

## Dixons City Academy Evaluation of Pupil Premium spend for 2017-8 and Strategy for 2018-2019

*(Please note, data is unvalidated. Pupil Premium funding is estimated because the student census and financial year are different)*

The Academy tracks the progress and additional spend for all identified disadvantaged students individually. The information below explains the overall pupil premium spend. Overall unvalidated progress 8 score for 2018 is 0.77 with disadvantaged students achieving 0.43, overall disadvantaged students are achieving well above national disadvantaged and non-disadvantaged students.

1. Summary information – Evaluation of Class of 2018					
<b>School</b>	Dixons City Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£253,385.00	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	1102	<b>Number of pupils eligible for PP</b>	271	<b>Date for next internal review of this strategy</b>	Sept 2019
2. Results for disadvantaged students in 2018 (GCSE)					
	<i>Pupils eligible for PP (unvalidated)</i>	<i>National 2017 Other</i>	<i>Pupils not eligible for PP (i.e. internal other)</i>		
<b>% achieving 4+ (Standard pass) GCSE</b>	76%	71%	86%		
<b>% achieving 5+ (Strong pass) GCSE</b>	58%	49%	69%		
<b>% achieving EBACC (Strong Pass) GCSE</b>	16%	26%	29%		
<b>% achieving EBACC (Standard Pass) GCSE</b>	35%	28%	43%		
<b>Progress 8 score average (unvalidated)</b>	0.43	0.1	<i>To be confirmed based on 2018 unvalidated</i>		
<b>English</b>	0.78	0.1			
<b>Maths</b>	0.30	0.1			
<b>EBacc</b>	0.47	0.1			
<b>Open</b>	0.24	0.1			
<b>Attainment 8 score average (unvalidated)</b>	49.66	50	56.4		
<p>Overall evaluation is that value has been added to disadvantaged students from all starting points building on improvements made in 2017. The progress made by disadvantaged high ability and low ability on entry is very similar. Overall disadvantaged students in English and Maths make significantly better than expected progress and value is added. In English disadvantaged and other students perform equally. This impact in English has built on the improvement seen in 2017. It is vital therefore that we build on the good work of the English department and close the overall internal gaps in other subjects. We will do this in the first instance through quality first teaching and improved data driven planning that focusses on closing gaps and in continuing to give pupil premium students access to aspirational experiences and enrichment as well as supporting their well-being.</p>					

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	On average students (including and especially PP) enter school with lower PA in English because of less developed literacy skills
<b>B.</b>	Boys (particularly PP) can lack the confidence in their writing skills in English and other subjects
<b>C.</b>	Boys (particularly PP) can lack resilience and motivation to aim for top grades
<b>D.</b>	Some PP students have difficulty with adjusting to the high expectations of work and conduct in DCA
<b>E.</b>	Some PP students can require very specific adapted timetables coupled with intensive CEIAG, mentoring, counselling, catch-up literacy and numeracy intervention to be successful in subjects that will lead them on to their next step in education, employment or training (EET).
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Above average % of the students do not, or are believed not to, speak English as their first language.
<b>G.</b>	Some parents of disadvantaged are hard to reach (i.e. attendance at parent's evenings)
<b>H.</b>	Attendance and persistent absence of some disadvantaged students (although better than national and this has been a real focus leading to impact in 2016-7)
<b>I.</b>	Some parents of disadvantaged are unable to support extra-curricular and enrichment activities to enhance confidence and cultural capital

4. Review of Desired Outcomes 2018 (Purple = significantly above, Green = met, Yellow = just below, Red = below)		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria (against expected national)</i>
<b>A.</b>	At least sustain the improved outstanding outcomes in English in line with the Academy improvement plan through the focus on improving literacy across the academy	2018 results at least in line with national other overall and gap closed between disadvantaged and external other to no more than 0.1  Reading age testing continue to show improvements in students reading ages in all year groups. Gaps in English and Maths progress close.
<b>B.</b>	Ensure disadvantaged students in Maths and Science, EBACC continue to make progress that compares favourably with other nationally	2018 P8 results for disadvantaged at least as strong as 2017
<b>C.</b>	Disadvantaged students in the open bucket make similar progress to other nationally (on-going review of options)	2018 P8 improved for open bucket for disadvantaged (although not at the expense of a challenging curriculum)
<b>D.</b>	Further embed disadvantaged monitoring systems so that all intervention is tracked and therefore measured for impact (see spreadsheet)	As above A, B, C
<b>E.</b>	Continually review setting of homework (following policy review) including use of new technologies such as SAM learning	As above A, B, C
<b>F.</b>	Extend use of Achievement Evenings for all year groups with a focus on Disadvantaged and an insistence of meetings with hard to reach	2018 results (internal and external) and all year groups show the gaps in progress are closed in English.
<b>G.</b>	Extra time for CEIAG objective advice particularly focussed on disadvantaged	Disadvantaged student's NEET to be identical to other NEET and progression routes are aspirational
<b>H.</b>	Provide opportunity for students to extend learning during out of school hours and at lunchtime (compulsory stretch and intervention) and included in targeted raising aspiration trips	Ensure focus on disadvantaged and gaps from starting point

The above over-arching strategies continue to be the priority for 2018-9 as the barriers remain the same and we wish to see all impact at least green or purple by September 2019;

- Sustaining the improvement seen in the gap closed in English and closing the gap further to below 0.3 for all other subjects.

There are an extra 17 students identified as disadvantaged from Sept 2017 (271) therefore our (nominal) PP budget is £269,280.00. Please see below for greater detail.

5. Review of expenditure 2017-8 and identification of expenditure for 2018-9 (final column) following an evaluation of impact				
Previous Academic Year		(note includes on-costs where staffing)		
i. Please note – all expenditure and impact is measured against every disadvantaged child by our internal monitoring systems. This will allow us a more rigorous evaluation of impact for 2018-9 expenditure.				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost also for 2018-9
Improve Literacy across all year groups	Provision of; <ul style="list-style-type: none"> <li>Lexia</li> <li>Grammar Hammer 20/20 reading</li> <li>McGraw Hill</li> <li>Reciprocal reading strategy and interventions (some paid by catch-up) plus extra literacy intervention lessons</li> </ul> Reading reconsidered	<p>Year 7 the attainment gap in English between disadvantaged and non-disadvantaged (internal) is 4%, a 5% improvement on 2017. Although there is a progress gap, there is evidence that over time this will diminish and can be seen in the other year groups, year 8 to 11.</p> <p>The attainment gap in Year 8 is 5% on a flightpath to a strong GCSE pass or better. There is a 5% progress gap between disadvantaged and internal. Whilst we would aim for this to be 0, again it demonstrates a diminishing gap.</p>	<p>Approach to be continued along with the introduction of DEAR at the end of the day and other initiatives particularly in relation to reading for pleasure (i.e. reading cloud, literacy events, national poetry day, guest poets etc.)</p> <p>SLT re-structure led to the appointment of an AP in 2016 who is an English specialist and is leading whole-school literacy</p> <p><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></p> <p>Literacy Guide for Secondary Schools</p>	£10,000 (plus catch up fund)  £40,000
Continue to diminish the difference between disadvantaged students and other both internally and externally in maths	1 x additional teacher of maths to allow extra sets and flexible intervention methods  Saturday 5+ conference for year 11  Y11 Maths residential for disadvantaged girls  Maths Watch Hegarty Maths PiXL Maths App  PiXL Curve	<p>In mathematics Year 11 disadvantaged unvalidated P8 is 0.30 which is better than other nationally and an improvement on 2017 results.</p> <p>The internal gap is still significant and the focus is to work with Science to learn from the successes of English and reduce this to below 0.3.</p> <p>The additional teacher allows for targeted intervention both first and second wave.</p> <p>Use of PiXL curve strategies has supported question level analysis which enables more targeted intervention.</p>	<p>Following the results, the same arrangement is in place for 2018-9.</p> <p>Purchase of Pinpoint which will further support question level analysis for effectively by providing links to resources for students.</p> <p>Renew subscription for MathsWatch to support the additional intervention for PP students.</p> <p>Y11 GCSE Maths residential with a focus on year 11 girls and PP students.</p> <p>Y11 GCSE Maths 5+ conference – November to support preparation and confidence for the December mock exams. All PP students working at grade 3,4,5 will attend.</p> <p>PP champion Maths and Science working together to see if there is a correlation between PP performance and consider what can be learnt from English. Put strategies in place for all cohorts.</p>	£35,000  £500  £300  £1000  £200

<p>Diminish the difference (as above) in English results</p>	<p>1 x teacher of English</p>	<p>We were able to have impact with the extra capacity this brought. This allowed us an extra lesson of English where skills were specifically taught and confidence in written work is developed. Our residential for disadvantaged boys and our first and second wave intervention was highly successful. A big increase in VA for disadvantaged for all and particularly disadvantaged. Estimated VA for those in receipt of PP in English is +0.96. This is a significant improvement on last year and I would expect significantly better than national other.</p>	<p>Continue with this staffing arrangement and further embed the change to delivery i.e. real emphasis on QLA, boys PP residential, etc.</p> <p>Year 11 Saturday morning 7+ conference x 2 days</p>	<p>£35,000</p> <p>£1000</p> <p>£500</p>
<p>Ensure there is no progress gap in Science results between disadvantaged and non-disadvantaged</p>	<p>1 extra teacher of science</p>	<p>P8 for disadvantaged will be significantly above national other. There is an internal gap of 0.5 for the combined Science which will be the focus for 2018/19.</p> <p>Internal data for other year groups  Year 7 cycle 3 – no progress gap  Year 8 cycle 3 – no attainment gap, 9% progress gap  Year 9 cycle 3 – no significant progress gap (0.08)  Year 10 cycle - current gap is less than 2018.</p> <p>Triple Science P8 is better for disadvantaged than other students. This is also the theme with the Year 9 and 10 triple science students.</p>	<p>Following the results similar arrangement is in place for 2018-2019</p> <p>PP Champion in Science working with Maths department to consider strategies moving forward to support closing the internal gap.</p> <p>MyGCSE Science for year 10 and 11 to support revision and intervention. Monitoring use by Science teachers, see data driven planning (DDP).</p>	<p>£35,000</p> <p>£4000</p> <p>£600</p>
<p>No permanent exclusions for all and disadvantaged students. Improvement in FTE figure</p>	<p>School Counsellor employed as CAMHS difficult to access due to the strain on the service  BSW team (2) continue to work with students on a daily basis as well running bespoke group sessions to address student needs.</p>	<p>There were no permanent exclusions during the academic year.  FTE was significantly lower than national and in line with the improvements made in lowering the figure from 2015 – 16.</p>	<p>Continue with strategy as in previous years. Counsellor now employed for 5 half days per week to support students. This service is vital for our students. The SEMH need is growing and there are larger numbers of students who require additional support in order to achieve outstanding outcomes.</p> <p>Behaviour support workers to continue with individual students and intervention groups (Thursday afternoon). See log of students worked with.</p>	<p>£17,000</p> <p>£30,000</p>

Access to aspiration raising trips for disadvantaged	Access to aspiration-raising trips for disadvantaged (e.g. Russell group visit for all as appropriate)	This has been a successful strategy for raising aspiration (see destinations compared to national).	Approach to continue	£5,000
Punctuality and attendance of disadvantaged to match non-disadvantaged	Breakfast club as pastoral support	Undoubtedly had impact on the most vulnerable particularly SEN disadvantaged who enjoy and attend.	Continue as this is a vital provision with little cost yet a high impact for the most vulnerable.	£2,500 including staffing and food purchase
Ensure students who cannot access mainstream are provided with a suitable and safe alternative	Alternative Provision, particularly for those disadvantaged students who are awaiting EHCP	Last year we had 5 students in specialist provision. 2 in high quality alternative provision leading to L2 qualifications. 2 students with access to TRACKS. Out of 5, 1 student was identified as disadvantaged.	1 student in high quality alternative provision. Aim for positive outcomes for this student.	£20,000 (may go over depends on need)
Opportunity for students to extend learning outside of school hours	Homework club including extension of library opening hours	Registers suggest used by disadvantaged and non-disadvantaged in equal number	Following the results similar arrangements in place, although even more intervention in English. No further cost as some of this will be covered by SLT	£3000
One to one targeted intervention in core subjects	Holiday revision clubs, booster weekends, after-school (more than this but covered by SLT)	See overall PP VA which is currently significantly above national other.	Approach to continue	£5,000
Overall attendance of disadvantaged is above national and PA is lower than national	Extension of deployment of own ESW	PA for disadvantaged students is in line with national PA. We continue to work with families methodically to ensure that attendance increases.	Even closer monitoring of this group and deployment of ESW for early intervention. Involvement of HOY and BSW team to work with students when they fall below 95% attendance to put intervention strategies in place.	£8,000
All students able to meet expectations of uniform	Access to hardship fund for uniform, bought items for certain students i.e. shoes and underwear	Self-esteem maintained. All students this year were given support with uniform when needed.	These costs are rising and we will continue with this next year	£4,000
100% attendance at our two compulsory residential trips in year 7 and 8	All students able to attend despite economic position	Our students have always gained a huge amount of self-esteem and resilience through our residential experiences. Surveys are hugely positive, and we believe they are a platform for our very strong relationships between staff and students.	Year 7 residential funded through Essential Life skills fund for all students, includes an aspirational visit to a university. The theme of aspiration and having goals along with a can-do attitude and resilience to pursue them. Year 8 camp (outward bound) – all students attend the week long residential with the theme of resilience and challenging yourself.	£8,000

Free instruments and Peri lessons	Improved cultural capital and opportunities for disadvantaged students	Quantitative and qualitative data (see evaluation by AP Performing Arts) indicates that this strategy has an impact. Our ensembles are more diverse than ever and we are maintaining uptake of music GCSE.	Approach to continue	£10,000
Hours of objective CEIAG provider to ensure aspiration of disadvantaged is as high as other. Academic mentoring provided. Appointment of our	No gap in NEET or aspiration	See above, need is greater as more disadvantaged and most now 1 <sup>st</sup> time university goers	Approach to continue	£4,000
Motivational and revision masterclasses from external providers	Students all aspirational	Difficult to measure direct impact, however, all students benefit from hearing 'other voices', several companies used including recommendations from Pixl. Our standard basics has increased significantly this year and PP VA has also.	Approach to continue	£5,000
Membership of organisations with a focus on raising achievement, including disadvantaged	Further diminish the difference (see outcomes)	Strategies implemented as a result of PiXL membership are now embedded, particularly in the core departments. We take advantage of the many resources for students, e.g. learning apps and payment for these has helped with homework setting. See impact on outcomes above.	Approach to continue	£4000