

# Pupil premium strategy statement – Pix Brook Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1027
Proportion (%) of pupil premium eligible pupils	141 (13.7%)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jay Szwajbak, Associate Principal
Pupil premium lead	Emily Jackson
Governor / Trustee lead	Louise Pearson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,975
<b>Total budget for this academic year</b>	<b>£136,975</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The challenges our students face in regards to their learning 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.

Some of our students need support overcoming social mobility challenges, 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 challenges 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 September 2026. 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

	in their reading comprehension when compared to non-pupil premium peers. This impacts their progress in all subjects.
2	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.
3	Assessment and observations have highlighted disadvantaged pupils have lower levels of expected progress in maths when compared to non-pupil premium students.
4	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. These pupils may also struggle with access to remote resources at home, i.e., online homework.
5	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.

## 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
All disadvantaged pupils will make progress in line with non-pupil premium students, closing the gap.	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.
All disadvantaged pupils will have access to the correct equipment and uniform. Students will therefore be able to learn in-line with their peers.	Form tutors conducting morning uniform and equipment checks to identify any pupil premium children with missing materials. This is to be passed over to the Disadvantaged Pupil Progress Lead 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.
Happy, well-rounded students who are able to healthily express emotions and handle various situations. Resulting in less incidents of behaviour or upset, increased attendance.	Monitoring and editing of Pupil Premium Information documents based on frequent discussions with disadvantaged pupils and their families. Utilising frequent discussions to identify any pupils who need support and putting this in place swiftly.
Disadvantaged pupils see an increase in their attendance leading to improved outcomes in the broadest sense. Though attendance for our disadvantaged students is higher than national average, with a further increase it will support them academically, socially and emotionally.	Analysis of attendance at school and extra-curricular activities. Interventions in place to facilitate good attendance. Disadvantaged Pupil Progress Lead to work closely alongside the Attendance Officer and the relevant Head of Years in order to monitor disadvantaged pupil attendance and utilise appropriate intervention to support with issues in a timely and efficient manner. Disadvantaged Pupil Progress Lead to liaise with the Designated Safeguarding Lead where appropriate.

## 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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged Pupil Progress Lead in post – overseeing all aspects of Pupil Premium progress; attainment, wellbeing etc. Planned interventions based on	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’. Our disadvantaged pupils benefit from knowing there is a key	1, 2, 3, 4, 5

individual pupils' needs. Our Disadvantaged Pupil Progress Lead is Mrs E Jackson.	individual they can come to for a wide variety of issues, and this attitude is mirrored by parents.	
Implementing a CPD model that addresses all areas related to teaching and learning. CPD is delivered through INSET days and weekly micro-sessions, whole school briefings and department time. This allows staff to be reflective and develop strategies that can be implemented to support our disadvantaged pupils.	Quality teaching and learning can have the biggest impact upon the progress and outcomes of disadvantaged pupils. Robinson, Hohepa and Lloyd (2009) found that the factor that had the biggest effect size on student outcomes is the promoting and participating in teacher learning and development. This benefits our disadvantaged pupils as teachers are regularly given refreshers on key strategies and any pupil-specific challenges that may need to be accommodated.	1, 2, 3, 4, 5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention - Planned interventions based on robust assessment data.	<p>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.</p> <p>Previous years SATs papers also informed for Year 7.</p> <p>Combine professional knowledge with robust evidence about approaches that are known to be effective as shown in;</p> <ul style="list-style-type: none"> <li>• <a href="#">EEF Teaching and learning toolkit</a></li> <li>• <a href="#">NFER report on supporting the attainment of disadvantaged pupils</a></li> </ul>	1, 2, 3
Disadvantaged Pupil Progress Lead monitoring academic	NFER report states 'Greater success for disadvantaged pupils was associated with schools using fewer	1, 2, 3

achievement. One person to oversee their specific learning journey all year and to liaise with home and teachers if data is concerning.	strategies and a combination of metacognitive, collaborative and peer learning strategies’.	
Creation of the ‘Brook room’ – a dedicated Year 11 study space. This space allows Year 11 private space where they can work independently or in small groups, facilitated by key members of staff. It is also a dedicated space for interventions and study sessions to take place.	A study by Mirana (2022) found that learning environment factors (psychological and environmental) can affect student learning, one of these factors is the ability to collaborate with other students. Fraser (2012) established that a good learning environment influences teaching, learning, student behaviour and outcomes. If disadvantaged pupils don’t have access to a dedicated study space at home, this allows them an opportunity to access such a space.	1, 2, 3, 4, 5
Targeted Reading intervention. 1:1 reading programme, whole school speed reading interventions, small group fluency and speed reading interventions.	The EEF has provided <a href="#">seven recommendations to reading, writing, talking, vocabulary development and supporting struggling students</a> with improving their literacy and how this impacts all subject areas.	1
Targeted Numeracy intervention.	<a href="#">UCL found that targeted interventions add five months’ progress for students with SEND</a> - there is a large crossover between our SEND and disadvantaged pupils <a href="#">EEF encourage early numeracy approaches</a> as this can increase a child’s learning by about 7 months and can have a positive impact on the early stages of a child’s mathematical ability. Targeted early numeracy approaches may help children from disadvantaged backgrounds to catch up with their peers, therefore minimising the gap.	3
Extending school time. Easter school is offered at KS2 level to support with SATS. Targeted before and after school	<a href="#">The Chartered College of Teaching reviewed the research around extending school time</a> and the impact this has on educational outcomes. Research is mixed, however it is suggested that it is not that quantity of extended school time that has the	1, 2, 3, 4

programmes in small groups for KS4 students to support with GCSEs.	impact but rather the quality of it. Therefore we have structured this to smaller intervention groups with personalised and targeted intervention. The EEF have also suggested that this targeted use of before and after school programmes is potentially effective for disadvantaged pupils.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of the 'Oak room' – a safe space for pastoral, SEN and wellbeing issues	Cowie (2022) concluded that pastoral care systems in schools play a significant role in supporting children and their families who are already vulnerable through social factors such as poverty. These supportive relationships that are developed promote 'belonging', increase student satisfaction and contribute to wider learning. Supportive relationships promote a sense of belonging in students and have been found to increase student satisfaction through connectedness (Yale, 2019; Mantzios et al, 2020)	5
Homework Club. Students have a quiet space to complete homework, and a teacher is available to help them if they need it.	This offers the same benefits as extended school time (evidenced by the Chartered College of Teaching), with the additional benefit of providing equipment such as computers for those who may not have access to this at home.	1, 2, 3
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

<p>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.</p>	<p>The Department for Education has issued a research report in November 2015 outlining <a href="#">guidance around supporting the attainment of disadvantaged pupils: articulating success and good practise</a>. Within this, the provision of equipment is highlighted as a method of increasing disadvantaged pupil outcomes.</p>	<p>1, 2, 3</p>
<p>Pupil Premium Information Document. This will incorporate the views of both the parent/carer, the student and the teachers to focus on what that each specific student needs. This will be updated regularly based on current information.</p>	<p>Better parental engagement means better support for the student. NFER shows ‘that they need to support pupils’ social and emotional needs, address individual pupils’ learning needs; and improve engagement with families’.</p>	<p>1, 2, 3, 4, 5</p>
<p>Music Lessons. Support with accessing music lessons during the school day.</p>	<p>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 &amp; 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).</p>	<p>1, 2, 3, 4, 5</p>
<p>Young Carers activities and initiatives. We celebrate Young Carers Day with our Young Carers.</p>	<p>These initiatives will allow our Young Carers to access support, aiming to support with their mental wellbeing and remove any challenges that being a young carer causes to learning.</p>	<p>1, 2, 3, 4, 5</p>
<p>Career/Further Education focus. A deep dive in to a child’s interests, strengths, challenges</p>	<p>Some of our disadvantaged pupils have challenges which may mean that having the resources to research and find suitable career/education pathways may be difficult. Young</p>	<p>1, 2, 3, 4, 5</p>

<p>etc will allow us to provide personalised support to encourage our pupils to follow further education and/or career pathways, in line with their non-disadvantaged peers.</p>	<p>people from disadvantaged backgrounds are less likely to attend Sixth Form than others (37% compared to 56%), and those that do are more likely to be studying lower level qualifications and less likely to reach degree level (Lisauskaite et al, 2021). Adults who were previously classed as disadvantaged when at school tend to earn less annually, with the disparity in earnings gap ranging from 11-15%.</p>	
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**Total budgeted cost: £150,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The intended outcome for our targeted KS2 intervention last year was that any gaps in literacy and numeracy between disadvantaged pupils and non-disadvantaged pupils were closed. The targeted writing intervention appeared to have some impact, as 2025 SATs data shows that a higher percentage of disadvantaged pupils were working at a greater depth (7.1%) than the previous year (0%). In writing, the same percentage of disadvantaged pupils achieved a greater depth as the previous year indicating a maintained level of success (21.4%). Whilst maintenance is a positive result, it is acknowledged that an increase in achievement would be a more preferential outcome and therefore provides us with a defined focus for this academic year. As demonstrated by the 2025 SATs results, there is still an attainment gap between our disadvantaged and non-disadvantaged pupils. Based on this data we need to continue investing further in the identification of gaps and the implementation of targeted intervention in order to close these. The 2025 average scaled scores across reading, maths and GPS for our disadvantaged pupils were lower than the previous year, suggesting that the interventions ran in the previous academic year were not as effective as they could have been and therefore a comprehensive evaluation is required in order to refine the current year's intervention plan to ensure greater efficiency.

We have been utilising Pupil Premium Information documents successfully over the past few years which have engaged parents and pupils and aided with understanding and overcoming any challenges to learning that might exist, whilst simultaneously bringing these to the attention of members of staff, allowing them to provide the correct support. The working relationships this has helped to establish is invaluable and we have been able to have open conversations with families, thus deepening the level of support and understanding. This will be ongoing with the benefit of having one dedicated individual creating and maintaining the PPIs to allow an in depth and constant relationship to be developed over time.

We also assist with the provision of Chromebooks on loan to those who may not have had easy access to online homework at home. This was successful and allowed students to continue their curriculum in line with other students, and this is something we will continue. Some students who have loaned Chromebooks have not shown any noticeable difference in the amount of homework completed, and for these cases they have required individual evaluation to assess what other challenges there may be and whether or not homework club would be more beneficial as this would not only facilitate with equipment but also would allow pupils to access support from teachers and subject specialists. Homework club has been successful and has 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 is 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. While generally effective, the previous process for managing subsidised items encountered reoccurring challenges. A review determined that the existing system was not particularly streamlined which led to a reform of how this is structured. Moving forward, we are replacing the procedure with a more efficient system. We will now order one-time use uniform vouchers through Total Clothing our uniform provider. These vouchers will be distributed directly to families, empowering them to place their own orders whilst still providing support with this. This change will significantly minimise the administrative burden and eliminates the need to pursue outstanding parental payments, which can contribute to difficulties with parental relationships.

Previously an IDL intervention has been run during form times to support students with their literacy and numeracy skills. This is no longer running and instead there is a focus on more specific forms of intervention. In KS3 the English department will be overseeing literacy interventions through the Accelerated Reader Programme and the Maths departments will use Sparx for numeracy. Within KS2 specific interventions run by staff will take place based on assessments throughout the year, as well as the continued use of Edshed for literacy and numeracy, in order to support with upcoming SATs. This is similar to the model utilised within KS4 where specific interventions will be run based on analysis of data to identify areas of support for upcoming GCSEs. This should provide more student-specific and individual levels of support and therefore encourage better outcomes than IDL had previously fostered.

Since our previous Pupil Premium Strategy and Review was published, the Department for Education has felt it appropriate to adapt the language around disadvantaged pupils. Instead of using the word “barriers”, schools are now encouraged to use the word “challenges”. This change has been implemented within this current Strategy and Review document and within our practise.

## Externally provided programmes

Programme	Provider
Child well-being practitioner	NHS
Counselling	Poets-IN

1:1 Support	Aquarius
Family partners	CBC
1:1 Support	Chrysalis
1:1 Support	CHUMS

## 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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