

1. Summary information					
School	Dixons Kings Academy				
Academic Year	2018/19	Total PP budget	£311,355	Date of most recent PP Review	October 2018
Total number of pupils	836	Number of pupils eligible for PP	300	Date for next internal review of this strategy	December 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5+ incl. EM	58%	40%
Progress 8 score in English / Maths	English P8 is 0.58 Maths P8 is 0.69	English P8 is -0.04 Maths P8 is -0.02
Progress 8 score average	1.06	-0.03
Attainment 8 score average	56.33	44.6

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Achievement gaps between SEN disadvantaged and non-SEN disadvantaged students.
B.	Achievement gaps between disadvantaged and other students.
C.	The setting and completion of homework across the academy.
D.	The high attaining students (on entry) students are capable of higher levels of progress.
E.	Achievement gaps between disadvantaged boys and girls in Year 10/11.
F.	There are inconsistencies in achievement in different subjects.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	36% of the student population do not, or are believed not to, speak English as their first language.
H.	Lack of opportunity for disadvantaged students to extend learning at home.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure that the support provided to pupil premium students on the SEN register is appropriate and further closes the gap to non-SEN.	2019 results (internal and external) show the gaps in progress are closing.
B.	Develop the consistency of testing to ensure interventions can be timely and accurate.	Students previously recorded as performing below expected progress make at least expected progress by the end of the academic year.
C.	Embed homework throughout the Academy as a routine process.	Detention records show the number of students receiving detentions for lack of or poor homework reduces throughout the year.
D.	Create opportunities for students who high achievers on entry to experience and receive additional support.	Students who were high achieving in entry are seen to make at least expected progress and move on to aspirational destinations post-16.
E.	Maintain progress above national average for disadvantaged boys and girls in Year 10/11.	2019 results (internal and external) show the gaps in progress was reversed for Y11.
F.	Raise the progress in the weaker subjects to meet the very best.	2019 results (internal and external) show the gaps in progress are closing.
G.	Improve literacy skill across the academy.	Reading age testing show improvements in students reading ages in all year groups.
H.	Provide opportunity for students to extend learning during out of school hours.	Records show students attended intervention lessons as well has study support sessions after school hours and during student holidays.

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Develop the consistency of testing to ensure interventions can be timely and accurate.	Exam board external CPD for underachieving subjects.	Providing staff with exam board specific CPD to ensure that any internal tests are based on exam board specifications.	External moderation via the MAT of any internal tests.	SVP – RWI	Every cycle (3 times per year)
	Subscriptions to Exampro.	Internal assessments can be created with up-to-date new specification materials.	External moderation via the MAT of any internal tests.	SVP - RWI	
C. Embed homework throughout the Academy as a routine process.	Photocopying: Knowledge navigator sheets and folders Lesson by lesson hw	Providing students with quality targeted homework to support the learning in the classroom.	Homework logs in student’s books overseen by a robust quality assurance process including work scrutiny, in depth analysis of SOWs, and lesson drop-ins/observations.	AVP – EHI	Every cycle (3 times per year)
	Student planners	All DKA students are issued with a student planner to help them organise their work and act and a form of communication between school and home.	Planners are checked weekly by form tutors and Year Heads will QA the quality of support and use.	Form tutors HOY	Every cycle (3 times per year)
	KS3 Core homework to be implemented.	Providing students with weekly core homework to ensure that the routine of completion and submission is embedded at KS3 and the skill of self-testing is embedded	Homework is based collected centrally and completion is checked by admin support.	AVP- EHI	Every cycle (3 times per year)
E. Close the gap between disadvantaged boys and girls in Year 10/11.	Disadvantaged students making expected or below expected progress are included on class intervention plans.	1:1 and small group teaching especially for students with low attainment on entry allow for extra support in lesson.	Student outcomes in all years.	AVP – EHI	Every cycle (3 times per year)
		In class intervention ensures that all gaps are closed and that disadvantaged students are challenged even when making expected progress.	QA of data folders and intervention plans. Student outcomes in all years.	AVP – SGA Faculty leaders	Every cycle (3 times per year)

F. Raise the progress in the weaker subjects to meet the very best.	Coaching programme for teaching staff	All staff have a coach to improve their classroom practice. This will raise the outcomes for all students especially those in weaker subjects.	Coaching tracker to be monitored weekly. T&L and expectation discussed weekly at SLT. The CPD programme that drives the coaching is updated each cycle in response to the outcomes of the QA process. The coaches will then focus support on the specific needs of individual teachers	SVP - RWI AVP - SGA	Every cycle (3 times per year)
G. Improve literacy skills across the academy.	Literacy and Numeracy Champion: Lexia delivery Reading plus delivery Word of the week Monitoring of progress via regular reading tests Literacy intervention during enrichment	<i>“Successful literacy essentials include: a senior member of staff with knowledge of literacy and pedagogy; effective assessment systems which set targets from national data, not pupil group data; a quality phonics programme; literacy taught within a meaningful and relevant curriculum; ‘students at risk’ having a nominated learning mentor; learners being treated as adults; and good partnerships with parents.”</i> Literacy Guide for Secondary Schools	QA process and testing of reading ages as well as the outcomes of exams. Learning walks will also the delivery of word of the day and monitor the teaching of literacy skills in all lessons.	Literacy and Numeracy Champion – NMA VP-KAL	Every cycle (3 times per year)
H. Provide opportunity for students to extend learning during out of school hours.	Y7 Enrichment & Extra-curricular programme Y11 Intervention after school Y11 Holiday intervention	Enrichment and extra-curricular sessions such as the blog club, the debate team and active literacy provide opportunities to extend learning. The teaching and learning toolkit show that small group tuition has high impact for reasonable cost.	QA of enrichment and extracurricular sessions. Faculty leaders are to nominate the students who are most in need of support (those not on track to make expected progress) and they will be registered to attend the intervention sessions.	AVP - EHI SVP-RWI Faculty leaders	Every cycle (3 times per year) Every cycle (3 times per year)
Total budgeted cost					£145,970

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Ensure that the support provided to the PP students on the SEN register is appropriate and further closes the gap to non-SEN	Learning support assistant	Extra assistance available for PP SEN students	The SENCO will create and monitor a support timetable for students who need it.	SENCO-JBE	Every cycle (3 times per year)
	Step-up provision	Personalised curriculum available for PP SEN students to ensure their needs are being met.	Faculty and SLT QA of the provision.	KAL - VP	
E. Close the gap between disadvantaged boys and girls in Year 10/11.	Student support staff: SLT - Behaviour and Safeguarding SENCO HOY Student Liaison Officer Police Officer School Nurse Attendance officers Technology technician Full Time Education Social Worker LSA Uniform for all Breakfast	A team of support staff dedicated to improving the outcomes of students. This team is in place to ensure students are in as many lessons as possible and are able to access high quality education. The teaching and learning toolkit states social and emotional learning, behaviour interventions, parental involvement, teaching assistants and aspiration interventions all have positive impact on the progress of students.	All support staff overseen by the Principal and vice-principal. Attendance figures behaviour logs, safeguarding and cause for concern are all closely monitored day by day.	Principal VP – MUN	Every cycle (3 times per year)
	IAG – connexions contract	Quality, Choice and Aspiration A strategy for young people’s information, advice and guidance. <i>“We want every child to succeed, and we will never give up on any child. That is why we need a radical change in the way Information Advice and Guidance (IAG) is delivered. This strategy will modernise IAG and careers education to make it accessible for today’s generation of young people and to keep pace with a rapidly changing economy.”</i>	All students will have access to the career advisor and a teacher with a TLR for careers will oversee their work.	AVP - EHI	

H. Improve literacy skills across the academy.	Lexia champion McGraw Hill	<i>'Lexia's efficacy research has been published six times in peer-reviewed scientific reading journals. In short, Lexia has been proven to close the reading gap and improve the ability of students using the software.'</i> <i>'McGraw Hill Direct Instruction delivers a learning experience proven to transform students at all ability levels into highly skilled and confident learners'</i>	The progress of the students will be measured by reading age three times per year. This will be overseen by the Literacy coordinator and her line manager.	VP-KAL	Every cycle (3 times per year)
Total budgeted cost					£148, 607

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Create opportunities for students who are gifted in specific areas to experience and receive additional support.	School radio Off Site Trips 30 Things	Mastery learning, collaborative learning, social and emotional learning, sports participation, arts participation, extending school time, individualised instruction are all listed in the teaching and learning toolkit as strategies that progress learning.	HOY for Year 7 and Year 8 will lead trips and extra-curricular activities. They will monitor attendance and progress and target students for the activities. Tutors will monitor the completion of the 30 Things and this will be QAd by HOY.	HOY7- ABO HOY8- HKH VP – MUN AVP – EHI	Every cycle (3 times per year)
Improve literacy skills across the academy.	Increase library stock	The National Curriculum for England clearly states that all schools (including primary schools) should <i>"provide library facilities and set ambitious expectations for reading at home."</i>	The librarian will monitor the use of the library and make recommendations for stock and author visits. He will also work in liaison with the AVP (SCL) and the literacy coordinator (MGO).	School librarian	Every cycle (3 times per year)
	TLR - Stretch project	PEER tutoring, oral language interventions, aspirational interventions are all tools for improved progress. In a school where 83% of student do not speak English as their first language presentation to class and whole year groups is an important skill to learn.	A member of staff has a TLR to devise and run the Stretch program. This is in collaboration with the HOY for Y7, Y8 and Y9 as well as their line managers.	TLR holder- PGO	Every cycle (3 times per year)
Total budgeted cost					25,750