

Pupil premium strategy statement – Pix Brook 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	722
Proportion (%) of pupil premium eligible pupils	12.1% (87)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Isobel Hepworth
Pupil premium lead	Emily Harding
Governor / Trustee lead	Louise Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,575
Recovery premium funding allocation this academic year	£13,210
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£200
Total budget for this academic year	£89,985

Part A: Pupil premium strategy plan

Statement of intent

The barriers to learning for our students are many and varied and we aim to use the pupil premium funding to remove them.

We believe that the very best way to improve outcomes for all of our young people is to provide them with outstanding teachers who can help them to excel in their learning and make excellent progress. We have a lower than national average percentage of students eligible, we therefore try to tailor our support to be bespoke for our students and families.

We recognise that some students have gaps in their learning due to various factors and circumstances, they may also need additional support to raise their aspirations and to help them achieve the very best that they can. We expect teaching staff to do more for our disadvantaged children so that the gap can be narrowed and so that they can secure as good, if not better outcomes than their peers. We were mindful that the school closures during the pandemic that our PP students would not be affected due to circumstances.

Some of our students need support overcoming social mobility barriers, and we spend some of our grant support with things like uniform, educational visits and providing educational resources, such as books, revision guides and learning materials.

Our overall target is that students in receipt of the Pupil premium will achieve in line with their FFT20 targets, bringing us in line with the top 20% of all schools nationally.

All staff have performance targets as part of their performance management. Therefore, as part of our normal process of self-evaluation, we will evaluate the impact of our work in this particular area throughout the year. We do this by looking at the outcomes that the children get in their work and assessments. We also observe lessons, look at students' work and speak to students to find out whether the gap is narrowing and ensure that they are achieving in line with, or better than their peers. We work on an individual and personal level with families to understand what the barriers are and to plan how we can overcome these together.

The Pupil Premium plan is formally reviewed every year, the next review date will be July 2024. This review will examine how we spent the money in previous years and what impact it had.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of KS2 pupils have highlighted that disadvantaged pupils generally make lower levels of expected progress

	<p>in their reading comprehension when compared to non-pupil premium peers. This impacts their progress in all subjects.</p> <p>Pupil premium students did however make an improvement of almost half a grade throughout the course of Year 6 following mentoring sessions.</p> <p>Analysis of pupils disadvantaged pupils at PBA when compared in the Local Authority show it is in line.</p>
2	<p>Our assessments and observations have also indicated that disadvantaged pupils also have lower levels of expected progress in their writing when compared to non-pupil premium students.</p> <p>Pupil premium students did however make an improvement of over half a grade throughout the course of Year 6 following mentoring sessions.</p> <p>Analysis of pupils disadvantaged pupils at PBA when compared in the Local Authority show it is higher with 12% more meeting the expected.</p>
3	<p>Assessment and observations have highlighted disadvantaged pupils have lower levels of expected progress in maths when compared to non-pupil premium students.</p> <p>Pupil premium students did however make an improvement of almost half a grade throughout the course of Year 6 following mentoring sessions.</p> <p>Analysis of pupils disadvantaged pupils at PBA when compared in the Local Authority show it is higher with 5% more meeting the expected</p>
4	<p>Overall KS2 SATs for disadvantaged pupils in combined Reading, Writing and Maths show PBA pupils achieving 3% higher than in the Local Authority.</p>
5	<p>Observations and interactions with pupils and their families has highlighted disadvantaged pupils may struggle to afford required school equipment and uniform. If pupils do not have the correct equipment or uniform they may struggle to fully engage in their lessons and the culture of the school, which may in turn impact their academic achievements. If pupils are unable to afford the correct equipment for school, our observations and interactions have suggested they may also struggle with access to remote equipment at home, i.e., online homework.</p>
6	<p>Observations and interactions with disadvantaged pupils and their families have identified various social and emotional issues for many pupils which impacts their attainment and concentration at school. This can sometimes also be observed in disadvantaged pupils' social relationships with peers. External and internal referrals for support are currently high.</p>

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>All disadvantaged pupils will make progress in line with non-pupil premium students.</p> <p>The gap between disadvantaged pupils and non-pupil premium students closing.</p>	<p>Utilising assessment data to measure the gap between pupil premium students and non-pupil premium students. Teacher observation and assessment scores to determine disadvantaged pupil's progress. A focus from teachers to provide excellent and targeted support to pupil premium pupils who have been identified as attaining lower results than non-pupil premium counterparts.</p>
<p>All disadvantaged pupils will have access to the correct equipment and uniform.</p> <p>Students able to learn in-line with their peers.</p>	<p>Form tutors conducting morning uniform and equipment checks to identify any pupil premium children with missing materials. This is to be passed over to EHG who will liaise with families and assist with the provision of correct equipment and uniform to ensure all pupil premium children have access to the correct learning materials.</p>
<p>Happy, well-rounded students who are able to healthily express emotions and handle various situations.</p>	<p>Monitoring and editing of PPBs based on frequent discussions with disadvantaged pupils. Utilising frequent discussions to identify any pupils who need support and putting this in place swiftly. Less incidents of behaviour or upset, increased attendance.</p>
<p>Disadvantaged pupils see an increase in their attendance leading to improved outcomes in the broadest sense. Though attendance for disadvantaged students is higher than national average, with a further increase it will support them academically, socially and emotionally.</p>	<p>Forensic analysis of attendance at school and extra-curricular activities. Interventions in place to facilitate good attendance.</p>

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: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hiring a Disadvantaged Pupil Progress Lead	NFER report states 'Greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognitive, collaborative and peer learning strategies'. Planned interventions based on individual pupils' needs.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention	Planned interventions based on robust assessment data. Question Level Analysis used to plan targeted interventions and track progress, using GL and Pixl scores. Analysis of Exact and ART standardised testing for early identification. Previous years SATs papers also informed for Year 7.	1, 2, 3
Disadvantaged Pupil Progress Lead supporting academic achievement through	Combine professional knowledge with robust evidence about approaches that are known to be effective as shown in;	1, 2, 3

mentoring on a 1:1 or small group basis	<ul style="list-style-type: none"> • EEF Teaching and learning toolkit • NFER report on supporting the attainment of disadvantaged pupils <p>Once person to oversee their specific learning journey all year.</p> <p>All year groups have targeted 1:1 Academic support where needed.</p>	
IDL Intervention	Targeted Literacy and numeracy intervention each student working on an individual level appropriate for them to close any gaps in literacy and numeracy skills.	1, 2, 3
Targeted Reading intervention	1:1 reading programme, whole school speed reading interventions, small group fluency and speed reading interventions.	1

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club	Students have a quiet space to complete homework, and a teacher is available to help them if they need it.	1, 2, 3, 4
Equipment and Sundries	If students have all the correct equipment, they will be able to access the full range of the curriculum and/or school trips. Having a dedicated person for students and parents to go to for all their needs is paramount.	1, 2, 3, 4, 5, 6
Loan of Chromebook	Students who are not able to access the same resources as other children at home will be provided with the opportunity to access online school work and further their understanding and attainment.	1, 2, 3, 4
Vulnerable Pupil Register	To monitor all interventions internal and external to better understand and support pupils, to also make all staff aware of vulnerable pupils.	5

Pupil Premium Barrier Document	Better parental engagement means better support for the student, this will incorporate the views of both the parent/carer, the student and the teachers to focus on what that student needs. This will be updated regularly based on current information. NFER shows 'that they need to support pupils' social and emotional needs, address individual pupils' learning needs; and improve engagement with families'.	1, 2, 3, 4, 5
Music Lessons	Studies have demonstrated there is a link between music participation and childhood/adolescent academic achievement, and some studies have further suggested that music lessons can assist with developing academic self-concept which in turn improves academic outcomes (Southgate & Roscigno, 2009; Degé et al, 2014; Guhn et al 2020). Research also suggests there is a correlation between music lesson participation and improved emotional regulation (Campayo-Muñoz, 2017).	1, 2, 3, 5
Young Carers activities	Students who have been identified as Young Carers by either school or their parents are offered various support. There are assemblies explaining what a Young Carer to assist children with identifying themselves as a YC, or to know where to get support. We will be running a Young Carer's "brunch" at break time, and will plan to celebrate Young Carers Day with our Young Carers. This will allow them to access support which aims to support their mental wellbeing and remove any barriers to learning.	1, 2, 3, 4, 5

Total budgeted cost: £90,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The intended outcome for our targeted intervention last year was that any gaps in literacy and numeracy between disadvantaged pupils and non-disadvantaged pupils were closed. The targeted intervention appeared to have some impact, as Pixl testing showed higher scores for disadvantaged pupils making progress. The initial data and target groups were based on QLA from Pixl testing, intervention groups were then designed based on scores. All pupils involved made progress in their areas. The year 6 group interventions were based on past SATs papers. Based on the results from the SATs we need to invest further on the identification of gaps and more support and intervention to close these. Overall, pupils made progress where they needed to, however further intervention is required to close the gap between those who are pupil premium students and those who are not.

Last year we rolled out the use of Pupil Premium Barriers which engaged parents and pupils and aided with understanding and overcoming any barriers to learning that might exist, whilst simultaneously bringing these to the attention of members of staff, allowing them to provide the correct support. The relationships this established was invaluable and we were able to have open conversations with families. This will be ongoing, however with the new benefit of having one dedicated individual creating and maintaining the PPBs to allow an in depth and constant relationship to be developed over time.

We also gave out Chromebooks on loan to those who may not have had easy access to online homework at home. This was successful and allowed all students to continue their curriculum in line with other students, and this is something we will continue. One of the limitations of this activity last year was that it was not advertised enough and as a result not as many pupils who would have benefitted from it got to utilise this scheme. As a result, this year we have scheduled a specific information evening in order to discuss this with disadvantaged families and advertise the scheme with the aim of more families being able to utilise this.

Homework club was also successful and allowed pupils to have a quiet space where they could complete their homework with access to a teacher for support if they needed it. This will continue as it was a good support tool for students who find it difficult to complete this at home, and parents are also appreciative of this opportunity. Homework club has a high attendance rate, showing its success.

Support with providing equipment and sundries has resulted in students being equipped and ready to learn. This has had a significant impact on families and has provided an opportunity for disadvantaged families to openly discuss any financial difficulties, thus allows an opportunity for support to be given. Calls and emails are sent

home to ensure parents have everything they need and an open line of communication has been established so that parents can contact with any concerns. It has worked well and this will be continued.

Externally provided programmes

Programme	Provider
Mentoring	Dan Gaze Support Service
Freedom for Children	CBC
Resilience Workshop	CBC

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

We utilise service pupil premium to support the pastoral and academic needs of our service children. We utilise flexibility to ensure each service child is considered individually in line with their unique experiences. One of the key ways in which this funding is spent is through the employment of a dedicated member of staff who understands that there are high demands placed on service parents, as well as varied difficulties service children might face, and therefore liaises with head of years and service parents to track the progress, attendance and pastoral welfare of service children. The dedicated member of staff also manages further forms of support which include:

- Monitoring service children's progress compared to the wider school
- Offering intervention strategies and support when needed, such as Academic Mentoring
- Advice and support when needed
- 1:1 support sessions
- Chromebook loans
- Support during the deployment of a service parent, such as support with video calling an overseas parent during the school day, or creating scrap books to give their parent on return
- Regular check-ins to monitor wellbeing
- If a service family is mobilised, a thorough handover will be given to the child's new school

The impact of that spending on service pupil premium eligible pupils

Caring for a service child's academic and pastoral needs and offering unique support tailored specifically for the individual aims to minimise any disruption to learning due to difficult home circumstances (such as a parent being deployed) and assist with providing support to maintain a child's wellbeing, which in turn assists with their ability to focus in lesson and attain results equal or better than their non-service counterparts. It aims to help children cope with the potential strains of service life.

Students have commented that having a dedicated member of staff who understands the demands placed on service families has helped them to feel less isolated and has supported them with their attendance during difficult times.

References

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Degé, F., Wehrum, S., Stark, R., & Schwarzer, G. (2014). Music lessons and academic self-concept in 12- to 14-year-old children. *Musicae Scientiae*, 18(2), 203-215. DOI: <https://doi.org/10.1177/1029864914523283>

Guhn, M., Emerson, S. D., & Gouzouasis, P. (2020). A population-level analysis of associations between school music participation and academic achievement. *Journal of Educational Psychology*, 112(2), 308-328. DOI: <https://doi.org/10.1037/edu0000376>

Southgate, D. E., & Roscigno, V. J. (2009). The impact of music on childhood and adolescent achievement. *Social Science Quarterly*, 90(1), 4-21. DOI: <https://doi.org/10.1111/j.1540-6237.2009.00598.x>