

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the next three academic years) 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	22-23	23-24	24-25
School name	Dixons Kings Academy		
Number of pupils in school	851	853	
Proportion (%) of pupil premium eligible pupils	30%	28%	
Academic year/years that our current pupil premium strategy plan covers	<b>3 Years</b>		
Date this statement was published	November 2022		
Date on which it will be reviewed	November 2024		
Statement authorised by	Richard Wilson		
Pupil premium lead	Munaza Mir		
Governor / Trustee lead	John Bowers		

### Funding overview

Detail	22-23	23-24	24-25
Pupil premium funding allocation this academic year	£257,230	£267,867	
Recovery premium funding allocation this academic year	£70,620.50	£70,518.00	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£327,850	£338,385	

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

- Dixons Kings Academy aims to eradicate social and educational disadvantage and ensure that all students succeed at university, thrive in a top job and lead happy and successful lives. 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.
- Our pupil premium strategy draws on research evidence (Such as Sutton Trust toolkit – See Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement.
- The principles of our strategy plan focus on providing quality first teaching, targeted support, minimising barriers to achievement, keeping aspiration on track and broadening experiences.
- We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels.
- We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Ensuring quality, face to face teaching is of particular importance considering the pandemic and lost learning through lockdowns and isolations – which we know nationally hit disadvantaged students hardest. 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 professional development. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all teaching and associate 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 a literacy champion 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. We have very clear rules about homework and equipment because students must 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.

## 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	37% 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: £ 132,200

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: £ 120,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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: £ 86,085

<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 students before, during and after school</i>	EEF Toolkit - 32	2, 4, 6 and 7
<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: £ 338,385**



## 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 2023 to 2024 academic year.

#### *Statements of success from 2022.23*

- 1. The progress 8 score of disadvantaged students is greater than that of other students within the school: In 2022.23 disadvantaged students achieved a P8 score of +0.57 compared to +0.45 for non-disadvantaged students.*
- 2. The English progress of disadvantaged students is greater than that of other students within the school: In 2022.23 disadvantaged students achieved a P8 score of +0.34 compared to +0.27 for non-disadvantaged students.*
- 3. The maths progress of disadvantaged students is greater than that of other students within the school: In 2022.23 disadvantaged students achieved a P8 score of +0.54 compared to +0.46 for non-disadvantaged students.*
- 4. The EBACC progress of disadvantaged students is greater than that of other students within the school: In 2022.23 disadvantaged students achieved a P8 score of +0.10 compared to -0.08 for non-disadvantaged students.*
- 5. The Basics percentage of disadvantaged students matches or is improving towards that of other students within the school: In 2022.23 71% of disadvantaged students achieved a Grade 4-9 compared to 74% of non-disadvantaged students.*
- 6. The progress 8 of high prior attaining disadvantaged students is greater than that of other students within the school: In 2022.23 high prior attaining disadvantaged students achieved a P8 score of +0.55 compared to a P8 score of 0 for high prior attaining non-disadvantaged students.*
- 7. The attendance of disadvantaged students matches or is improving towards that for other students nationally: In 2022.23 attendance of disadvantaged students was 73.6% compared to 75.4% nationally.*
- 8. The average number of detentions for disadvantaged students is no higher than others: In 2022.23 the average number of detentions for disadvantaged students was 36.5 compared to 39.1 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
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EDclass	EDclass
Lexia	Lexia
Sparx Maths	Sparx Maths
Seneca Learning	Seneca Learning