

## Dixons Kings Academy Pupil Premium Review 2018-21

### Allocation, Spend and Impact

#### Student numbers to be used in calculation of the Pupil Premium Grant (PPG)

Allocation	Expected funding								
	2018/19			2019/20			2020/21		
<b>Based on the School Census</b>									
Students in year groups 7 to 11 recorded as Ever 6 FSM	306	£935	£286,110	302	£935	£282,370	272	£955	£259,760
Looked-after children (LAC)	1	£2,300	£2,300	1	£2,300	£2,300	1	£2,345	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	£2,300	£0	0	£2,300	£0	0	£2,345	£0
Service Children	0	£300	£0	0	£300	£0	0	£310	£0
<b>Total</b>			<b>£288,410</b>			<b>£284,670</b>			<b>£262,105</b>

#### Barriers to future attainment for students eligible for the PPG (including high ability)

##### Internal barriers

- In-school on entry attainment gaps in English and mathematics
- Disadvantaged students often start at Dixons Kings with less understanding of their aspirations and how to achieve them.
- Ensuring disadvantaged students develop and maintain strong learning habits.
- Achievement gaps between SEN disadvantaged and non-SEN disadvantaged students.
- The high attaining students (on entry) students are capable of higher levels of progress.
- There are inconsistencies in achievement of disadvantaged students in different subjects.

## External barriers

- Attendance and persistent absenteeism of disadvantaged students.
- Building strong relationships with families can be more complex.
- 38% of the student population do not, or are believed not to, speak English as their first language.
- Lack of opportunity for disadvantaged students to extend learning at home.

## How are we spending the PPG?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

### Quality First Teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively and examine educational research as a staff team every week during morning meeting. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all teaching staff.

### Targetted Support

We find out where the basic skills gaps exist among students as soon as they arrive in Year 7, and deploy targeted interventions in literacy and numeracy to ensure these gaps are closed. We identify gaps in knowledge and skills of students in all subjects following each assessment cycle and implement teacher-led in class interventions, enabling teachers to ensure that interventions are planned and carried out to ensure all children keep up. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining in any area are supported to make accelerated progress.

### Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed literacy champions to quickly raise the reading age of any student below chronological age on entry. Additionally, we employ 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 insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very professional and students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain on task at all times.

### Keeping aspirations on track and broadening experiences

The school serves a deprived area with families facing significant levels of socio-economic challenge. It is located in an area ranked amongst the bottom 33% in the country. We have a higher than average proportion of students who are disadvantaged. Our priority is to support students and their families to sustain high aspirations, encourage young people to have a growth mindset, and to progress on to higher education. The message at Dixons Kings Academy is that ALL students are going to lead successful and happy lives and make a positive contribution to their community. We continuously expose students to further education opportunities and future careers. During their time at Dixons Kings every student has the challenge of completing 30 Things to ensure that they have developed essential life skills and had experiences, which allow them to sit at the top table.



## Statements of success / impact – YEAR 11

		RAG				
		2018/19		2019/20		2020/21
A	The progress 8 score of disadvantaged students, <i>matches or is improving towards</i> that for <i>other students within school</i>	Dis	+0.91	+1.13		
		Oth	+1.1	+1.28		
B	The English progress of disadvantaged students, <i>matches or is improving towards</i> that for <i>other students within school</i>	Dis	+0.79	+0.63		
		Oth	+0.77	+0.60		
C	The maths progress of disadvantaged students, <i>matches or is improving towards</i> that for <i>other students within school</i>	Dis	+0.77	+1.29		
		Oth	+1.14	+1.49		
D	The EBacc progress of disadvantaged students, <i>matches or is improving towards</i> that for <i>other students within school</i>	Dis	+0.82	+1.15		
		Oth	+1.13	+1.51		
E	The Basics percentage of disadvantaged students, <i>matches or is improving towards</i> that for <i>other students within school</i>	Dis	Standard	Strong	Standard	Strong
			73%	55%	79%	64%
		Oth	Standard	Strong	Standard	Strong
			79%	71%	82%	69%
F	The progress 8 of <i>high</i> prior attaining disadvantaged students, at least, <i>matches or is improving towards</i> that for <i>other high prior attaining students within school</i>	Dis	+1.21	+0.68		
		Oth	+0.9	+0.95		
G	The <i>attendance</i> of disadvantaged students, at least, <i>matches</i> that for <i>other students nationally</i>	Dis	93.2	94.7		
		Nat	95.5	95.3		
H	The average number of <i>detentions</i> for disadvantaged students is no higher than others	Dis	29.7	19.5		
		Oth	27.6	17.4		



Plan / Spend		EEF Toolkit*	Implementation Timeline							Cost (£)	Lead	RAG			
			Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20			Sep 21	2018/19	2019/20	2020/21
<b>Quality First Teaching</b>										<b>£85,300</b>					
1	Coaching and CPD time given to staff to support professional development.	9	PI	Co Im	→	Rv	→		Rv	→	-	SGA			
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture	9 16	PI	Co Im	→	Rv	→		Rv	→	-	SGA			
3	Further embed intervention and prevention strategies aimed at supporting disadvantaged students	13			PI	Co Im	→		Rv	→	-	MUN			
4	Embed and respond to retrieval practice through a carefully tailored curriculum	9 16			PI	Co Im	→		Rv	→	-	KAL			
5	Embed homework expectations and provide support opportunities for students who need it	9 11		PI Co	Im	→	Rv	Im	→	→	-	CBI			
6	All staff are provided additional non-contact time to prepare and resource interventions for disadvantaged students	9 12	PI	Im	Pm			Im	PI	→		RWI			
7	Exam board external CPD for underachieving subjects.	9					PI Imp		Rv	→		SGA			
<b>Targeted Support</b>										<b>£145,500</b>					
8	Maximise the effectiveness of Lexia, Phonics and Reading Plus for students reading below chronology in Y7 / Y8	18 30 23	PI	Co Im	→	Rv	→		Rv	→	-	MUN			
9	Employ additional staffing to work with under achieving disadvantaged students in English.	17 30	PI	Co Im	→	Rv	→		Rv	→	-	RWI			



Plan / Spend		EEF Toolkit*	Implementation Timeline								Cost (£)	Lead	RAG		
			Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21			2018/19	2019/20	2020/21
10	Employ additional staffing to work with under achieving disadvantaged students in mathematics	17 30	PI	Co Im	→	Rv	→		Rv	→	-	RWI			
11	Employ a literacy lead	17 30	PI	Co Im	→	Rv	→		Rv	→	-	RWI			
12	Employ a wellbeing champion to support students with SEMH	3 15			PI	Co Im	→		Rv	→	-	KAL			
13	Employ a counsellor to provide targeted support to students with anxiety and self-esteem issues	3 15	PI	Co Im	→	Rv	→		Rv	→	-	KAL			
14	Create a bespoke programme of study for disadvantaged students who are SEND	12 30	PI	Co Im	→	Rv	→		Rv	→		EHI			
15	Provide opportunity for students to extend learning during out of school hours through after school intervention for disadvantaged students.	9 30	PI	Co Im	→	Rv	→		Rv	→		MUN			
16	Create a bespoke programme of study for disadvantaged students who are new to English.	12 30	PI	Co Im	→	Rv	→		Rv	→		EHI			
<b>Minimising barriers to achievement</b>											<b>£30, 600</b>				
17	Provide breakfast every morning so all students are ready to learn	3	PI	Im	→				Rv	→	-	EHI			
18	Maximise the effectiveness of reading tutor time through guided reading so students read widely / often	18				PI	Co Im		Rv	→	-	MUN			
19	Strategically deploy an Attendance Officer, Attendance Champions and Educational Social Worker to target key disadvantaged students or hard to reach families.	3	PI Im	→		Rv	→		Rv	→	-	EHI			
20	Provide a homework club for disadvantaged students to support learning outside the classroom	15 30	PI Co	Im	→	Rv	Im	→			-	CBI			

Plan / Spend		EEF Toolkit*	Implementation Timeline							Cost (£)	Lead	RAG				
			Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20			Sep 21	2018/19	2019/20	2020/21	
21	Provide a range of revision resources and timetables for students to independently learn outside of the class	11		PI	PI Co	→			Im	Rv		-	CBI			
22	Offer subsidies for uniform	20		Co	→					Rv			RWI			
23	Provide targeted support to improve attendance, behaviour and links with families where these are barriers	2 3 20		PI Co	Im	→		Rv	Im	→	Rv		SGA MUN			
24	Provide access to a school nurse to assist with any issues that relate to personal hygiene and care		PI Im	→			Rv	→		Rv	→		KAL			
25	Employ a careers advisor who provides support to disadvantaged students and prioritises their career aspirations	2	PI Im	→			Rv	→		Rv	→		MUN			
<b>Keeping aspirations on track and broadening experiences</b>											<b>£20,400</b>					
26	Provide a wide range of extra-curricular electives to raise self-esteem and foster good relationships	2	PI Im				Rv		PI	Im		-	EHI			
27	Subsidise educational trips to support students to complete the 30 Things.	19	PI	PI Co	Im	Rv					PI Co	-	EHI			
28	Subsidise educational trips designed to motivate students to develop good learning habits	2 19				PI		PI Co	→	Im	Rv	-	EHI			
29	Disadvantaged students to participate in Stretch and deliver their presentation to peers and families	18		Co	→					Rv		-	EHI			
30	Invite aspirational speakers into the academy to present to students	2		Im	→	Rv		Im	→				EHI			
31	Provide extra-curricular sport provision for students before, during and after school	32		Im	→	Rv		Im	→				EHI			



## Plan / Spend

	EEF Toolkit*	Implementation Timeline								Cost (£)	Lead	RAG			
		Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21			2018/19	2019/20	2020/21	
<b>32</b>	Employ a careers advisor who provides support to disadvantaged students and prioritises their career aspirations	2	PI	PI Co	Im	Rv				PI Co		RWI			
<b>33</b>	Engage with various external inspirational speakers to provide a broader range of insights into potential future careers	2	PI	PI Co	Im	Rv				PI Co		MUN			
<b>34</b>	Enter students into local and national competitions to raise self-esteem and expose students to new academic experiences.	2	PI Im		Rv				PI	Im	-	EHI			

\*EEF Toolkit = Education Endowment Foundation (see Appendix 1 for more details)

### Key

<b>Co</b>	Communicate	<b>PI</b>	Plan	<b>Pt</b>	Pilot	<b>Rv</b>	Review	<b>Im</b>	Implement
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## Review of expenditure

### Quality First Teaching

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>Students are provided with excellent wave one teaching and high quality feedback. Progress of disadvantaged students in En, Ma, Sci, RE, Hi, PE, and Ar is strong and in line or above that of 'other'. Disadvantaged students overall make progress that is stronger than that of other students nationally.</li> <li>100% of teachers performing at least in-line with professional stage due to CPD and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure disadvantaged students are a focus for intervention particularly in maths and geography to ensure accelerated progress to close any gaps.</li> </ul>

### Targeted Support

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>Lexia, Reading Plus and Phonics instruction have been well established and all children, identified on entry, as having gaps have been targeted resulting in strong progress.</li> <li>In cycle 3, 58% of year 7 students with a standardised score of below 100 on entry were reading at or above their chronological ages and this increased to 71% of students by year 8 cycle 1.</li> <li>At the end of year 7, students with a standardised score of below 100 on entry made an average of 25% DUP progress in English by the end of the year.</li> <li>By the end of cycle 3 in year 8 and 9, 78% of students with a standardised score of below 100 improved their score and 50% of students were reading at or above their chronological age.</li> </ul>	<ul style="list-style-type: none"> <li>Expand the use of literacy intervention to target all students in all years that are behind in their reading.</li> <li>Employ the use of other strategies to develop student comprehension for students with a standardised score of below 100.</li> </ul>

### Minimising barriers to achievement

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>Targeted support from staff ensured barriers are minimised for students by providing timely interventions resulting in reducing numbers of detentions. Detentions are in line with other students in the academy and exclusions were also broadly in line with a 1% difference between disadvantaged and others.</li> </ul>	<ul style="list-style-type: none"> <li>Refine attendance procedures to add capacity in implementing attendance interventions so that our attendance figures are broadly in line with national. (6.8% absence for disadvantaged students – other nationally is 4.5%).</li> <li>Continue to work with families to help reduce barriers including holding parental drop-in sessions and information leaflets on key barriers to achievement including attendance, behaviour, homework and revision.</li> </ul>

### Keeping aspirations on track and broadening experiences

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>100% of KS3 students performed Stretch speeches throughout the year to develop their public speaking skills.</li> <li>100% of students accessed a business and enterprise day to develop their employability skills.</li> <li>All Year 11 students received at least one careers interview, CV preparation sessions and had a bespoke interview with a potential employer</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide a broad offer for all students and expand extra-curricular clubs to provide an even more exciting offer for young people across the academy.</li> <li>Hold three careers weeks per cycle to provide ongoing careers education for all students.</li> <li>Redevelop 30 Things programme to ensure students are offered the experiences that will allow them to sit at the top table.</li> </ul>





## Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
1	Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★★★★★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11	Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on limited evidence.
12	Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.
14	Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★★	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.



Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
22	Performance pay	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Months	Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★ ★ ★ ★ ★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★ ★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★ ★ ★ ★ ★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★ ★ ★ ★ ★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★ ★ ★ ★ ★	+3 Months	Moderate impact for low cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>

