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	1029
Proportion (%) of pupil premium eligible pupils	86 (8.4%)
Academic year/years that our current pupil premium strategy plan covers	2026-2029 (3 years is recommended)
Date this statement was published	October 2026
Date on which it will be reviewed	October 2029
Statement authorised by	Jay Szwajbak, Assistant Principal
Pupil premium lead	Emily Jackson
Governor / Trustee lead	Louise Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,200
Total budget for this academic year	£163,200

Part A: Pupil premium strategy plan

Statement of intent

Our top priority is raising the profile and driving academic progress for Pupil Premium (PP) students across Years 6, 10, and 11, improving outcomes for our young people. The introduction of our V.I.P.P programme aims to create a clear pathway for our pupil premium students to achieve in the classroom, our extra-curricular activities and beyond. Our teaching staff will have a centred focus on ensuring high-impact Quality First Teaching (QFT) – aligning with Education Endowment Foundation (EEF) guidance recommending that 50% of PP funding support teaching quality. Academy-wide CPD focuses on evidence-based strategies that strengthen visible consistencies in lessons including retrieval practice, modelling, live marking and structured reflection. Alongside classroom practice, we actively foster positive engagement in curriculum interventions, extra-curricular clubs, educational visits, and targeted support to elevate student aspirations.

Key Stage 2 and 3: Upon entering Year 5 at Pix Brook Academy, all students follow a broad and balanced curriculum that integrates core knowledge with practical skills. This foundation supports academic growth while offering exposure to subjects available in Key Stage 4.

Key Stage 4 (Years 10 & 11) Key Stage 4 begins in September for Year 10. All students study core GCSEs in English Language, English Literature, Mathematics, and Science (Combined or Separate). As part of the options process, students select four additional qualifications from a choice of subjects, including at least one humanities discipline. All option pathways remain open to every student.

Regardless of prior attainment or current academic standing, PP students receive dedicated support from form tutors, Heads of Year, the PP Lead, Senior Leadership Team (SLT) and the careers advisor to help raise their ambitions and guide their educational journeys.

Targeted Support for PP Students

- **Financial Barriers:** Strategies proactively identify and eliminate subject-related financial obstacles so costs do not influence option choices.
- **Digital Access:** Students are surveyed for digital poverty and provided with a Google Chromebook where required.
- **Academic Resources:** Students gain access to tailored online platforms and technology rich spaces such as The Brook Room.
- **Targeted Interventions:** Students receive School-Led Tutoring and invitations to intervention sessions as Additional Learning Opportunities (ALO) for specific subject support.
- **Career Guidance:** Priority access to independent, external career guidance is provided before options are chosen to broaden future aspirations.

Pastoral Care & Relational Support

In line with EEF research highlighting the impact of strong relationships with disadvantaged learners, Heads of Year (HoY), Assistant Heads of Year (AHoY) and Tutors provide personalised pastoral care. Our attendance officer and PP lead actively monitor attendance, while HOD, HOY and the PP lead monitor achievement, and behaviour to identify and resolve individual learning barriers. This individual support is complemented by the academy-wide SMSC program delivered during form time, through assemblies and our timetabled Citizenship curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Raising attendance - Disadvantaged students have a lower attendance than their non-disadvantaged peers. As an academy we are increasing the focus on attendance and persistent absence, implementing strategies across the school to raise awareness of the importance of high attendance and communication with families where absence is frequent, incentivising pupils for improved attendance.
2	Outcomes and progress - Our Summer outcomes, end of cycle assessments and data analysis have indicated that disadvantaged pupils have lower levels of progress in most subject areas at KS4, along with reading, maths and GPS all displaying a significant gap at KS2.
3	Behaviour and culture - Data from positive house and behaviour points indicate that disadvantaged students are receiving more behaviour points and fewer house points than non-disadvantaged pupils. 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 for the school's context.
4	Enrichment and personal development – Our disadvantaged pupils are engaging less in the extra-curricular opportunities that the academy has on offer. Families from disadvantaged backgrounds are less likely to attend key academic events such as progress and consultation meetings.

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
1. Disadvantaged pupils see an increase in their attendance in line with non-pupil premium students, leading to improved outcomes in the broadest sense.	- Close the attendance gap of PP students in all year groups in line with non-PP pupils, with a reduction in persistent absence among PP students. - Attendance and persistent absence percentage within PP students is better than the national average.
2. Disadvantaged pupils will make academic progress in line with their FFT20 targets and matched non-disadvantaged students, closing the gap.	- Closing the attainment gap of PP students in all subjects, achieving in line with non-PP pupils, especially in English, Maths and Science. - KS4 PP students' Progress 8 is increased across each data point, at or above 0. - All PP students have access to resources and are prioritised at intervention sessions.
3. Disadvantaged students achieve in line or better than their matched non-disadvantaged pupils for house points and behaviour points.	- PP students achieve in line or better than non-PP for achievement points and less than non-PP for behaviour points -Using the VIPP programme to focus on increasing praise for PP pupils. -Effective tracking of pupil data, followed up by frequent discussions with pastoral staff to identify any pupils who need support and putting this in place.
4. Disadvantaged pupils will be recognised for progress and improvements, with wider personal enrichment participation.	- Increased attendance at school and extra-curricular activities. - Enhanced rewards and incentive programmes in place for PP students. - Increased communication with families, with improved involvement and attendance at school events.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Disadvantaged Pupil Progress Lead in post – overseeing all aspects of Pupil Premium progress; attainment, wellbeing and personal development. Planned interventions based on individual pupils' needs. Our Disadvantaged Pupil Progress Lead is Mrs Jackson.	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.' EEF - Guide to the Pupil Premium	1, 2, 3, 4
Implementing the V.I.P.P programme, incorporating a CPD model that addresses all areas related to teaching and learning. CPD is delivered through INSET days and micro-sessions, whole school briefings and department time.	Quality teaching and learning can have the biggest impact upon the progress and outcomes of disadvantaged pupils. Robinson, Hohepa and Lloyd (2009) suggest that promoting and participating in teacher learning and development is the most impactful factor in improving student outcomes.	1, 2, 3, 4

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 at KS4 - Planned interventions based on robust assessment data. Sessions will take place before, during and after school.	EEF Teaching and learning toolkit https://www.nfer.ac.uk/publications/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice/	2, 4
Disadvantaged Pupil Progress Lead monitoring academic achievement. One person to oversee PP students' specific learning journey all year and to liaise with home and teachers if pastoral support is needed.	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.'	1, 2, 3, 4
Organisation of the 'Brook room' – a dedicated Year 11 study area. 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. Supervision of this room after school (3-4pm), at least twice a week to support learners.	Small group tuition: Education Endowment Foundation. EEF - Guide to the Pupil Premium	2, 4

Targeted Reading intervention. 1:1 reading programme, whole school speed reading interventions, small group fluency and speed-reading interventions.	The EEF has provided seven recommendations to reading, writing, talking, vocabulary development and supporting struggling students with improving their literacy and how this impacts all subject areas.	2, 4
Extending school time. Easter school is offered to KS2 pupils to support with SATS and KS4 to support with GCSE exams. Sessions also run at May half term for KS4 pupils. Disadvantaged students are prioritised and receive bespoke phone calls home by the PP Lead to attend.	Small Group Tuition: Education Endowment Foundation.	2, 4
SLT/MLT mentoring. Disadvantaged students to have a 'Champion' who checks in on them throughout the academic year.	Small Group Tuition: Education Endowment Foundation.	1, 2, 3, 4
Small group tuition and academic mentoring run during the school day to support with core foundational skills in English and Maths.	Small Group Tuition: Education Endowment Foundation.	1, 2, 3, 4

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

Budgeted cost: £73,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Organisation and deployment of staff in the 'Orchard room' – a safe space for pastoral, SEND and wellbeing issues, accessed by PP students.	Cowie (2022) suggests 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.	1, 3
KS2 Weekly Homework Club. Students have a quiet space to complete homework, with the support of trained primary staff.	EEF - Guide to the Pupil Premium	2, 4
Financial support for uniform, equipment and resources.	EEF - Guide to the Pupil Premium If students have all the correct equipment, they will be able to access the full range of the curriculum and feel part of the school community.	1, 2, 3, 4
Financial support for school trips.	This will enable disadvantaged students to gain the breadth and depth of the curriculum and remove financial barriers for compulsory trips.	2, 3, 4
Purchasing, loaning and maintenance of laptops.	The Department for Education issued a research report in November 2015 outlining guidance around supporting the attainment of disadvantaged pupils: articulating success and good practise. Within this, the provision of equipment is highlighted as a method of increasing disadvantaged pupil outcomes.	2

	Pupils can access the curriculum at home and in school to further their understanding and attainment. EEF - Guide to the Pupil Premium Technology offers ways to improve the impact of pupil practice: Education Endowment Foundation.	
Additional incentive and reward system to increase engagement i.e., Passport to Prom and Postcards home.	Students are rewarded for their behaviours and efforts leading to improved attitude to learning and towards all aspects of school life.	3, 4
Supporting the mental health of disadvantaged students.	Offer professional provision for those in need of support with their mental health.	1, 3
Employment of a Careers/Further Education advisor.	A deep dive into pupil interests, strengths and challenges will allow the school to provide personalised support to encourage our pupils to follow further education and/or career pathways, in line with their non-disadvantaged peers.	2, 4

Total budgeted cost: £163,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2

KS2 Outcomes	2023-24 SATs		2024-25 SATs		2025-26 SATs	
Number of Pupils	**PP (14)**	**Non-PP (129)**	**PP (28)**	**Non-PP (153)**	**PP (22)**	**Non-PP (161)**
Reading	64.3	86	53.6	80.4	40.91	81.37
Maths	64.3	79.8	42.9	72.5	54.55	76.4
GPS	64.3	86.8	50	77.1	40.91	75.16

Key Stage 4

KS4 Outcomes 2025/26	PP	Non-PP
Number of pupils	14	62
Attainment 8	33.07	47.27
English and Maths 4+	29%	77%
English and Maths 5+	14%	42%

Attainment Gap Analysis (Disadvantaged vs. Non-Disadvantaged Students)

An analysis of the 2026 SATs results indicates that there remains an attainment gap between our disadvantaged and non-disadvantaged pupils. Based on this data we need to invest further into the identification of gaps and the implementation of targeted intervention in order to close these.

At Key Stage 4, in all measures there remains a significant gap between our disadvantaged and non-disadvantaged pupils. Raising the profile of our PP students and increasing attendance in Key Stage 4 remains a priority to ensure that missed

learning in lessons in reduced and underachieving disadvantaged pupils are prioritised at intervention sessions.

Successes

- At Key Stage 2, Maths results for disadvantaged pupils had improved in 2026, as a result of targeted numeracy intervention that has taken place.
- At Key Stage 4, a comprehensive intervention programme is being delivered with each subject offering at least one intervention session either before, during or after school.
- The creation of the Brook Room has provided a fully-equipped space for our disadvantaged pupils, who have access to the facilities before, during and after school.

Areas for Development

- Targeted intervention and bespoke academic mentoring sessions for disadvantaged pupils to ensure high attendance rate and ensure gaps in learning are revisited.
- Improved accuracy and robustness of PP data and outcomes predictions, developed through effective CPD and progress reports.

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 aim to ensure that each service child is considered individually in line with their unique experiences. One of the strategies 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 Heads of Year, Assistant Heads of Year, Tutors 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 upon request. • 1:1 support session with selected members of staff. • 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. • If a service family is mobilised, a thorough handover will be given to the child's new school.
The impact of 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). The Academy aims to provide support to maintain a child's wellbeing with frequent check-ins (and relevant actions), which in turn assists with their ability to focus in lesson and attain results equal or better than their non-service peers. We aim to help children cope with the potential strains of service life through education and conversation. 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

Cowie, H. (2022). Pastoral care in education today: its continuing role in promoting mental health in children and young people. *Pastoral Care in Education, 40*(3), 321-327. https://doi.org/10.1080/02643844.2022.2093955

EEF: EEF - Guide to the Pupil Premium

NFER: https://www.nfer.ac.uk/publications/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice/

Robinson, V., Hohepa, M., & Lloyd, C. (2009). School leadership and student outcomes: Identifying what works and why. Best Evidence Synthesis Iteration (BES).