

Pupil Premium Strategy Statement

An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build **strong relationships**
- be **stronger together**

How will we succeed?



This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School Overview

Detail	Data
School name	Matford Brook Academy
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Emily Simpson-Horne
Pupil premium lead	Emma Tremlett/Abigail Lovell
Governor / Trustee lead	Catherine Gibaud

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,916
Recovery premium funding allocation this academic year	£1012.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,916

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Matford Brook Academy, we write our story. We exist to provide an excellent, all-through education that empowers children to believe they can, and should, change the world around them. We achieve this through our values of scholarship, kindness and community.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPI’s have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don’t believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners’ success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.

We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

## Challenges

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

Challenge Number	Detail of Challenge																																									
1	<p>Attendance</p> <p>Disadvantaged students across all year groups are more likely to have attendance below the national average. Despite 3 years on, there is still a disproportionate effect on those from disadvantaged backgrounds following the COVID-19 School closures on the understanding of excellent attendance.</p> <p>Being a new all-through school opening in September 2023 with a Year 7 cohort only, there is no historical data. However, figures from the first half term show that DS pupils' attendance is already below that of their non-DS peers. Attendance of our PP students sat at 87.0% in the first half term and attendance of pupils in receipt of FSM was 84.9%. This is in comparison to whole school attendance 93.7%.</p>																																									
2	<p>Progress</p> <p>The DfE's own figures show that the KS4 disadvantage gap index has widened again this year, and is now at its highest level since 2012.</p> <p><b>Average grade per subject in Attainment 8 slots by disadvantage</b> State-funded schools in England</p> <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>Disadvantaged</th> <th>Not disadvantaged</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="2">English</td> <td>2019</td> <td>4.1</td> <td>5.3</td> <td>1.3</td> </tr> <tr> <td>2022</td> <td>4.2</td> <td>5.6</td> <td>1.4</td> </tr> <tr> <td rowspan="2">Maths</td> <td>2019</td> <td>3.5</td> <td>4.9</td> <td>1.4</td> </tr> <tr> <td>2022</td> <td>3.6</td> <td>5.1</td> <td>1.5</td> </tr> <tr> <td rowspan="2">Ebac subjects</td> <td>2019</td> <td>3.4</td> <td>4.9</td> <td>1.5</td> </tr> <tr> <td>2022</td> <td>3.5</td> <td>5.2</td> <td>1.6</td> </tr> <tr> <td rowspan="2">Other subjects</td> <td>2019</td> <td>3.8</td> <td>5.1</td> <td>1.3</td> </tr> <tr> <td>2022</td> <td>3.8</td> <td>5.3</td> <td>1.5</td> </tr> </tbody> </table>		Year	Disadvantaged	Not disadvantaged	Gap	English	2019	4.1	5.3	1.3	2022	4.2	5.6	1.4	Maths	2019	3.5	4.9	1.4	2022	3.6	5.1	1.5	Ebac subjects	2019	3.4	4.9	1.5	2022	3.5	5.2	1.6	Other subjects	2019	3.8	5.1	1.3	2022	3.8	5.3	1.5
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3	<p>Behaviour</p> <p>74% of all lesson removals in the first half term come from our DS pupils. This data clearly backs the national trends that disadvantaged students are disproportionately more likely to miss lessons through exclusion or isolations. PP eligible students are more likely than their non-disadvantaged peers to be isolated from lessons and receive suspensions.</p>
4	<p>Literacy</p> <p>Again, as a new school our data comes from the first half term (September 2023). NGRT assessed reading ages show that 67% of our PP students have a reading age below their chronological age, the lowest of these being 6 years behind.</p>
5	<p>Oracy</p> <p>On entry to school, economically disadvantaged children’s spoken language development is significantly lower than their more advantaged peers. These gaps widen from just a few months (aged six) to five years difference (aged 14). Left unaddressed, economically disadvantaged children are more likely to leave school with poor verbal communication skills and to suffer from mental health difficulties throughout their life. <a href="http://Voice21.org/our-impact">Voice21.org/our-impact</a></p>
6	<p>Independent learning habits:</p> <p>Many disadvantaged students lack resilience and independent learning habits.</p> <p>PP eligible students disproportionately de-merited for lack of homework, have inconsistent or poor attitude to learning and show fewer positive attitudes towards school as evidenced in student surveys.</p> <p>In half term one, 53% of our pupils in receipt of Pupil Premium did not meet extended practice deadlines, this compares to only 28% of non-PP pupils.</p>
7	<p>Pupil leadership</p> <p>UCL (Riley et al.)</p> <p>1 in 4 young people feel they do not belong in school: a figure which is rising’ and highlights these specific groups: Children from disadvantaged communities are twice as likely as their more advantaged peers to feel they don’t belong and four times more likely to be excluded.’ A risk of a low sense of belonging is that those ‘who experience a sense of exclusion from school or society seek “belongingness” elsewhere.’</p>
8	<p>Pupil enrichment:</p> <p>Research by the Sutton Trust states that 76% of parents across all social groups involved their children in some form of regular extra-curricular social activity over the last year. Parents with professional or administrative occupations are 15% more likely than those with manual or routine jobs to involve their children in these activities. The ONS Living Costs and Food Survey shows top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes.</p> <p><a href="https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/">https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/</a></p>
9	<p>Parental engagement:</p> <p>The importance of parent engagement in children’s learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017).</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1695821203">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1695821203</a></p>
10	<p>Primary school transition:</p> <p>Disadvantaged students have a higher rate of absence at the end of primary school and this gap increases over the first three years of secondary school compared to other pupils. Pupil absence during KS3 strongly predicts academic progress between from KS2-KS4. There is a pressing need to support disadvantaged pupils more effectively in Key Stage 3 (KS3) and prepare them better during Key Stage 2</p>

so they can make a successful transition to secondary school.  
<https://cfey.org/reports/2020/12/disadvantage-in-early-secondary-school/>

## 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
Attendance	Attendance gap between DS and non-DS peers will be indistinguishable. DS attendance will be at 95% or above. DS students' attendance remains in line or better than the local and national benchmarks. Persistent absence for disadvantaged students will reduce to <70%.
Progress	Universal provision and planning for all using booklets allows for all pupil to progress at the expected rate in their learning. End of cycle assessments will show a reduced gap in the outcomes between our DS and non-DS pupils.
Behaviour	Number of DS pupils receiving multiple Bookmark sanctions will be in line or below their non-DS peers. All pupils receiving a Bookmark sanction will work through 'Name it, Claim it, Carry on.' All DS pupils receiving multiple Bookmark sanctions will create behaviour action plans. Number of suspensions of DS pupils will be below regional and national average.
Literacy	DS reading ages to improve in line with their chronological age.
Oracy	Speech and language assessment for all Y7. Identified pupils to receive speech and language therapy intervention. 'SHAPE' for oracy embodied in all lessons.
Independent learning habits	DS pupils will complete extended practice within set deadlines. Detention gap narrowed
Pupil leadership	All DS pupils will hold a leadership position at Matford Brook Academy and actively engage in this.
Pupil enrichment	DS pupils will be exposed to opportunities beyond the curriculum and classroom. Attendance to discovery sessions will be 100% for all pupils. DS pupils will attend trips and visits with cost not being a barrier to attendance.
Parental engagement	DS parents will attend all parents' evenings. An embedded community engagement strategy which fosters positive home-school relationships which support extended practice completion, behaviour and progress.
Primary school transition	All pupils will receive a robust transition package from Primary school which will prepare them for Year 7 and beyond. Identified DS pupils will be invited for enhanced transition and home visits. DS pupils with poor attendance routines recognised in Primary school will be highlighted and early intervention will be put in place for September.



## 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

**Budgeted cost: £14,458**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliberate Practice	Coaching is highly effective because it combines, in one intervention, the method of improvement- deliberate practice- with the necessary inducements to improve autonomy and committing to change in front of others, Rebecca Allen and Sam Sims, The Teaching Gap. John Hattie (2017) released his updated list of 250+ factors that influence student achievement. It included deliberate practice as a factor with a high effect size.	2, 5, 9
Coaching	“Ensuring that [...] every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.” EEF, 2019	2, 5
Oracy	The EEF states that on average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful, at Matford Brook Academy, using SHAPE to provide answers is embedded into all lessons.	5, 3
Every Child Succeeds culture	As quoted by the EEF, when it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.	All

### Targeted academic support

**Budgeted cost: £7,229**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils will take the NGRT 3 times per academic year	The EEF found that 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 maybe subject specific. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 4
Literacy interventions	Findings from the EEF detail that Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful.	2, 4
Sparx- extended practice	Following research, the EEF states that homework has a positive impact on average (+ 5 months), particularly with pupils in	2, 6, 9

	<p>secondary schools. Homework that is linked to classroom work tends to be more effective.</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p>	
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## Wider strategies

Budgeted cost: £7,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Discovery sessions	Extracurricular activities have the potential to develop both academic skills, and essential life skills which can help highly able students to succeed – such as confidence, motivation, resilience and communication skills. Potential for Success, Sutton Trust 2018	8
Pupil empowerment sessions	EEF: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	6, 3
Pupil leadership roles	<p>“ ... education has a significant role to play to equip students with the skills they need to become active, responsible and engaged citizens. [...] building opportunities for early leadership within schools unequivocally increases student impact in the community. Their active contribution leads to personal and social development, manifested by the students’ perceptions of self, their own abilities and curiosity about future opportunities.”</p> <p><a href="https://my.chartered.college/impact_article/the-role-of-early-student-leadership-building-skills-for-future-impact/">https://my.chartered.college/impact_article/the-role-of-early-student-leadership-building-skills-for-future-impact/</a></p>	7
Breakfast provision	<p>An EEF impact evaluation of the Magic Breakfast programme in 2016 found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months’ additional progress in Key Stage 1.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf?v=1695821867">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf?v=1695821867</a></p>	1, 2
Year 7 enhanced transition	Several studies have shown a dip in attainment coinciding with the time of change from Primary to Secondary school. The EEF suggest that by anticipating the risk points during the time of transition, good communication across schools can help with specific planning to address pastoral needs and academic support. The DfE suggest that engaging with feeder schools to access absence information in order to identify target cohorts prior to transfer is a way of supporting attendance.	1, 10



Behaviour	<p>More successful schools...seek out strategies best suited to addressing individual needs...and provide individual support for pupils that have very specific learning needs. DFE 'Supporting attainment of disadvantaged learners' 2015</p> <p>The EEF states A pupil cannot benefit from a lesson if they are not in the classroom, engaged in the lesson and behaving appropriately for learning</p> <p>Name it, claim it, carry on/ behaviour support plans</p>	3
Education Welfare Service	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1, 2
Family relationship s mapping	<p>In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life. For many children the development of these relationships will need to be explicit, meaningful and very clearly perceived. Children who are showing signs of insecure attachments and a lack of well-being need a significant adult or small team of adults in school who can provide them with a secure relationship within which they feel a sense of safety, trust, belonging and being listened to. Through this relationship the child will also develop their ability to regulate their feelings and behaviour, develop their understanding of social situations and develop healthy and positive feelings about themselves and their abilities. Building these relationships, supporting inclusion and establishing strong and caring boundaries are integral to making this happen.</p> <p><a href="https://media2-production.mightynetworks.com/asset/44298471/Guidance_for_Developing_Relational_Practice_and_Policy_Babcock_2020_.pdf">https://media2-production.mightynetworks.com/asset/44298471/Guidance_for_Developing_Relational_Practice_and_Policy_Babcock_2020_.pdf</a></p>	9, 1

**Total budgeted cost:**

**£28,916**

## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

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

N/A
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### Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

### Service Pupil Premium Funding

Measure	Details
We currently have no pupils in receipt of Service Child Premium attending Matford Brook Academy	