

Benjamin Britten School



Pupil Premium Strategy Statement 2023-24

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1265
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 23
Date on which it will be reviewed	Nov 24
Statement authorised by	I Thurbon A Ridley
Pupil premium leads	K Jenkins
Governor / Trustee lead	R Petty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£412 905
Recovery premium funding allocation this academic year	£110 538
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£523 443

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention at Benjamin Britten School is that all children, irrespective of their background or the challenges they face, make outstanding progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, through bespoke interventions and knowing each child and their needs as an individual rather than treating them as a homogenous group.

Benjamin Britten has based its Pupil Premium strategy around the 3 tier model as outlined by the EEF focusing on teaching, targeted academic support and wider strategies.

The impact of COVID-19 on school attendance has been significant and complex. Vulnerable groups, including children from disadvantaged backgrounds, and those in unstable home environments, have been disproportionately affected by the pandemic, leading to higher rates of absenteeism, affecting their academic (and social) progress. The school approach to improve attendance is targeted and multi-faceted. Improving attendance and reducing persistence absence remain a top priority of the school's leadership.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. At Benjamin Britten, this is providing appropriate challenge and support for each individual pupil, with a large focus on developing their literacy. A secure capacity to read, write and communicate form the foundation not just for academic success for children, but also in ensuring that career choices and future ambitions remain as wide as possible.

The challenge of improving literacy levels and provision is a fundamental tenet to the school's vision and ethos. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school.

As well as ensuring our children succeed in exams, we aim to develop character, compassion and service. We want our children to try new things, to persist in the face of difficulty and to become resilient in overcoming obstacles.

The rich academic and extracurricular opportunities offered at Benjamin Britten help to develop pupils who are bright, engaged and have a keen sense of responsibility for their community and wider world. We actively encourage all our children, particularly children who are disadvantaged, to take up the opportunities provided by the school.

Another key focus is identifying students that would benefit from extra academic support in English and Mathematics and then providing them with seminars which are taught in small groups by subject specific teachers aiming to target key misconceptions and develop exam technique. This helps to build academic confidence and resilience, while also developing students' literacy to enable them to better understand the way in which exam questions are posed and the skills required to answer them successfully.

The approaches we have adopted complement each other to help develop aspirational young people who thrive in a changing world.

Challenges

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.
Ebacc entry - improved entry of disadvantaged students into EBacc subjects.	The proportion of PP pupils taking the EBacc should be consistent with that achieved by the full cohort.

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: £122,000

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: £221,000

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</i> <i>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 - Bedrock.</i>	<i>Programme develops students' ability to decode words using etymology - EEF's 'Improving Literacy in Secondary Schools report'</i> <i>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>Bespoke tutoring offer for poor attendees</i>	<i>Teaching and Learning Toolkit - additional small group tuition- +4months of progress</i> <i>Use of tutoring programme for English and Mathematics</i>	1,2,3,4,5

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

Budgeted cost: £ 180 443

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- +2months of progress Extended school day - +2months of progress It is well evidenced, that children who engage in PE and sporting activities, improve their academic achievement. Alongside our extensive enrichment programmes, the physical and mental health benefits that regular activity can provide are abundant.</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
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Total budgeted cost: £523 443

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

1. Overview of Pupil Premium activity 2022-23

Teaching (for example, CPD, recruitment and retention)

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>	1 and 2
<i>Quality of teaching programme for NQTs RQTs and new staff to the school.</i>	<i>'Quality First Teaching'</i>	1
<i>Reading and Literacy CPD and new Reading for Pleasure</i>	<i>Teaching and Learning Toolkit – reading comprehension strategies - +6 months of progress.</i>	1, 2 and 5
<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>	3

<i>Development of homework booklets to ensure high quality 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>	1, 3 and 5
<i>CPD on effective assessment and feedback</i>	<i>Teaching and Learning Toolkit – effective feedback +8months of progress</i>	3

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

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>	1
<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>	1
<i>Dedicated reading lessons for KS3.</i>	<i>EEF's 'Improving Literacy in Secondary Schools report' recommendations</i>	2
<i>Tiered support for students struggling with literacy - LSAs.</i>	<i>Teaching and Learning Toolkit – metacognition and self- regulation - +7 months of progress.</i>	
<i>Use of external programme to identify and target students' misconceptions</i>	<i>Algorithm based platform used to focus students' revision and inform classroom teaching.</i>	1

<i>Use of external programme to develop students' literacy and numeracy - Bedrock.</i>	<i>Programme develops students' ability to decode words using etymology - EEF's 'Improving Literacy in Secondary Schools report'</i> <i>Teaching and Learning Toolkit – reading and numeracy support- +6months of progress</i>	<i>1 and 2</i>
<i>School Led Tutoring – small groups or 1-to-1</i>	<i>Teaching and Learning Toolkit - additional small group tuition- +4months of progress</i>	<i>1, 2, 3 and 5</i>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	<i>3</i>
<i>Use of Education Attendance Service and EWO.</i>	<i>DfE - 'Improving school attendance: support for schools and local authorities'</i> <i>Lower attendance almost halves the chances of achieving 5 good GCSEs.</i>	<i>4</i>
<i>SEMH small group sessions.</i>	<i>Teaching and Learning Toolkit – Social and emotional learning - +4 months of progress.</i>	<i>1,3,4 and 5</i>
<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>	<i>1, 4 and 5</i>
<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>	<i>1 and 3</i>

<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>	5
<i>Funding of music tuition.</i>	<i>EEF T&L toolkit also shows ‘arts participation’ can enhance academic attainment</i>	1 and 3
<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>	1 and 3
<i>Employ a Mentor and Sport’s Coach</i>	<i>Teaching and Learning Toolkit enrichment and sporting activities- +2months of progress Extended school day - +2months of progress</i>	1 and 3
<i>Behaviour mentoring and reports</i>	<i>Teaching and Learning Toolkit – Behaviour interventions - +3 months of progress.</i>	1, 3 and 5

2. Pupil premium strategy outcomes

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

Improving attendance

Improving and reducing persistence absence remain a top priority of the school’s leadership. PP student’s attendance last year was lower than the national average, and 10% lower than their non-disadvantaged peers. We believe in the principles of both equality and equity, aiming to eliminate disparities and provide additional support where necessary. There is a direct correlation between attendance and student outcomes and disadvantaged children who attend poorly are disproportionately affected. There is still work to be done and it will be continue to be a main focus throughout 2023-2024.

Curricular Enrichment Activities

There is a strong link between school attendance and participation in extracurricular activities. Extracurricular activities can have a positive influence on students' attendance, engagement, and overall educational experience.

Pupils and their parents are provided with a timetable of curricular enrichment activities for their year group, which includes both daytime activities and after school activities. 64% of Pupil Premium pupils have attended at least one trip (64%)

Curricular Enrichment 2022-2023 - Clubs

Total number of attendances at clubs	13752	As a %...
Number of different pupils	905 / 1238	73.1% of pupils
Females	449 / 611	73.5% of females
Males	456 / 627	72.7% of males
PP	296 / 327	90.5% of PP pupils
FSM	289 / 363	79.6% of FSM pupils
SEND	188 / 278	67.6% of SEND pupils

90.5% of PP children engaged in at least one club!

Improve the attainment and progress of our disadvantaged students

Our curriculum offer takes account of local circumstances. It acknowledges that there are issues of literacy and numeracy in this coastal town and acknowledges that nationally the average P8 score for coastal schools is -0.6. Nationally the disadvantage gap for white British children is -0.75. Last year's P8 was considerably more than 2022, which had a positive P8 of 0.08 for disadvantaged children, with progress for disadvantaged children in the top 20% of all schools.

Overall Headline 4+ English and Mathematics was in line with national 65% and above regional. Disadvantaged children 39%. For a more detailed analysis, please see the school website.

Improve the literacy and numeracy levels of our disadvantaged students

The Suffolk Centre of Excellence in Mathematics continues to be a strength of the school, with **P8 in Mathematics of 0.20 (2023) and 0.5 (2022 top 13% of all schools)**. The curriculum developments show the impact of our interventions with our PP students (and students more generally) to improve their literacy.

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
Mangahigh	

Mathswatch	
Methodmaths	
Bedrock	
GCSE Pod	
Acceleration Reader	
Unifrog	