and discussions with parents have identified a greater prevalence of <b>social and emotional issues</b> since the pandemic for many disadvantaged pupils, such as anxiety, low mood (diagnosed by medical professionals) and low self-esteem. This has led to sometimes heightened behaviours which need addressing in school.
5	Primary schools reported to us how <b>enrichment opportunities</b> 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 <b>attendance</b> data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils ( Absence 7% for all vs 11% for DA in 2022-23). PA is also higher amongst disadvantaged groups. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
7.	Access to <b>technology and broadband</b> 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
<p>Improved <b>reading</b> decoding, fluency and comprehension among disadvantaged pupils across KS3.</p>	<p>NGRT retests show an improvement in average score for disadvantaged pupils and the gap between them and other closing.</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>
<p>Improved performance by disadvantaged scholars in maths assessments.</p>	<p>Internal tracking data show disadvantaged pupils making good progress in the curriculum in maths and closing the gap with their more advantages peers.</p>
<p>A highly positive <b>school culture</b> where school wide routines are granular, taught and consistently applied in every classroom and learning time is maximised.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• All staff are united, empowered and skilled in upholding clear routines and expectations for the behaviour of pupils across all aspects of school life.</li> <li>• Clear school wide routines in place, consistently implemented by all.</li> </ul> <p>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.</p>
<p>DA scholars targeted for <b>SEMH interventions</b> showing better self-regulation, better relationships with staff and peers, better motivation and higher scholarship grades in internal reporting.</p>	<p>Fewer incidents of SEMH impacting on learning evident in</p> <ul style="list-style-type: none"> <li>• smaller disparity between the demerit and scholarship grades of disadvantaged pupils with SEMH and their non-disadvantaged peers.</li> <li>• DA scholars with SEMH making good progress.</li> </ul> <p>Evident in qualitative data from scholar voice, parent interviews and teacher observations.</p>
<p>DA scholars take part in a range of high-quality <b>extracurricular activities and enrichment</b> experiences, building their cultural and social capital and wider "soft skills."</p>	<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 <b>improved attendance</b> for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated in:</p> <ul style="list-style-type: none"> <li>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%.</li> <li>Overall attendance rate for PP scholars being higher than for PP scholars nationally and closer to the average for national others.</li> <li>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.</li> </ul>
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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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised testing packages (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><a href="#">EEF Implementation Guidance Report 2019</a> recommends using a “robust diagnostic process” to define a problem” which the MIDYIS and GL tools 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>High quality maths staffing</p>	<p>EEF research reports tell us that high quality teaching is the most effective intervention for disadvantaged pupils.  <a href="#">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>

	<p>High quality teaching is necessary to implement the EEF research on improving teaching of maths at KS3. To this end, we have recruited a specialist to help plan curriculum and assessments and coach others in delivery of impactful lessons.</p> <p><a href="#">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Fortnightly <b>professional learning</b> 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 is pursued constantly in every room.</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>Also, EEF research on high quality teaching “<i>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.</i>”</p> <p><a href="#">High-quality teaching   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2, 3</p>
<p>Promoting reading for all disadvantaged scholars through <b>universal tutor time reading</b>: 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><u>‘Just reading’: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms</u></i></p> <p><u>Jo Westbrook, Julia Sutherland, Jane Oakhill, Susan Sullivan</u></p>	<p>1, 3.</p>

Staffing <b>homework club.</b>	A homework club is staffed each lunchtime to ensure scholars are not held back by lack of IT and other resources at home.  <i>Sutton Trust: Poorer Pupils Get Less Homework Help, 2017</i>	1, 2, 7
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 60,000

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.	<p>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>)</p> <p>Switch On reading programme:  <a href="#">Switch-on Reading (subsidised programme)   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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</p>	1
Engaging with the National Tutoring Programme providing 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, including those who are high prior attainers.	<p>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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2.

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

Budgeted cost: £ 21984



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils' mental health with provision of on-site counsellor for five hours per week.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 6</p>
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>A <b>family support worker</b> has been appointed to ensure families are given resources they need to ensure their children can attend school and implement recommendations from DfE reports.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></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: £ 181,984**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The Pupil premium & recovery plan 2022-2023 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 along with individual targeted academic and non-academic support ensured that disadvantaged scholars made good progress. **All benefitted from our longer school day.**

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

Progress in the core subjects of English, maths and science show disadvantaged scholars making good progress against aspirational targets, a few % points below others in the school. The curriculum is the progression model: with our ambitious, rigorously planned and sequenced curriculum, disadvantaged scholars are benefiting from consistently high-quality teaching and making good progress as shown in internal assessments.

Our disadvantaged scholars are also benefiting from a rich and rigorously planned curriculum in French, History, Geography and RE. Again, they are making good progress in year 7-9 alongside other pupils. All teaching is led by subject experts and quality assured by colleagues in other trust schools, such as Rushey Mead Academy, with a successful track record of success at GCSE for disadvantaged pupils.

Absence for all was at 7% (Nav 9.3%) and for disadvantaged pupils, absence was 11%, in line with Nav of 11.4% for 2022-23.

There was good progress in reading for all pupils including those who are disadvantaged. We use the GL NGRT assessment which enabled national bench marking against their large sample. Our current year 9 were tested in November 2021 when they were year 7 and again in March 2023 in year 8. The Mean SAS for all pupils rose from 96.1 to 102.5. (national mean is 100). The score for those eligible for FSM rose from 95 to 99. Our current year 8 were tested on entry in November and then again at the end of the year in June. The Mean SAS rose from 100 to 101.8. (For those with FSM eligibility, the mean SAS went up from 97.8 to 99.3). Those on the highest stanine and PP rose from 5% to 11%.

- 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. During the year 2022 – 23, disadvantaged scholars in both years 7 and 8 received targeted support for reading through one-to-one instruction and/or small group work on phonics. Of the disadvantaged scholars in year 7, 5 out of 5 (100%) improved reading ages and book levels. Of the disadvantaged scholars in year 8, 4 out of 4 (100%) improved reading ages and book levels.
- The **music scholarship** continues to be awarded disproportionately to those eligible for FSM to ensure that they are able to benefit from individual lessons on classical instruments and ensemble playing with the loan of an instrument, all costs of tuition paid for and all examination fees paid for. Of the 44 pupils enrolled, 29% are eligible for FSM.
- All disadvantaged scholars have participated in **tutor time reading aloud** and have learnt our school poem, *The Brook* by Tennyson and *Hope* by Emily Dickinson off by heart.
- All disadvantaged scholars in year 8 and 9 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 as part of our Brook Bonus Time programme. Activities included chess, football, embroidery club, micro bit club, Greek Myths Club.
- 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.
- In Spring 2023, 14 scholars are currently enrolled in The Brilliant Club’s Scholars Programme. 8/14 scholars are identified as PP. 10/14 scholars are identified as living in the lowest 4 deciles according to the IDACI score (Income Deprivation Affecting Children Index). On the 11<sup>th</sup> of January, the scholars were given the opportunity to attend the launch event for The Brilliant Club at Birmingham University. The scholars were given an insight of what it is like to attend university, a tour of the campus and an introduction to the Scholar Programme.
- Library borrowing data shows that all disadvantaged scholars borrowed book each term.
- A total of 85 pupils took part in the **National Tutoring Programme**, either accessing online tutoring or tutoring by school staff in English maths, computing, French and history. Of these, 38% saw their internal track point increase.
- All have benefited from our free **Breakfast Club** each morning.
- Overall, the awarding of merits to disadvantaged scholars and their more advantaged peers is in proportion to their numbers so disadvantaged scholars are receiving due praise for their work and efforts.
- **Homework Club** continues to operate daily and is open to all scholars. 46% of demerits issued for failing to complete homework in 2022-23 were awarded to disadvantaged pupils which is a little higher than the proportion of disadvantaged scholars in the school. However, with constant support from staff and in particular, our Pupil Premium Champions, the gap is diminishing. The Homework Club is run by teachers during lunchtimes, where access to Chromebooks is available. The need for a daily homework club has arisen from the proportion of scholars:
  - that do not have an English-speaking parent to help them with homework.
  - that do not have a device/Wi-Fi at home, or share a device with a sibling, or only use a mobile phone to complete homework.
  - who have accumulated detentions due to incomplete homework.
  - New scholars who have joined the school late and need help to catch up.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Brilliant Club Scholars programme.	The Brilliant Club
Small group tutoring	MyTutor

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*