

Benjamin Britten Music Academy



Pupil Premium Strategy Statement 2025-26

Pupil Premium Strategy Statement

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	Benjamin Britten Music Academy
Number of pupils in school	1274
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Dec 25
Date on which it will be reviewed	Nov 26
Statement authorised by	I Thurbon A Ridley
Pupil premium leads	K Jenkins
Governor / Trustee lead	S Wylie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£457 000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£457 000

Part A: Pupil Premium Strategy Plan

Statement of intent

At Benjamin Britten School, our core purpose is to ensure that every pupil, regardless of their background or individual circumstances, is given the opportunity to thrive academically, socially and personally. Our intention is that all pupils make strong and sustained progress across the curriculum and are well-prepared for the next stage of their education and future employment.

We recognise that disadvantaged pupils can face additional challenges that may act as barriers to learning. Our approach is rooted in a strong understanding of our pupils' varied needs and lived experiences. We do not view disadvantaged pupils as a single group; rather, we work to understand the specific strengths and challenges of each individual to ensure that provision is personalised, timely and impactful.

Our Pupil Premium strategy is informed by the Education Endowment Foundation's (EEF) tiered model and aligns with the strategic aims of our School Improvement Plan. The key areas of focus are:

1. High-Quality Teaching for All

We prioritise consistently ambitious, inclusive and evidence-informed teaching. Improving teacher subject knowledge, pedagogical expertise and curriculum design has the greatest and most sustainable impact on outcomes - particularly for disadvantaged learners. Central to this is the development of strong literacy across the curriculum. We recognise that secure reading, writing and communication skills underpin academic success, support wider curriculum access, and broaden future opportunities.

2. Targeted Academic Support

Where assessment indicates pupils require additional help, we provide structured and responsive interventions delivered by skilled staff. This includes small group tuition, subject-specific seminars, targeted reading support and bespoke literacy/numeracy interventions. These approaches are designed to address misconceptions, build confidence, and improve retention and application of knowledge.

3. Wider Strategies to Support Engagement, Attendance and Wellbeing

We acknowledge the significant and ongoing impact of COVID-19 on attendance, especially for pupils experiencing vulnerability, disadvantage or instability at home. Increasing attendance and reducing persistent absence is a key school priority. Our response is multi-layered, combining pastoral support, parental engagement, mentoring, and targeted intervention to remove barriers and promote high expectations. We also

provide enriched cultural and extracurricular opportunities to develop character, resilience and aspiration, ensuring disadvantaged pupils can fully participate in the life of the school.

We are committed to developing pupils who are confident, responsible and compassionate. We want them to experience success, be willing to challenge themselves, and remain resilient in the face of setbacks. Our academic and wider curriculum provides diverse opportunities for pupils to explore their interests, broaden their horizons and contribute positively to their community and beyond. We actively encourage and support disadvantaged pupils to participate in enrichment, leadership and extension activities.

Our chosen approaches work collectively to secure sustained progress, close attainment gaps, and support the development of well-rounded, ambitious young people who can thrive in a rapidly changing world.

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

Challenge number	Detail of challenge
1	Attendance
2	Academic confidence and resilience
3	Literacy
4	Aspiration, participation and ambition
5	Resources and 'readiness to learn'

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 - consistent improvement in disadvantaged students' attendance.	PP pupils' attendance is in line with the national average for PP pupils.
Progress 8 - improve progress 8 for all pupils.	Achieve national average or above for progress 8 for PP pupils.
Attainment 8 - improve attainment 8 for all pupils.	Achieve national average or above for attainment 8 for PP pupils.
Increase percentage of Grade 4+ in English and maths for all pupils.	All PP pupils achieve English and maths 4+ scores for similar schools.

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: £127,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of more thorough programmes of study; detailing key misconceptions and how to address these, as well as disciplinary literacy.</i>	<i>Programmes incorporate many of the recommendations from the EEF's 'Improving Literacy in Secondary Schools report'.</i>	2,3
<i>Quality of teaching programme for NQTs RQTs and new staff to the school.</i>	<i>'Quality First Teaching'</i>	2
<i>Reading and Literacy CPD and Reading for Pleasure</i>	<i>Teaching and Learning Toolkit – reading comprehension strategies - +6 months of progress.</i>	2,3,4
<i>Oracy – Formal Accreditation in public speaking</i>	<i>Centre for Education and Youth (Millard et al, 2021) made it clear that one of the impacts of the Covid 19 pandemic was a loss in oracy skills in primary and secondary aged pupils</i>	2,3,4
<i>Citizenship and life lessons support students in developing their cultural capital.</i>	<i>'Cultural capital is associated with higher academic performance' (Sutton Trust 'Parent Power') but 'many disadvantaged pupils may not have access to cultural capital' Ofsted School inspection update 2019</i>	4
<i>Development of homework and running homework club to ensure all students have the appropriate resources and space to work.</i>	<i>EEF's T&L toolkit shows homework linked to the classroom supports learning, particularly for disadvantaged students.</i>	2,3,4
<i>CPD on effective assessment and feedback</i>	<i>Teaching and Learning Toolkit – effective feedback +8months of progress</i>	4
<i>Improvements to the school MIS and staff training to streamline data-driven interventions</i>	<i>Monitoring data closely to detect patterns and identify students with persistent absence, with a robust early warning system.</i>	1

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Seminars and targeted small group intervention support for students in core subjects, as well as morning registration interventions.</i>	<i>EEF's T&L toolkit -small group tuition extended school day - +2months of progress</i>	2,4
<i>Timetabled lessons with reduced class sizes at KS4 to focus on dealing with misconceptions and for providing a greater level of individualised feedback in English and Maths.</i>	<i>EEF's T&L toolkit - feedback - additional small group tuition- +4months of progress Teaching and Learning Toolkit – reducing class size - +3 months of progress</i>	2,4
<i>Dedicated reading lessons for KS3.</i>	<i>EEF's 'Improving Literacy in Secondary Schools report' recommendations</i>	3
<i>Tiered support for students struggling with literacy - LSAs.</i>	<i>Teaching and Learning Toolkit – metacognition and self-regulation - +7 months of progress.</i>	2,5
<i>Use of external programme to develop students' literacy and numeracy – Reading Plus</i>	<i>Programme develops students' ability to decode words using etymology - EEF's 'Improving Literacy in Secondary Schools report' Teaching and Learning Toolkit – reading and numeracy support- +6months of progress</i>	2,3,4,5
<i>School Led Tutoring – small groups or 1-to-1</i>	<i>Teaching and Learning Toolkit - additional small group tuition- +4months of progress</i>	1,2,3,4,5

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

Budgeted cost: £ 200 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Seconded Assistant Headteacher with a specific focus on attendance appointed.</i>	<i>Data-Driven Interventions EEF Reference: 'Using Data to Monitor Progress and Target Support' EEF Reference: 'Parental Engagement' Early Identification and Support</i>	1
<i>Family and Engagement Lead appointed</i>	<i>EEF Reference: 'Parental Engagement' This role is pivotal in building strong partnerships with families, helping them engage fully with the school, and addressing attendance-related concerns</i>	1
<i>Use of Education Attendance Service and EWO.</i>	<i>DfE - 'Improving school attendance: support for schools and local authorities' Lower attendance almost halves the chances of achieving 5 good GCSEs.</i>	1
<i>Careers advisor and online careers programme</i>	<i>EEF research shows disadvantaged students are 'disproportionately more likely to have career aspirations that don't match their educational goals'</i>	1,2,4
<i>SEMH small group sessions.</i>	<i>Teaching and Learning Toolkit – Social and emotional learning - +4 months of progress.</i>	1,2,4,5
<i>Separate dedicated Wellbeing and Silent Working areas.</i>	<i>EEF's 'Improving Behaviour in Schools' recommendations - teach learning behaviours and provide targeted approaches to meet individual's needs</i>	1,2,4,5
<i>Additional counselling days for students who have witnessed trauma</i>	<i>EEF – Improving behaviour in schools Teaching and learning Toolkit - social and emotional learning - +4months of progress</i>	1,2,5
<i>PP Breakfast clubs to provide students with a good meal in the morning to support concentration through the day – also boosts attendance and punctuality</i>	<i>gov.uk- 'evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'</i>	1,2,4,5
<i>Funding of music tuition.</i>	<i>EEF T&L toolkit also shows 'arts participation' can enhance academic attainment</i>	2,4,5
<i>Personal development and character development programme.</i>	<i>Personal development and character development programme. Teaching and Learning Toolkit – metacognition and self- regulation - +7 months of progress.</i>	2,4,5
<i>Cover supervisors with PE and Performing Arts Specialisms</i>	<i>Teaching and Learning Toolkit enrichment and sporting activities- +2 months of progress Extended school day - +2 months of progress</i>	1,2,4,5
<i>Behaviour mentoring and reports</i>	<i>Teaching and Learning Toolkit – Behaviour interventions - +3 months of progress.</i>	1,2,4,5

Total budgeted cost: £457 000

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 2024 to 2025 academic year.

Improving attendance

Improving overall attendance and significantly reducing persistent absence remain key school improvement priorities. In 2024–25, attendance for Pupil Premium pupils was in line with national benchmarks, but below the attendance of their non-disadvantaged peers. PA was better than national. The relationship between attendance and attainment is well evidenced; pupils who attend regularly achieve more highly, experience stronger social development, and sustain engagement in learning. Disadvantaged pupils are disproportionately affected by absence, widening existing gaps and reducing long-term life chances.

Our approach is grounded in the principles of equality and equity: we aim to ensure that all pupils access a full education while also providing targeted support to remove individual barriers and meet personalised needs

Action	Implementation	Lead(s)	Expected Impact	Monitoring & Evaluation
Strengthen systems for identifying and supporting pupils at risk of persistent absence	Daily attendance analysis; weekly inclusion meetings; rapid contact with families; graduated support model; Early Help	AHT/DSL / Attendance Officer	Earlier identification of concerns; improved communication with families	Weekly attendance dashboards; termly impact reviews
Enhance pastoral and mentoring support for targeted PP pupils with low attendance	Key adult allocated per pupil; personalised attendance plans; resilience and self-regulation mentoring; safe arrival check-ins	Pastoral Team / Heads of Year	Improved sense of belonging and increased readiness to learn	Case studies; pupil voice; attendance comparison pre/post intervention
Increase parental engagement and strengthen home–school relationships	Attendance workshops; supportive home visits; flexible communication channels; clear messaging on expectations	SLT / Attendance Team	Strengthened trust and shared responsibility for attendance	Parent feedback; attendance data trends
Reduce practical and financial barriers to attending school	Provision of uniform support, transport solutions, breakfast access and access to essential learning equipment	PP Lead / Inclusion Team	Barriers reduced, supporting improved attendance and punctuality	Uptake tracking; attendance data

Increasing Participation in Curricular Enrichment and Wider Opportunities

Enrichment experiences are a vital component of a high-quality and inclusive education. Research shows that participation in extracurricular and cultural activities strengthens engagement, improves attendance, builds confidence and resilience, and raises aspirations—particularly for disadvantaged pupils.

Curricular Enrichment Engagement (Clubs and Trips)

Number of different pupils	1093 / 1255	87.1% of pupils
PP	282 / 344	82% of PP pupils
SEND	278 / 348	79.9% of SEND pupils
FSM	326 / 400	81.5% of FSM pupils

Clubs

Total number of attendances at clubs	12294	As a %...
Number of different pupils	855 / 1255	68.1% of pupils
Females	426 / 643	66.3% of females
Males	429 / 612	70.1% of males
PP	263 / 344	76.5% of PP pupils
FSM	251 / 400	62.8% of FSM pupils
SEND	220 / 348	63.2% of SEND pupils

Trips

Total number of trips that took place	104	As a %...
Number of different pupils that attended a trip	902 / 1255	71.9% of pupils
Females	471 / 643	73.3% of females
Males	431 / 612	70.4% of males
PP	252 / 344	73.3% of PP pupils
FSM	261 / 400	65.3% of FSM pupils
SEND	224 / 348	64.4% of SEND pupils

Action	Implementation	Lead(s)	Expected Impact	Monitoring & Evaluation
Ensure all year groups have a broad and culturally rich enrichment timetable	Publish termly enrichment programme; review for accessibility and diversity of offer	AHT	Pupils have access to a wide range of high-quality experiences	Participation reports; pupil voice
Improve communication and promotion of enrichment opportunities to families	Targeted invitations; personalised encouragement; parent information events; celebration of achievements	AHT/Heads of Year	Increased awareness and uptake among PP pupils	Attendance records; parent surveys
Remove financial and logistical barriers to participation	Subsidised costs; priority places; equipment loans; travel support; supervised study times	DHT/PP Lead	PP pupils can fully access the offer without disadvantage	Uptake tracking and comparison with baseline
Track, monitor and celebrate engagement in enrichment	Participation tracking system introduced; recognition assemblies	SLT / Form Tutors	Increased motivation and sustained engagement	Participation data and case studies

Improve the attainment and progress of our disadvantaged students

Our curriculum is intentionally designed to respond to the needs and context of our community. As a coastal town, we recognise the historic challenges in literacy, numeracy and post-16 aspiration that are reflected in national data. Nationally, the average Progress 8 score for coastal schools is -0.6, and the disadvantage attainment gap for White British disadvantaged pupils is -0.75. This context informs our curriculum planning and reinforces our commitment to ensuring that every pupil, particularly those who are disadvantaged, has access to a highly ambitious and well-sequenced curriculum.

While national Progress 8 measures were not reported last year, attainment and headline outcomes continue to guide our self-evaluation and improvement priorities. Our curriculum is therefore structured to strengthen core skills, widen cultural capital, raise aspiration, and ensure pupils develop the knowledge and confidence needed to succeed. A full breakdown of pupil performance data and further analysis is available on our school website.