

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Dixons Kings Academy
Number of pupils in school	843
Proportion (%) of pupil premium eligible pupils	29.42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021.22 – 2023.24
Date this statement was published	30.11.21
Date on which it will be reviewed	30.11.22
Statement authorised by	Richard Wilson
Pupil premium lead	Munaza Mir
Governor / Trustee lead	John Bowers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333,560
Recovery premium funding allocation this academic year	£236,840
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	£570,400

## Part A: Pupil premium strategy plan

### Statement of intent

You may want to include information on:

- We aim to provide a safe and secure environment for our disadvantaged students. We want our disadvantaged students to develop strong learning habits, including excellent attendance. We want them to become students who lead successful and happy lives and make a positive contribution to their community. We want our disadvantaged students to be in the top 1% for progress of all students in the country.
- Our current pupil premium strategy plan works towards achieving these objectives by minimising the challenges that our disadvantaged students face to ensure that they receive bespoke support academically and pastorally to allow them to achieve highly.
- The principles of our strategy plan focus on providing quality first teaching, targeted support, minimising barriers to achievement, keeping aspiration on tracking and broadening experiences.
- 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.
- 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.
- 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.

- 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. We continuously expose students to further education opportunities and careers. During their time at Dixons Kings every student has the challenge of complete 35 to Thrive challenges to ensure that they have developed essential skills and had experiences, which allow them to sit at the top table.

## Challenges

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

Challenge number	Detail of challenge
1	In-school on entry attainment gaps in English and maths
2	Disadvantaged students start with less understanding of their aspirations and how to achieve them
3	Achievement gap between SEN disadvantaged and non-SEN disadvantaged students
4	Attendance and persistent absenteeism of disadvantaged students
5	38% of the student population do not, or are believed not to speak English as their first language
6	Lack of opportunity for disadvantaged students to extend learning at home.
7	Developing and maintaining strong learning habits

## 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
Disadvantaged students achieve highly across all subjects.	The progress 8 score of disadvantaged students, matches or is improving towards that of other students within the school.
Disadvantaged students achieve highly in English.	The English progress of disadvantaged students matches or is improving towards that of other students within the school.

Disadvantaged students achieve highly in maths.	The maths progress of disadvantaged students matches or is improving towards that of other students within the school.
Disadvantaged students achieve highly across a range of academic subjects.	The EBACC progress of disadvantaged students matches or is improving towards that of other students within the school.
Disadvantaged students achieve highly in English and maths.	The Basics percentage of disadvantaged students matches or is improving towards that of other students within the school.
High prior attaining disadvantaged students achieve highly across all subjects	The progress 8 of high prior attaining disadvantaged students matches or is improving towards that of other students within the school.
Disadvantaged students have excellent attendance.	The attendance of disadvantaged students matches that for other students nationally.
Disadvantaged students develop strong learning habits.	The average number of detentions for disadvantaged students is no higher than others.

## 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: £ 190,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coaching and CPD time given to staff to support professional development</i>	EEF Toolkit - 9	1,2, 3, 5, 7
<i>Design and implement a bespoke CPD programme underpinned by development of a practice culture</i>	EEF Toolkit – 9 and 16	1, 2, 3, 5, 7
<i>Further embed intervention and prevention strategies aimed at supporting disadvantaged students</i>	EEF Toolkit – 13	1, 2, 3, 4, 5, 6, 7
<i>Embed and respond to retrieval practice through a carefully tailored curriculum</i>	EEF Toolkit – 9 and 16	1, 2, 3, 5, 6
<i>All staff are provided additional non-contact time to prepare and resource interventions for disadvantaged students</i>	EEF Toolkit – 9 and 16	1, 2, 3, 4, 5, 6, 7
<i>Exam board external CPD for underachieving subjects</i>	EEF Toolkit – 9	1, 2, 3, 5, 6

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 250,100

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Maximise the effectiveness of Lexia, Phonics and Reading Plus for students reading below chronology in Y7 &amp; Y8</i>	EEF Toolkit – 18, 30 and 23	1, 2, 3, 5, 6, 7
<i>Employ additional staffing to work with underachieving disadvantaged students in English and maths</i>	EEF Toolkit – 17 and 30	1, 2, 3, 5, 6
<i>Employ a numeracy and literacy lead</i>	EEF Toolkit – 17 and 30	1, 2, 3, 5, 6
<i>Employ a wellbeing champion to support students with SEMH</i>	EEF Toolkit – 3 and 15	1, 2, 3, 4, 5, 6, 7
<i>Embed anger management and anxiety management programme</i>	EEF Toolkit – 3 and 15	1, 2, 3, 4, 5, 6, 7
<i>Employ a counsellor to provide target support to students with anxiety and self-esteem</i>	EEF Toolkit – 3 and 15	1, 2, 3, 4, 5, 6, 7
<i>Create a bespoke programme of study for disadvantaged students that are SEND</i>	EEF Toolkit – 12 and 30	1, 2, 3, 4, 5, 6, 7
<i>Provide opportunity for students to extend learning out of school hours through after school intervention for disadvantaged students</i>	EEF Toolkit – 9 and 30	1, 2, 3, 5, 6 and 7
<i>Create a bespoke programme of study for disadvantaged students that are new to English</i>	EEF Toolkit – 12 and 30	1, 2, 3, 4, 5, 6, 7

## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 130,100

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Provide breakfast every morning so all students are ready to learn</i>	EEF Toolkit – 3	1,2,3,4,5,6,7
<i>Strategically deploy an attendance officer, attendance champion and educational social worker to target key disadvantaged students or hard to reach families</i>	EEF Toolkit – 3	1,2,3,4,5,6,7
<i>Provide a homework club for disadvantaged students to support learning outside the classroom</i>	EEF Toolkit – 15 and 30	1,2,3,5,6,7
<i>Provide a range of revision resources for students to independently learn outside of the class.</i>	EEF Toolkit – 11	1,2,3,5,6,7
<i>Offer subsidies for uniform</i>	EEF Toolkit – 28	4 and 7
<i>Provide access to a first aider to assist with any issues that relate to hygiene and care</i>	EEF Toolkit – 20	4 and 7
<i>Employ a careers advisor who provides support to disadvantaged students and prioritise their career aspirations</i>	EEF Toolkit - 2	2
<i>Provide a wide range of extra-curricular enrichment to raise self-esteem and foster good relationships</i>	EEF Toolkit - 2	2, 7
<i>Subsidise educational trips to support students to complete 35 to Thrive</i>	EEF Toolkit – 19	2, 7
<i>Invite aspirational speakers into the academy to present to students</i>	EEF Toolkit - 2	2, 7
<i>Provide extra-curricular sport provision for</i>	EEF Toolkit - 32	2, 4, 6 and 7

<i>students before, during and after school</i>		
<i>Enter students into local and national competitions to raise self-esteem and expose students to new academic experiences</i>	EEF Toolkit - 2	2, 7

**Total budgeted cost: £ 570,400**

## 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 2020 to 2021 academic year.

#### *Statements of success from 2020.21*

- 1. The progress 8 score of disadvantaged students matches or is improving towards that of other students within the school: In 2020.21 disadvantaged students achieved a P8 score of +0.96 compared to +0.94 for non-disadvantaged students.*
- 2. The English progress of disadvantaged students matches or is improving towards that of other students within the school: In 2020.21 disadvantaged students achieved a P8 score of +0.36 compared to +0.47 for non-disadvantaged students.*
- 3. The maths progress of disadvantaged students matches or is improving towards that of other students within the school: In 2020.21 disadvantaged students achieved a P8 score of +1.18 compared to +1.17 for non-disadvantaged students.*
- 4. The EBACC progress of disadvantaged students matches or is improving towards that of other students within the school: In 2020.21 disadvantaged students achieved a P8 score of +1.11 compared to +0.99 for non-disadvantaged students.*
- 5. The Basics percentage of disadvantaged students matches or is improving towards that of other students within the school: In 2020.21 80% of disadvantaged students achieved a Grade 4-9 compared to 78% of non-disadvantaged students.*
- 6. The progress 8 of high prior attaining disadvantaged students matches or is improving towards that of other students within the school: In 2020.21 high prior attaining disadvantaged students achieved a P8 score of +0.68 compared to +0.93 for high prior attaining non-disadvantaged students.*
- 7. The attendance of disadvantaged students matches that for other students nationally: In 200.21 attendance of disadvantaged students was 89.9%*
- 8. The average number of detentions for disadvantaged students is no higher than others: In 2020.21 the average number of detentions for disadvantaged students was 14.74 compared to 11.24 for non-disadvantaged students.*

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*