

Dixons City Academy Pupil Premium Review 2019-22

Allocation, Spend and Impact

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

| Allocation | Expected funding | | | | | | | | |
|--|------------------|--------|-----------------|------------|--------|-----------------|------------|--------|-----------------|
| | 2019/20 | | | 2020/21 | | | 2021/22 | | |
| Based on the School Census | | | | | | | | | |
| Students in year groups R to 6 recorded as Ever 6 FSM | | | | | | | | | |
| Students in year groups 7 to 11 recorded as Ever 6 FSM | 292 | £935 | £273,020 | 251 | £935 | £234,685 | 255 | £935 | £238,425 |
| Looked-after children (LAC) | 11 | £2,300 | £25,300 | 12 | £2,345 | £28,140 | 19 | £2,345 | £44,555 |
| 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 | 7 | £2,345 | £16,415 |
| Service Children | 0 | £300 | £0 | 0 | £300 | £0 | 0 | £310 | £0 |
| Total | 303 | | £298,320 | 263 | | £262,825 | 281 | | £299,395 |

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, varies from cohort to cohort

Year 11 – based on reading scaled score gap (1.90), Maths scaled score gap (2.34)

- Year 10 – based on reading scaled score gaps for middle (1.59) and low attaining students (1.70), Maths gaps for high attaining students (1.03)
- Year 9 – based on Maths scaled score, gap middle attaining students (1.79)
- Year 8 – based on reading scaled score gap (2.81), maths scaled score (2.62)
- Year 7 – based on English baseline assessment 8.5% gap, based on Maths baseline assessment 8.9% gap (assessment % used from DAT baseline assessments in English and Maths due to no scaled scores being available in 2020)

On average students (including and especially PP) enter school with lower PA in English because of less developed literacy skills

Boys (particularly PP) can lack the confidence in their writing skills in English and other subjects

Boys (particularly PP) can lack resilience and motivation to aim for top grades

Inconsistencies in achievement of disadvantaged students in different subjects

Disadvantaged students often start at Dixons with less understanding of future careers and how to access them

Achievement gaps between SEN disadvantaged and non-SEN disadvantaged students in some year groups; year 9 and year 8 in particular

Ensuring disadvantaged students develop and maintain strong learning habits and have the resilience and support necessary to be successful especially in their assessments and GCSE exams

External barriers

- Above average % of the students do not, or are believed not to, speak English as their first language
- Attendance and persistent absenteeism of disadvantaged students
- Some parents of disadvantaged are hard to reach (i.e. attendance at parent's evenings)
- Some parents of disadvantaged are unable to support extra-curricular and enrichment activities to enhance confidence and cultural capital

How are we spending the PPG?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) 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 through an explicitly planned and expertly delivered curriculum with a focus on; learning routines, harnessing the power of feedback, use of 100% books, and data driven planning

We understand the importance of ensuring that quality first teaching meets the needs of each learner, rather than relying on interventions to compensate. The curriculum has been explicitly planned to ensure that all students receive a consistent experience with a focus on high challenge and scaffolded support to ensure that every student makes progress. Each lesson is focused on what students will know rather than do, and in particular, what they will remember at the end of a lesson.

Learning routines support a consistent approach for students in each lesson. **Threshold** at the entrance to the door of the classroom to welcome each student for a purposeful start to the lesson. An immediate focus on learning through a **'Do now'** at the start of the lesson - a low stakes assessment self-assessed by the student to support "high challenge and low threat" retrieval practice and interleaving. **Learning modes** to support clear ways of working: silent independent, purposeful pairs, collaborative groups and whole class respectful. **Directed questioning** a "no hands up" whole-

school approach where questions are planned and directed to students with responses in full sentences and use of standard English expected from each student. High expectations through “**no opt out**” - not accepting a no response or “I don’t know” from any student as we believe that mistakes are an important part of learning. The use of **3, 2, 1** for silence and bringing the class together. **Track the speaker** to show respect, engagement in learning, and to support understanding (e.g. research suggests that up to 90% on communication is non-verbal; see: Mehrabian). **Look, cover, write, check** and the use of the 100% books supports students with the expectation of daily revision, what good revision looks like, and committing knowledge to long term memory. The use of whole class feedback and a focus on what a good one looks like supports students with what they need to do to improve as well as reinforcing high expectations of learning. Data driven planning in every lesson ensures that individual needs of each student are accommodated so that all students make exceptional progress.

Improving literacy through Robust Reading and Instructional Reading

We are passionate that all students at Dixons City Academy are fluent readers who love reading. Every student in Year 7 to 10 has a 30 minute Robust Reading session every day. Students spend time reading a quality, challenging book, which their form tutor reads aloud to the group. The programme is led by a member of SLT who is an English specialist. The vision for Robust Reading is to ensure that every student reads high quality and challenging texts, so they are instilled with the knowledge to think critically and creatively. We also want our students to enjoy reading and become confident readers who read both at school and at home. The books range from classic Victorian novels to modern dystopian thrillers. The 3 Key Aims of Robust Reading are:

1. Better Readers – increase student’s reading ability, fluency, and vocabulary through the “whole word method.”
2. Better People – research suggests that when you read about an experience you feel it as if it happened to you, not just the character you are reading about; in Robust Reading students read a wide variety of books from a wide variety of perspectives and this encourages students to be more tolerant of others and develop their Cultural Capital.
3. Love Reading – we want all of our students to develop a lifelong love of reading - to be able to, and have experience of, reading a wide variety of texts.

All students in Y7-10 have completed a reading age test during Term 1. This information has been used to identify students who are below age related expectations and have been cross-referenced with the students already known to Individual Needs and receiving support. Students are then being screened / grouped and we are launching the Instructional Reading Programme. The primary aim of Instructional Reading is to provide an intense and high impact daily intervention that improves students' fluency. The students work in small groups (3-4) and read for 30 minutes with their Reading Mentors. In addition to improving fluency, students will receive key vocabulary instruction (Tier 2). Questioning will also be used to check comprehension and provide scaffolds for students' independent reading experiences. After 6 weeks of intensive reading the students will be re-screened and next steps decided - either completion of the intervention or further instruction with their mentors. PP students are given priority selection.

Morning meetings and morning mastery

Our students in Year 7 to 10 start each morning with a 35-minute **Morning Meeting** that supports our students’ vocabulary, metacognition, and acquisition of powerful knowledge. Morning Meetings have a specific focus on knowledge acquisition through retrieval practice as we believe knowledge is the foundation for learning. Our Year 11 students start each morning with a 35-minute **Morning Mastery** lecture led by a subject specialist to ensure that our students are given the powerful knowledge and skills that they need to become fluent learners in that subject and achieve excellent exam results. In addition to supporting our students with the powerful knowledge and skills needed for each subject, Morning Mastery also prepares our students for University, as students are expected to take notes independently as well as complete any tasks set by the teacher. The City Challenge on a Thursday afternoon delivered by form tutors further supports retrieval practise and spacing to instil the importance of daily revision and helps students to further understand their current strengths and gaps in learning.

Highly tailored interventions

We understand our students’ strengths, gaps, and misconceptions in their learning as soon as they arrive in Year 7 through baseline assessment. In addition to the strategies listed above a number of subjects have interventions in Year 7 and 8 to support students develop the key knowledge and skills necessary in that subject. For example, students develop their numeracy in Maths through the Maths Rock Stars challenge and Maths Magician to support fluency with times tables. In English students develop their literacy through an explicitly taught grammar lesson.

Departments use question level analysis to identify strengths as well as gaps / misconceptions for each student. In addition, the use of data driven planning and whole class “messy marking” informs planning and, the reteach weeks that take place in week 12 of each cycle. The DAT Grade 9 and Grade 5+ Conferences helps to raise the aspirations and confidence of Year 11 students. Various software is used to support targeted intervention at subject level: Hegarty Maths, MyGCSEScience in Maths and Science.

Second wave intervention is deployed by departments where there are specific gaps for a student or groups of students. A workshop specifically for disadvantaged students runs daily providing a dedicated space to work effectively before or after school. Our teachers, form tutors and heads of year, supported by our three behaviour support workers (BSW), and attendance officer work with students when progress / attainment is off track or attendance falls below 95% to put intervention strategies in place.

Supporting student well being

A full-time counsellor has been employed to support students with their mental health issues. This service is vital for our students and their wellbeing. The SEMH need is growing and there are larger numbers of students who require additional support in order to achieve outstanding outcomes. Access to funds to meet uniform expectations is available. BSWs also work with individual students and groups of students.

Aspiration and broadening student experiences

Dixons City Academy serves a deprived area with families facing significant levels of socio-economic challenge. The school is located in an area ranked amongst the lowest 10% in the country in terms of deprivation indices. Our priority is to support students and their families to sustain high aspirations, encourage young people to have a growth mindset, to practice self-control, and to progress on to higher education or a quality alternative. Each year group experiences at least one careers event per year. For example, a visit to a university, access to a visiting speaker or a careers workshop. Unifrog is used to support student understanding of the wide variety of careers available and planning for the future. We expect all of our students to attend Year 8 camp (outward bound) and all are supported to do attend the week-long residential with the theme of resilience and challenging yourself. Provision of Music lessons and supporting instruments allows students to vary and broaden their experiences that they may not have been given the opportunity to do previously, increasing their cultural capital. Year 9, 10 and 11 are offered the experience of doing The Duke of Edinburgh Award. Funds are available to support disadvantaged students take up these opportunities, as well as bursaries to cover the cost of trips and school uniform / equipment.

Statements of success / impact – YEAR 7 (Cycle 3 2021)

Use £59,879 to ensure:

| | | RAG | | |
|---|--|---------|---------|---------|
| | | 2019/20 | 2020/21 | 2021/22 |
| A | The percentage disadvantaged students who are White and Purple for progress in English , at least, matches or is improving towards that of other students within the school. | Dis | 68.5% | |
| | | Other | 75.4% | |
| B | The English average rank progress from baseline, at least, matches or is improving towards that of other students within the school. | Dis | 8.8 | |
| | | Other | 7.3 | |
| C | The percentage disadvantaged students who are White and Purple for progress in mathematics , at least, matches or is improving towards that of other students within the school. | Dis | 74% | |
| | | Other | 73.2% | |
| D | The mathematics , average rank progress from baseline, at least, matches or is improving towards that of other students within the school. | Dis | -0.4 | |
| | | Other | 1.2 | |
| E | The percentage of low prior attaining disadvantaged students who are White and Purple for progress in English , at least, matches or is improving towards that for other low prior attaining students within school . | Dis | 100% | - |
| | | Oth | 100% | - |
| F | The percentage of middle prior attaining disadvantaged students who are White and Purple for progress in English , at least, matches or is improving towards that for other middle prior attaining students within school . | Dis | 78% | - |
| | | Nat | 70% | - |
| G | The percentage of high attaining disadvantaged students who are White and Purple for progress in English , at least, matches or is improving towards that for other high prior attaining students within school . | Dis | 41% | - |
| | | Oth | 48% | - |
| H | The percentage of low prior attaining disadvantaged students who are White and Purple for progress in mathematics , at least, matches or is improving towards that for other low prior attaining students within school . | Dis | 0% | - |
| | | Oth | 0% | - |
| I | The percentage of middle prior attaining disadvantaged students who are White and Purple for progress in mathematics , at least, matches or is improving towards that for other middle prior attaining students within school . | Dis | 58% | - |
| | | Oth | 50% | - |
| J | The percentage of high prior attaining disadvantaged students who are White and Purple for progress in mathematics , at least, matches or is improving towards that for other high prior attaining students within school . | Dis | 35% | - |
| | | Oth | 62% | - |
| K | The attendance of disadvantaged students, at least, matches that for other students nationally (no national attendance data available for 2019/20 due to COVID-19, analysis based on 2018/19 national data) | Dis | 96.1% | 94.6% |
| | | Nat | 94.5% | 94.5% |
| M | The average number of corrections for disadvantaged students is no higher than 1 per student, per week | Dis | 0.59 | 0.81 |
| | | Other | 0.45 | 0.64 |



Statements of success / impact – YEAR 7 (Cycle 3 2021)

Use £59,879 to ensure:

| | | RAG | | |
|---|--|---------|---------|---------|
| | | 2019/20 | 2020/21 | 2021/22 |
| N | All year 7 disadvantaged students participate in at least one careers event during the academic year | Dis | 100% | 100% |
| | | Other | 100% | 100% |

NB: Data for 2019/20 based on cycle 2 – March 2019, 2020-21 based on cycle 3.

Attendance and correction data not RAG'd due to partial school closure for COVID 19.

Careers evening unable to take place due to Covid-19 and lockdown in 2019-20, and 2020-21

Statements of success / impact – YEAR 8

Use £59,879 to ensure:

| | | RAG | | |
|---|--|---------|---------|---------|
| | | 2019/20 | 2021/22 | 2022/23 |
| A | The percentage disadvantaged students who are White and Purple for progress in English , at least, matches or is improving towards that of other students within the school. | Dis | | 76.8% |
| | | Oth | | 70.9% |
| B | The English average rank progress from baseline, at least, matches or is improving towards that of other students within the school. | Dis | | 9.7 |
| | | Oth | | 5.7 |
| C | The percentage disadvantaged students who are White and Purple for progress in mathematics , at least, matches or is improving towards that of other students within the school. | Dis | | 65.5 |
| | | Oth | | 64.6% |
| D | The mathematics , average rank progress from baseline, at least, matches or is improving towards that of other students within the school. | Dis | | -0.3 |
| | | Oth | | -1.3 |
| E | The percentage of low prior attaining disadvantaged students who are White and Purple for progress in English , at least, matches or is improving towards that for other low prior attaining students within school | Dis | 100% | - |
| | | Oth | 80% | - |
| F | The percentage of middle prior attaining disadvantaged students who are White and Purple for progress in English , at least, matches or is improving towards that for other middle prior attaining students within school | Dis | 81% | - |
| | | Oth | 72% | - |
| G | The percentage of high attaining disadvantaged students who are White and Purple for progress in English , at least, matches or is improving towards that for other high prior attaining students within school | Dis | 20% | - |
| | | Oth | 25% | - |
| H | The percentage of low prior attaining disadvantaged students who are White and Purple for progress in mathematics , at least, matches or is improving towards that for other low prior attaining students within school | Dis | 0% | - |
| | | Oth | 0% | - |
| I | The percentage of middle prior attaining disadvantaged students who are White and Purple for progress in mathematics , at least, matches or is improving towards that for other middle prior attaining students within school | Dis | 26% | - |
| | | Oth | 27% | - |
| J | The percentage of high prior attaining disadvantaged students who are White and Purple for progress in mathematics , at least, matches or is improving towards that for other high prior attaining students within school | Dis | 41% | - |
| | | Oth | 47% | - |
| K | The attendance of disadvantaged students, at least, matches that for other students nationally (no national attendance data available for 2019/20 due to COVID-19, analysis based on 2018/19 national data) | Dis | 95% | 91.4% |
| | | Nat | 94.5% | 94.5 |
| L | The average number of corrections for disadvantaged students is no higher than 1 per student, per week | Dis | 1.04 | 0.69 |
| | | Oth | 0.81 | 0.42 |



M All year 8 disadvantaged students take part in year 8 camp

| | | | |
|-----|-----|-----|--|
| Dis | 86% | n/a | |
| Oth | 84% | n/a | |

Statements of success / impact – YEAR 9

Use £59,879 to ensure:

| | | RAG | | |
|---|--|---------|--------------|---------|
| | | 2019/20 | 2020/21 | 2021/22 |
| A | The percentage of disadvantaged students who are White and Purple for progress in English , at least, matches or is improving towards that of other students within the school. | Dis | | 61.6% |
| | | Other | | 61.2% |
| B | The English average rank progress from baseline, at least, matches or is improving towards that of other students within the school. | Dis | | 1.2 |
| | | Other | | -0.5 |
| C | The percentage of disadvantaged students who are White and Purple for progress in mathematics , at least, matches or is improving towards that of other students within the school. | Dis | | 78.9% |
| | | Other | | 68.7% |
| D | The mathematics , average rank progress from baseline, at least, matches or is improving towards that of other students within the school. | Dis | | 3.8 |
| | | Other | | -1.1 |
| E | The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally | Dis | -1.12 / 20.3 | - |
| | | Nat | 0 / 23.81 | - |
| F | The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students nationally | Dis | -1.11/30.85 | - |
| | | Nat | 0.17 /42.22 | - |
| G | The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students nationally | Dis | -1.51/41.97 | - |
| | | Nat | 0.12 /62.36 | - |
| H | The percentage of disadvantaged students achieving a grade 4, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally | Dis | 11% | - |
| | | Nat | 72% | - |
| I | The percentage of disadvantaged students achieving a grade 5, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally | Dis | 8% | - |
| | | Nat | 50% | - |
| J | The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for other students nationally | Dis | 2% | - |
| | | Nat | 29% | 29% |
| K | The attendance of disadvantaged students, at least, matches that for other students nationally (no national attendance data available for 2019/20 due to COVID-19, analysis based on 2018/19 national data) | Dis | 93.6% | 92.1% |
| | | Nat | 94.5% | 94.5% |
| L | The average number of corrections for disadvantaged students is no higher than 1 per student, per week | Dis | 1.04 | 0.5 |
| | | Oth | 0.98 | 0.36 |



Statements of success / impact – YEAR 9

Use £59,879 to ensure:

| | | RAG | | |
|---|---|---------|---------|---------|
| | | 2019/20 | 2020/21 | 2021/22 |
| M | All disadvantaged students take part in at least one aspirational careers event | Dis | 100% | 100% |
| | | Oth | 100% | 100% |

Statements of success / impact – YEAR 10

Use £59,879 to ensure:

| | | RAG | | | |
|---|--|---------|-------------|---------|--|
| | | 2019/20 | 2020/21 | 2021/22 | |
| A | The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally | Dis | -0.85/18.93 | - | |
| | | Nat | 0 / 23.81 | - | |
| B | The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students nationally | Dis | -0.29/41.1 | - | |
| | | Nat | 0.17 /42.22 | - | |
| C | The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students nationally | Dis | -1.18/49.26 | - | |
| | | Oth | -0.08/62.73 | - | |
| D | The percentage of disadvantaged students achieving a grade 4, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally | Dis | 35% | 45.9% | |
| | | Nat | 72% | 72% | |
| E | The percentage of disadvantaged students achieving a grade 5, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally | Dis | 22% | 14.58% | |
| | | Nat | 50% | 50% | |
| F | The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for other students nationally | Dis | 13% | 15% | |
| | | Nat | 29% | 29% | |
| G | The attendance of disadvantaged students, at least, matches that for other students nationally (no national attendance data available for 2019/20 due to COVID-19, analysis based on 2018/19 national data) | Dis | 90.7% | 89.3% | |
| | | Nat | 94.5% | 94.5% | |
| H | The average number of corrections for disadvantaged students is no higher than 1 per student, per week | Dis | 1.43 | 0.55 | |
| | | Oth | 0.68 | 0.49 | |
| I | All disadvantaged students take part in at least one aspirational careers event | Dis | 100% | 100% | |
| | | Oth | 100% | 100% | |



Statements of success / impact – YEAR 11 (This analysis is based on Teacher Assessed Grades 2021, National based on 2019)

Use £59,879 to ensure:

| | | RAG | | |
|---|---|---------|-------------|--------------|
| | | 2019/20 | 2020/21 | 2021/22 |
| A | The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally | Dis | 0.58/31.61 | -0.70 / 28 |
| | | Nat | 0 / 23.81 | 0 / 23.81 |
| B | The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students nationally | Dis | 0.9/50.03 | 1.17 / 55.7 |
| | | Nat | 0.17 /42.22 | 0.17 /42.22 |
| C | The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students nationally | Dis | 0.64/63.64 | 0.29 / 65.3 |
| | | Nat | 0.12 /62.36 | 0.12 / 62.36 |
| D | The percentage of disadvantaged students achieving a grade 4, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally | Dis | 78% | 72% |
| | | Nat | 72% | 72% |
| E | The percentage of disadvantaged students achieving a grade 5, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally | Dis | 59% | 44% |
| | | Nat | 50% | 50% |
| F | The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for other students nationally | Dis | 43% | 41.1% |
| | | Oth | 29% | 29% |
| G | The attendance of disadvantaged students, at least, matches that for other students nationally (no national attendance data available for 2019/20 due to COVID-19, analysis based on2018/19 national data) | Dis | 92.3% | 88.4% |
| | | Nat | 94.5% | 94.5% |
| H | The average number of corrections for disadvantaged students is no higher than 1 per student, per week | Dis | 1.38 | 0.39 |
| | | Oth | 0.85 | 0.31 |
| I | All disadvantaged students take part in at least one aspirational careers event | Dis | 100% | 100% |
| | | Oth | 100% | 100% |
| J | 0% NEETs | Dis | 2% | 0% |
| | | Oth | 0% | 0 |

| Plan / Spend | ASP Link* | EEF Toolkit** | Implementation Timeline | | | | | | | | | Cost (£) | Lead | RAG | | |
|--|-----------|---------------|-------------------------|----------|--------|----------|--------|--------|----------|--------|---------|-----------------|------|---------|---------|--|
| | | | Jul 20 | Sep 20 | Jan 21 | Jul 21 | Sep 21 | Jan 22 | Jul 22 | Sep 22 | 2020/21 | | | 2021/22 | 2022/23 | |
| Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on; learning routines, harnessing the power of feedback and use of 100% books | | | | | | | | | | | 72,000 | | | | | |
| Explicit curriculum development - Sequential Lesson Planning (SLP) | 1 | | Im | Im Rv | → | Rv | Im | → | Rv | Im | | MDF JO | | | | |
| Explicit curriculum development – lesson resources (PPTs etc) | 1 | | Im | Im Rv | → | Rv | Im | → | Rv | Im | | MDF JO | | | | |
| Quality assurance of SLP and lesson resources | 1 | | Im | → | | | | | | | | JO VAH RC | | | | |
| Year 7 and 8 100% books one per cycle, includes all subjects | 1 | | | Im | → | Rv Im | | Im | Rv Im | | | LAH | | | | |
| GCSE course 100% books, one per subject | 1 | | Rv Im | | | Rv Im | | | Rv Im | | | LAH | | | | |
| Reinforce Learning routines through CPD | 2 | | Im | → | | Rv | Im | → | Rv | | | MDF LAH | | | | |
| Data driven planning review and implementation in light of Curriculum Development and SLPs | 1 | | | Im | | Rv | Rv | Im | | Rv | Im | JO KM | | | | |
| Whole class feedback, to support progress in learning | 1 | | Rv | Im | | Rv | Im | | Rv | Im | | LAH | | | | |
| Weekly Collaborative Coaching for all teachers | 3 | | Rv | Im | | Rv | | Im | | Rv | | | | | | |
| Improving literacy through robust reading and instructional reading | | | | | | | | | | | 45,000 | | | | | |

| | | | | | | | | | | | | | | | |
|--|---|------|----|----|----|----|----|----|----|----|--------|----------|-----|--|--|
| Reviewing Robust Reading Canon | | 25 | Rv | Im | | Rv | Im | | Rv | Im | | MDF / BK | | | |
| Robust reading CPD | | 25 | Im | | Rv | Im | | Rv | Rv | Im | | MDF BK | | | |
| Resources (PPTs) to support each book | | 25 | Im | | | Rv | Im | | Rv | Im | | BK | | | |
| All students Years 7 -10 complete reading age test. | | | | | | | Im | Rv | Rv | Im | | RC | - | | |
| Instructional Reading Programme. | | | | | | | Pt | Rv | Im | Im | | RC | - | | |
| Instructional Reading Programme whole school. | | | | | | | | Im | Rv | Im | | RC | - | | |
| Morning meetings and morning mastery | | | | | | | | | | | 16,000 | | | | |
| Morning meetings CPD | | 16 | Im | | | | | | | | | MDF MES | | | |
| Morning meeting resources – PP, Word of the day, Quizzes | | 16 | Im | | | | | | | | | JO | | | |
| Dixons Challenge – Thursday Quiz (link to Morning meetings) | | 16 | | Im | | | | | | | | HoYs | *** | | |
| Morning mastery – what a good one looks like (WTD), CPD, peer observation. | | 16 | | Rv | | | | | | | | JO | *** | | |
| Highly tailored interventions | | | | | | | | | | | 42,000 | | | | |
| Year 7 and 8 numeracy lesson | 1 | | Rv | Im | | Rv | Im | | Rv | Im | | ES | | | |
| Year 7 and 8 grammar lesson | 1 | | Rv | Im | | Rv | Im | | Rv | Im | | RC | | | |
| Year 11 Grade 9 conference | | 12,2 | | Im | Rv | | Im | Rv | | | | Trust | | | |
| Year 11 English Grade 5+ conference | | 12 | | | Im | Rv | | Im | Rv | | | RC | | | |
| Year 11 English Grade 9 conference | | 12 | | | Im | Rv | | Im | Rv | | | RC | | | |
| Year 11 Maths Grade 5+ conference | | 12 | | | Im | Rv | | Im | Rv | | | ES | | | |
| Year 11 Maths Grade 9 Conference | | 12 | | | Im | Rv | | Im | Rv | | | ES | | | |

| | | | | | | | | | | | | | | | |
|--|---|----|----|----------|----|----|----|----|----|----|--------|--------------------------------|-----|--|--|
| Students <95% attendance intervention plan | | | Rv | Im | | Rv | Im | | Rv | Im | | HoYs / AhoY AM's, NJB | | | |
| Before/after school revision workshop | | 11 | Rv | Im | | Rv | Im | | Rv | Im | | JO, AM's | | | |
| Second wave subject intervention programme | | 12 | Rv | Im | | Rv | Im | | Rv | Im | | JO | | | |
| Supporting student well being | | | | | | | | | | | 70,395 | | | | |
| Counselling sessions | | 31 | Rv | Im | | Rv | Im | | Rv | Im | | KXM | | | |
| AM's and AHOY -1 to 1 and small group intervention | | 31 | Rv | Im | | Rv | Im | | Rv | Im | | MES, WA AXK AXS | | | |
| Support with uniform expectations | | 28 | Rv | Im | → | Rv | Im | → | Rv | Im | | KM | | | |
| Aspiration and broadening student experiences | | | | | | | | | | | 52,000 | | | | |
| Year 8 camp – supporting all disadvantaged students to attend | | 19 | Im | → | | | | | | | | JY | *** | | |
| Curriculum development - Sequential lesson planning (SLP) and lesson resources for CEIAG | 1 | | Im | Im Rv | → | Rv | Im | → | Rv | Im | | TSL | | | |
| All disadvantaged students attend at least one careers appointment | | 2 | | | Im | Rv | | Im | Rv | | | TSL, KH | | | |
| Year 7 aspirational careers event | | 2 | | | Im | Rv | | Im | Rv | | | TSL, JPS | *** | | |
| Year 8 aspirational careers event | | 2 | | | Im | Rv | | Im | Rv | | | TSL, RXJ | *** | | |
| Year 9 aspirational careers event | | 2 | | | Im | Rv | | Im | Rv | | | TSL, CAT | *** | | |
| Year 10 aspirational careers event | | 2 | | | Im | Rv | | Im | Rv | | | TSL, NJC | *** | | |
| Year 11 aspirational careers event | | 2 | | | Im | Rv | | Im | Rv | | | TSL, USA | *** | | |

| | | | | | | | | | | | | | | | |
|---|--|----|----|----|--|----|----|--|----|----|--|------------|-----|--|--|
| Support for disadvantaged students to access trips | | 19 | Rv | Im | | Rv | Im | | Rv | Im | | KM | *** | | |
| DoE – supporting all disadvantaged students to attend | | 19 | Rv | Im | | Rv | Im | | Rv | Im | | HFL | *** | | |
| Music lessons funded for disadvantaged students | | 1 | Rv | Im | | Rv | Im | | Rv | Im | | TR, DML | | | |

***ASP Link = Academy Strategic Plan Link (see Appendix 1 for more details)**

****EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details)**

Key

Co | Communicate |
 PI | Plan |
 Pt | Pilot |
 Rv | Review |
 Im | Implement |

***** Unable to complete strategy due to Covid 19 restrictions**

Review of expenditure

Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on; learning routines, harnessing the power of feedback, use of 100% books and data driven planning

| Impact | Lessons Learned |
|--|---|
| <p>In Year 11 the P8 of high and medium prior attainment students continues to be above national. The percentage of disadvantaged students achieving the English Baccalaureate is also significantly above other students nationally.</p> <p>In Year 10 the percentage of students achieving a grade 4+ in English and maths has increased, (45.9%), and the percentage of disadvantaged students achieving the EBAC continues to improve, 15%.</p> <p>In Years 8 and 9 the percentage of disadvantaged students who are White and Purple for progress in English, was greater that of other students within the academy: Year 8 disadvantaged 76.8%, other 70.9% / Year 9 disadvantaged 61.5%, other 61.2 %.</p> <p>In Years 7, 8 and 9 the English average rank progress from baseline, at least, matches or is improving towards that of other students within the school: Year 7 disadvantaged 8.8, other 7.3 / Year 8 disadvantaged 9.7, other 5.7 / Year 9 disadvantaged 1.2, other -0.5.</p> <p>In Years 7, 8 and 9 the percentage of disadvantaged students who are White and Purple for progress in mathematics, at least, matches or is improving towards that of other students within the school: Year 7 disadvantaged 74%, other 73.2%. Year 8 disadvantaged 65.5%, other 64.8% / Year 9 disadvantaged 78.8%, other 68.7 %.</p> <p>In Years 8 and 9 the mathematics, average rank progress from baseline, at least, matches or is improving towards that of other students within the school: Year 8 disadvantaged -0.3, other -1.3 / Year 9 disadvantaged 3.8, other -1.1.</p> <p>Students are provided with excellent wave one teaching. Whole class feedback embedded in most departments.</p> <p>100% of teachers performing at least in-line with professional stage due to CPD and feedback.</p> <p>DCA coaching model to drive relentless improvement and ensure quality first teaching for all.</p> | <p>The academy priority is to continue to close the disadvantaged gap.</p> <p>Continue to ensure disadvantaged students are a focus for data driven planning (DDP), through weekly feedback to staff via drop in feedback.</p> <p>Ensure that all DDP interventions are fully actioned in the classroom.</p> <p>Embed whole class feedback, ensure this links with DDP.</p> <p>Review the use of the 100% books, particularly the way the information is organised and presented to support learning and revision.</p> <p>Launch of DCA coaching model Sept 2021 after successful pilot July 2021, supported by the DCA Playbook which has codified and explicit examples of excellence for all areas of performance.</p> |

Improving literacy through robust reading

| Impact | Lessons Learned |
|--|--|
| <p>All students (Y7-10) involved in robust reading.</p> <p>In Years 8 and 9 the percentage of disadvantaged students who are White and Purple for progress in English, was greater that of other students within the academy: Year 8 disadvantaged 76.8%, other 70.9% / Year 9 disadvantaged 61.5%, other 61.2 %.</p> <p>In Years 7, 8 and 9 the English average rank progress from baseline is greater than other students within the school: Year 7 disadvantaged 8.8, other 7.3 / Year 8 disadvantaged 9.7, other 5.7 / Year 9 disadvantaged 1.2, other -0.5.</p> | <p>Review practice and provide update CPD to ensure excellent practice is maintained</p> <p>Review of books and purchase new books ensuring access to high challenge and experiences that will enhance cultural capital</p> <p>All students Years 7-10 to complete reading age test during Term 1, prior to the launch of instructional Reading Programme, Term 2.</p> |



Morning meetings and morning mastery

| Impact | Lessons Learned |
|---|--|
| <p>All students have a course or cycle 100% book which presents the powerful knowledge, example retrieval questions and annotated assessments to show students how to interpret exam style questions and provide exemplar responses.</p> <p>100% books are used by all students on a daily basis through morning meetings.</p> <p>See above outcomes.</p> | <p>Review the use of the 100% books with all year groups, particularly the way look cover write check is implemented, in order to maximise the impact of retrieval practice, rather than copying.</p> <p>Inclusion of videoing morning mastery / morning meetings within DCA coaching model to support in having maximum impact with students.</p> |

Highly tailored interventions

| Impact | Lessons Learned |
|---|---|
| <p>See outcomes as above.</p> <p>Due to Covid -19 restrictions many planned interventions were unable to take place prior to Jan lockdown 2021, with limited subject specific 2nd wave intervention taking place terms 5 and 6.</p> <p>Overall attendance of disadvantaged students is 91.4%, -2.3% difference to other students 93.7%.</p> | <p>Co-ordination of subject intervention by JO.</p> <p>Weekly focus on attendance through SMT, HoYs, NJB and LMs.</p> <p>Weekly phone calls from pastoral team to all students.</p> |

Supporting student well being

| Impact | Lessons Learned |
|---|---|
| <p>20 disadvantaged students received counselling sessions (range of 1 to 24 sessions) to support well-being.</p> | <p>Continue to support student well-being through counselling</p> |

Aspiration and broadening student experiences

| Impact | Lessons Learned |
|--|--|
| <p>Due to Covid -19 restrictions all planned careers events, trips and residential were unable to take place.</p> <p>Post lockdown disadvantaged students were priority for careers interviews with an external careers advisor that contributed to 0 NEETS in the 2021 cohort.</p> <p>5 students were supported to access 171 free music lessons. During lockdown these continued to be delivered online.</p> | <p>Embed use of Unifrog with students in line with Careers SLP and keeping aspirations on track.</p> <p>Working with families to ensure all students access year 8 camp in some form.</p> <p>Continue to promote music lessons to disadvantaged students</p> |

Appendix 1 Academy Strategic Plan

2-5 year master plan

- 1) A fully resourced, sequentially planned knowledge-rich curriculum that is entirely explicit for all students and staff
- 2) Codified and explicit examples of excellence for all areas of performance
- 3) Innovative DCA coaching model to drive relentless improvement (via video analysis)
- 4) Internationally recognised for excellence in staff development (Coaching and CPD model used by / sold to other schools)

Big moves for 2020/21

- 1) Big move 1 – Codified examples of excellence
- 2) Big move 2 – Coaching
- 3) Big move 3 – Video analysis



Appendix 2 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/>

