

Pupil premium strategy statement – Dixons Brooklands 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	1024
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	20/09/24
Date on which it will be reviewed	28/03/25
Statement authorised by	KGA
Pupil premium lead	NPE
Governor / Trustee lead	KWA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£597975
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£597975

Part A: Pupil premium strategy plan

Statement of intent

Dixons Brooklands Academy mission is to provide a first class education to maximise students' opportunities to live fulfilling lives and make a difference in their community.

Dixons Brooklands Academy will use the pupil premium funding to achieve the following aims:

- To remove barriers to the attainment and progress of students eligible for the pupil premium.
- To increase the attainment and progress of students eligible for the pupil premium.
- To allow our students to achieve outcomes that give them the choice to go to university or a high quality alternative.

The pupil premium strategy plan is based on the identification of the specific challenges faced by our pupils who are eligible for the pupil premium. This approach considers both the academic challenges identified through diagnostic assessment and the non academic challenges that can negatively affect pupil's access to education.

Dixons Brooklands Academy's pupil premium strategy plan follows the structure recommended in the Education endowment foundation's (EEF) pupil premium guide. This recommends the adoption of a tiered model that focuses on

Quality first teaching

We understand the importance of quality first teaching to meeting individual needs. We develop our teachers pedagogy through timetabled instructional coaching and deliberate practice. Teaching staff have dedicated time every week given to practice and coaching both as a group and one-to-one.

Targeted academic support

We establish gaps that our students have on entry to Dixons Brooklands Academy and take action to ensure these gaps are rapidly closed, this includes targeted academic and reading support. In addition to our curriculum lessons, all students take part in morning meeting every day to revisit powerful knowledge. Interventions are implemented based on formative and summative assessment to ensure that any groups or individuals who are currently lower attaining in any area are supported to make accelerated progress.

Wider strategies

Careful consideration has been given to identifying individual student's barriers to learning. We recognise that barriers to learning vary by individual. We are committed to minimising and removing barriers to learning for all our students. To do this, we have employed a trained counsellor and pastoral staff to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We have very clear rules about homework and equipment because students have to be ready to learn, free equipment and uniform is provided before school for any student that needs it.

We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels.

Challenges

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

Challenge number	Detail of challenge
1	Literacy of disadvantaged students is lower than others on intake. Analysis of reading age data on Y7 intake shows disadvantaged students have lower reading ages.
2	Academic outcomes. On entry, disadvantaged students have lower KS2 scores and reading ages than national average. Disadvantaged students attend less well than others, this creates gaps in their knowledge. Disadvantaged students achieved less well than students not eligible for pupil premium at Dixons Brooklands Academy.
3	Attendance to school and persistent absence. Attendance of disadvantaged students is lower across all year groups than for students who are not eligible for pupil premium. Rates of persistent absence are higher on average for students eligible for pupil premium.
4	Higher rates of fixed term suspensions compared to others. Students who are eligible for pupil premium have higher rates of fixed term suspensions than others.
5	Careers/NEETs – Data from leavers shows that students eligible for the pupil premium were more likely to become NEET.

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
Students with reading ages below age related expectation will show rapid and sustained progress in reading at age expected level.	Disadvantaged students average reading age will be at or above age related expectations. Students accessing reading intervention will show an acceleration of reading age.

Progress of students who are disadvantaged to be in line with others in all year groups. Progress and attainment of disadvantaged students will be in line with national averages.	<p>Summative assessments show no significant differences between attainment of students who are disadvantaged and others. Existing gaps are shown to be rapidly closing.</p> <p>External examinations show no significant differences between attainment of students who are disadvantaged and others</p> <p>Subject trackers show gaps in knowledge reducing at each assessment.</p> <p>Disadvantaged students receiving tutoring to show rapid closing of gaps in knowledge.</p>
Fixed term suspensions for disadvantaged students to reduce significantly.	<p>Fixed term suspensions for disadvantaged students to reduce by 25% compared to the previous year.</p> <p>Pastoral interventions to show high impact at reducing repeat FTEs.</p>
Attendance and persistent absence for disadvantaged students will be rapidly improving	<p>Attendance for disadvantaged students to improve by 3% compared to 2023-24</p> <p>Persistent absence to reduce by 5% compared to 2023-24</p>
No students will become NEET	NEET figure for 2024-25 is 0

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: £147 975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching for all staff	EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 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.	2/4

CPD and deliberate practice	<p>EEF: The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p> <p>Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. Similarly, we know that retrieval practice supports knowledge retention, but it is important to think carefully about how that is implemented in individual subjects across the curriculum to ensure it supports learning.</p> <p>It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils</p>	1,2,3,4
Trust assistant principal support	Improving curriculum implementation to improve outcomes.	2

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

Budgeted cost: £ 200 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention groups	<p>EEF: While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1
Reading comprehension	<p>EEF: Reading comprehension strategies are high impact on average (+6 months).</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p>	1

	A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects	
Small group tuition: English, maths and science	EEF: 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	2
Re engage provision for students that are severely absent	EEF attendance evidence summary: The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.	2/3
Educational psychology services	EEF: Special educational needs in mainstream schools guidance report: Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND. The SEND Code of Practice recommends that schools use a graduated approach, incorporating cycles of 'assess, plan, do, review', to best understand and respond to the learning needs of pupils with SEND. This chapter outlines the difference between needs and diagnosis, and then outlines the graduated approach to assessment and the importance of including multiple stakeholders—including parents and carers, and the pupils themselves—in the assessment process.	2

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

Budgeted cost: £ 250 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance officers	Bradford research school and EEF: A key component of the interventions was building effective partnerships between schools and parents, through discussions, meetings and conferences. The purpose of these partnerships was to identify issues leading to absences and collaboratively source effective solutions to the problems. All interventions in this category were multi-component in nature, featuring a range of services available to parents and pupils.	3
Behaviour interventions	EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.	4
Counselling	EEF improving behaviour in schools report: There is a growing body of research identifying the harmful effects of adverse childhood experiences (ACEs) on the rest of a person's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as the child suffering abuse or neglect, or indirect, such as the child's parent suffering mental illness or drug addiction. The research suggests that ACEs have a strong link with chronic diseases, social and emotional issues, with a higher ACE score correlating with worse outcomes on all fronts. Two thirds of people have at least one ACE, but the 8% of people in England who have four or more ACEs are at an increased risk of a range of negative health outcomes such as heart disease, respiratory disease, drug addiction, or self-harm. ¹³ ACEs can be a helpful way of understanding how services can be tailored towards individuals. This research is in its early stages even within healthcare, but as the terminology is becoming more prevalent in schools, some are beginning to use ACEs as a framework to understand their pupils. Knowing about any trauma a pupil has experienced or is experiencing can inform support a school provides	3/4
Hardship fund	Funding to ensure barriers to attending school such as uniform and transport can be removed.	3
Careers advisor Targeted work for students identified as being at risk of becoming NEET	Analysis by the government-funded Careers and Enterprise Company (CEC) found that if the most disadvantaged schools met all eight of the 'Gatsby Benchmarks' for providing high-quality careers advice to young people, they would see an average increase of 31 per cent in the chances of their pupils securing a sustained education, employment or training outcome. Research by the Education and Employers Taskforce found that the	5

	more times a young person encounters employers (e.g. work experience) during their secondary school years, they are less likely to become NEET and more likely to earn a higher wage later on.	
Breakfast club	<p>Magic breakfast evaluation report: On some secondary attainment outcomes (teacher-assessed ability in writing and English) KS2 pupils improved more than would otherwise be expected. First, breakfast consumption at school increased, although breakfast consumption overall increased only marginally. This suggests that the school context (which was typically more social) or school food (which was potentially more nutritious) contributed to the improvement in attainment, rather than whether or not breakfast was eaten. Second, there were large improvements in teacher-reported levels of concentration and behaviour in the classroom. This means that the classroom environment improved for teachers, and presumably pupils, which may have been beneficial for learning. Through this mechanism, even pupils who did not change their breakfast consumption patterns may have benefitted from the intervention. Attendance and punctuality recorded in administrative data improved slightly, which could be a result of improved health (fewer days of sickness) or a greater incentive to arrive at school on time. An increase in time in school for pupils, and reduced class disruption due to lateness and absence, might therefore have also played a role in improving outcomes</p>	3/4

Total budgeted cost: £597 975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes 2023-24				
	Disadvantaged pupils DBK (121 students)	Not eligible for the pupil premium DBK (72 students)	Manchester average	National average
Basics 5+	18%	36%	Awaiting	Awaiting
Basics 4+	30%	51%		
Attainment 8	31.22	42.79		
Progress 8	-0.9*	-0.1*		
Ebacc entry	41%	71%		

*Sisra estimate, awaiting figure.

Summative assessment Cycle 3 Year 10 mocks: Two year comparison

This data set is from mock examinations taken under exam conditions in June 2024 and June 2023. The examination papers are issued centrally by Dixons, with subject teachers having no access to the questions prior to testing. Results are standardised across the trust.

	Year 10 2023 24	Year 10 2022 23	Difference	Gap difference not PP to PP 2023 24	Gap difference not PP to PP 2022 23
Expected attainment mathematics (4+)	24%	22%	2%	-7	-17
Expected attainment English (4+)	43%	30%	13%	-6%	-22%
Expected attainment Science (4+)	22%	17%	5%	-13%	-26%
Expected progress mathematics	23%	10%	13%	-8%	-15%
Expected progress English	53%	38%	15%	-9%	-18%
Expected progress science	26%	19%	7%	-8%	-25%

Comparison across the two mock data sets shows that disadvantaged students attainment and progress is improving compared to the 2022-23 cohort at the same time. A greater percentage of students are attaining a grade 4 or higher and more are making expected progress. The gap between disadvantaged students academic performance and others is narrowing over time.

Summative assessment Cycle 3 KS3 examinations: Two year comparison of disadvantaged students outcomes

This data set is from cycle 3 examinations taken under exam conditions in June 2024 and June 2023. The examination papers are issued centrally by Dixons, with subject teachers having no access to the questions prior to testing. Results are standardised across the trust.

Year group	Expected attainment English 2024	Expected attainment English 2023	Diff 2024-2023	Expected attainment Maths 2024	Expected attainment Maths 2023	Diff 2024-2023
7	68%	65%	3%	63%	57%	6%
8	62%	55%	7%	60%	49%	11%
9	59%	45%	14%	41%	50%	-9%

The KS3 data shows that the percentage of disadvantaged students achieving expected attainment is rising over time, with the exception of Year 9 in mathematics.

Summary: At the end of Year 11, outcomes for disadvantaged students remain well below national average outcomes. At KS4 'green shoots' of improvements in both attainment and progress can be seen, with gaps between disadvantaged students and others narrowing. In KS3 disadvantaged students are showing improved attainment in 2023/24 trust wide assessments compared to 2022/23.

Strategy area: Teaching

Activity: Instructional coaching for teaching staff

Quality assurance data shows improvement in targeted routines and strong starts. Feedback from teaching staff about coaching has been positive. The step lab system has been effective for tracking and monitoring coaching. Action steps within step lab have allowed coaches and coaches to prioritise the highest leverage next step. Providing sufficient time for coaching to take place has been identified as a factor that has to be controlled for coaching to be effective.

Activity: CPD

Teaching staff have completed CPD and deliberate practice of teaching techniques outlined in teach like a champion, including, 100% strategies, gradual release model and responsive teaching.

Strategy area: Targeted academic support

Activity: Tutoring

1:1 and small group tutoring, for students from years 7 to 11, identified as needing additional catch up support.

In Year 11 students receiving tutoring made an average improvement of 2.6 grades in mathematics compared to 1.05 grades for those not receiving tuition. In English students receiving tutoring made an average improvement of 2.7 grades in English, compared to 1.6 grades for students not receiving tuition. Internal data showed that students receiving tutoring had accelerated progress compared to average rates of progress for the cohort.

Impact seen was higher when tutoring was provided by teaching staff employed by the school, compared to agency tutors.

Next steps: Increase tutoring capacity to allow more students to access tuition. Increase internal capacity to allow tutoring to take place with teaching staff rather than external tutors.

Strategy area: Wider strategies

Activity: Careers strategy

All students from the 2023-24 cohort have named destinations. Work experience is in place for year 10 students. Cohort of year 10 students identified as at risk of becoming NEET are receiving additional careers and college support. Rate of students becoming NEET in 2022-23 was well below national average data for NEET.

Activity: Reading intervention

Reading intervention - The majority of the reading interventions for disadvantaged students has been targeted at year 7 students. Year 7 students who were eligible for the pupil premium improved their standardised age score (SAS) from 96.9 to 98.4. All year groups have made progress from their baseline except for year 8, where the gap between reading age and chronological age has widened.

Year group	Average SAS on intake	Test 2 2024
7	96.9	98.4
8	97.2	93.1
9	95.2	97.1
10	94.1	98.5

Activity: Attendance improvement work

Attendance of disadvantaged students in 2023-24 is lower than the previous academic year at this point across all measures and has reduced throughout the two years.

Activity: Pastoral work aimed at improving engagement and reducing suspensions.

Disadvantaged students continue to be over represented in suspensions. 85% of students receiving a fixed term suspension in the first two terms were disadvantaged students. This is in line with the previous academic year.

There has been a small decrease in the percentage of disadvantaged students receiving a suspension (2023 24 = 25.8%, 2022 23 = 28%), however the percentage of disadvantaged students receiving one or more suspensions remains high.

The number of disadvantaged students receiving five or more suspensions has decreased from 10.7% in 2022 23 to 8.6% in 2023 24.

Strategy outcomes evaluation

Outcome 1: Students with reading ages below age related expectation will show rapid and sustained progress in reading at age expected level.

Partially met: On average disadvantaged students reading ages are improving over time, with rapid improvement seen in intervention group students. No year group is yet at a SAS of 100, however at the last testing point, three out of four year groups are not significantly below national average.

Outcome 2: Progress of students who are disadvantaged will be in line with others in all year groups. Progress and attainment of disadvantaged students will be in line with national averages.

Not met: Disadvantaged students outcomes are well below national averages. Summative assessment shows that disadvantaged students attainment and progress is improving over time. Further work is needed to achieve outcome 2.

Outcome 3: Fixed term suspensions for disadvantaged students to reduce significantly.

Partially met: Disadvantaged students suspensions and repeat suspensions show a downward trajectory over two years. However the percentage of disadvantaged students receiving a suspension remains high and further work is needed to reduce the numbers receiving suspensions.

Outcome 4: Attendance and persistent absence for disadvantaged students will be rapidly improving.

Not met: Attendance of disadvantaged students has decreased and the percentage of students who are persistently absent has risen.

Outcome 5: NEET figure to reduce.

Met: NEET figures from the last two years show that the percentage of students becoming NEET at Dixons Brooklands Academy is consistently well below the national average across the last two years (2022-23 3.5% vs 11.9% national)

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
Fresh start	Read, write, ink/Miskin
Lexonix	