

Dixons City Academy Evaluation of Pupil Premium spend for 2018-19 and Strategy for 2019-2020

(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 2019 is 0.59 with disadvantaged students achieving 0.08, overall disadvantaged students are achieving well above national disadvantaged (-0.45 National 2019) and in line with non-disadvantaged (other) students nationally.

1. Summary information – Evaluation of Class of 2019					
School	Dixons City Academy				
Academic Year	2018/19	Total PP budget forecast 19/20	£240,650	Date of most recent PP Review	Sept 2019
Total no. of pupils	1124 (Jan 19 Census)	Number of pupils eligible for PP	292	Date for next internal review of this strategy	Sept 2020

2. Results for disadvantaged students in 2018 (GCSE)			
	<i>Pupils eligible for PP (unvalidated)</i>	<i>National 2019 Other</i>	<i>Pupils not eligible for PP (i.e. internal other)</i>
% achieving 4+ (Standard pass) GCSE	68%	72%	76%
% achieving 5+ (Strong pass) GCSE	45%	50%	61%
% achieving EBACC (Strong Pass) GCSE	17%	20%	32%
% achieving EBACC (Standard Pass) GCSE	36%	29%	51%
Progress 8 score average (unvalidated)	0.08	0.13	0.80
English	0.04	0.11	0.94
Maths	0.00	0.11	0.65
EBacc	0.12	0.14	0.88
Open	0.04	0.12	0.70
Attainment 8 score average (unvalidated)	46.71	50.15	55.45

Overall evaluation is that value has been added to disadvantaged students from middle (0.14) and high (0.27) starting points. Overall 5+ in English and Maths for disadvantaged is double that of national disadvantaged and just below Other national. Apart from EBACC standard pass where students are performing well above national other, in all other measures disadvantaged students are performing just below national other. The priority moving forward continues to be disadvantaged students and we have made this our only priority in order to close the internal gap. We will do this in the first instance through quality first teaching and data driven planning which supports closing knowledge and skills gaps. We will also focus on powerful knowledge, daily revision and working memory through the use of 100% books for all subjects, morning meetings and low stakes assessment. A focus on closing literacy gaps through embedding the daily robust reading programme and continuing to give pupil premium students access to aspirational experiences and enrichment as well as supporting their well-being.

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	On average students (including and especially PP) enter school with lower PA in English because of less developed literacy skills
B.	Boys (particularly PP) can lack the confidence in their writing skills in English and other subjects
C.	Boys (particularly PP) can lack resilience and motivation to aim for top grades
D.	Some PP students have difficulty with adjusting to the high expectations of work and conduct in DCA
E.	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).
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Above average % of the students do not, or are believed not to, speak English as their first language.
G.	Some parents of disadvantaged are hard to reach (i.e. attendance at parent's evenings)
H.	Attendance and persistent absence of some disadvantaged students
I.	Some parents of disadvantaged are unable to support extra-curricular and enrichment activities to enhance confidence and cultural capital

4. Review of Desired Outcomes 2019 (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>
A.	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	<p>2019 results at least in line with national other overall</p> <p>Gap closed between disadvantaged and external other to no more than 0.1</p> <p>Reading age testing continue to show improvements in students reading ages in all year groups.</p> <p>Gaps in English and Maths progress close.</p>
B.	Ensure disadvantaged students in Maths and Science, EBACC continue to make progress that compares favourably with other nationally	2019 P8 results for disadvantaged at least as strong as 2018
C.	Disadvantaged students in the open bucket make similar progress to other nationally (on-going review of options)	2019 P8 improved for open bucket for disadvantaged (although not at the expense of a challenging curriculum)
D.	Further embed disadvantaged monitoring systems so that all intervention is tracked and therefore measured for impact (see spreadsheet)	As above A, B, C
E.	Continually review setting of homework (following policy review) including use of new technologies such as SAM learning	As above A, B, C
F.	Extend use of Achievement Evenings for all year groups with a focus on Disadvantaged and an insistence of meetings with hard to reach	2019 results (internal and external) and all year groups show the gaps in progress are closed in English.
G.	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
H.	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 2019-20 as the barriers remain the same and we wish to see all impact at least green or purple by September 2020;

- Closing the overall gap to below 0.3.

5. Review of expenditure 2018-9 and identification of expenditure for 2019-20 (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 2019-20 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 2019-20
Improve Literacy across all year groups	Provision of; <ul style="list-style-type: none"> • Robust reading (Jan 2019) • Lexia • Grammar Hammer 20/20 reading • Reciprocal reading strategy and interventions (some paid by catch-up) plus extra literacy intervention lessons Reading reconsidered	<p>Year 7 the attainment gap in English between disadvantaged and non-disadvantaged (internal) is 2% for those at or above expected attainment, continued improvement on 2017 and 2018. Progress gap also reduced to 4% for those at or above expected progress in English.</p> <p>The attainment gap in Year 8 is 5% (similar to this time last year 2018) on a flightpath to a strong GCSE pass or better. There is a 4% progress gap between disadvantaged and internal (closing from 5%). Whilst we would aim for this to be 0.</p> <p>The progress gap at the end of year 10 for English is 0.05 and year 9 is 0.23. With the aim to close this gap, further moving into year 10.</p>	<p>Robust reading to continue to be embedded 2019/20 for all students with instructional reading for students who are well below expected reading age.</p> <p>SLT - English specialist leading Robust reading, instructional reading and 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> <p>Appointment of 2nd Senco to lead Foundation learning.</p> <p>English HoD deliver of morning mastery sessions. Use of study prep time to target individual students for second wave intervention.</p>	£5,000 (plus catch up fund) £30,000

<p>Continue to diminish the difference between disadvantaged students and other both internally and externally in maths</p>	<p>1 x additional teacher of maths to allow extra sets and flexible intervention methods</p> <p>Saturday 5+ conference for year 11</p> <p>Y11 Maths residential for disadvantaged girls</p> <p>Maths Watch Hegarty Maths PinPoint for QLA PiXL Maths App</p> <p>PiXL Curve</p>	<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 more significant in Maths but significantly less than 2019 results. At the end of Year 10, there was no gap in Maths. In Year 9 there is a progress gap of 0.49 and the gaps in year 7 and 8 are at 10% for those making expected or above expected progress.</p> <p>With the single priority this year the continued focus is to work with other subjects such as English where gaps are closing more significantly.</p> <p>The additional teacher allows for targeted intervention both first and second wave.</p>	<p>We have reviewed the strategies in place for Maths and the focus for 2019-20 will be;</p> <p>Continue to focus 1 lesson a week on numeracy skills in year 7 and 8 through the use of Maths Magician</p> <p>Continue with Pinpoint to provide question level analysis (QLA) for effectively by providing links to resources for students and supports effective data driven planning for teachers.</p> <p>Renew subscription for MathsWatch to support the additional intervention for PP students.</p> <p>Review the Y11 GCSE Maths residential with a focus on year 11 girls and PP students and consider one residential for English, Maths and Science for PP students.</p> <p>Grade9 conference – target PP students at that level</p> <p>Y11 GCSE Maths 5+ conference – April 2020</p> <p>Y11 GCSE Maths 9+ conference – April 2020</p> <p>Maths HoD deliver morning mastery sessions. Use of study prep time to target individual students for second wave intervention.</p>	<p>£30,000</p> <p>£350</p> <p>£1000</p> <p>£200</p> <p>£200</p>
<p>Diminish the difference (as above) in English results</p>	<p>1 x teacher of English</p>	<p>This strategy did not work as effectively with the class of 2019 as it has done in previous years. As seen with the progress of the other year groups the 2019 results are an anomaly as gaps are usually closed or insignificant in English.</p> <p>We will continue with this strategy as evidence is being seen in other year groups.</p>	<p>Continue with this staffing arrangement and further embed the emphasis on QLA, particularly with change in team and less experienced staff taking through cohorts for the first time.</p> <p>Review the residential as above and consider a strategy based on the needs of the students.</p> <p>Year 11 Saturday morning 7+ conference x 2 days</p>	<p>£30,000</p> <p>Cost included above</p> <p>£400</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 at 0.41. Gap reduced slightly from 0.5 for 2018.</p> <p>Internal data for other year groups Year 7 cycle 3 – slight attainment gap at 8%, no progress gap Year 8 cycle 3 – no attainment gap, 10% progress gap Year 9 cycle 3 – progress gap of 0.35 for combined science, less than previous cohorts Year 10 cycle 3 – no gap.</p> <p>Overall evidence of closing gaps in all year groups compared to 2018 and 2019 cohorts.</p>	<p>Following the results similar arrangement is in place for 2018-2019</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>Targeted intervention during study prep and after school</p> <p>Use of QLA to support data driven planning.</p>	<p>£30,000</p> <p>£600</p>
<p>No permanent exclusions for 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.</p>	<p>Full time Counsellor now employed full-time to support students at a time where we are seeing an increase in mental health issues. 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>£32,000</p> <p>£20,000</p>
<p>Access to aspiration raising trips for disadvantaged</p>	<p>Access to aspiration-raising trips for disadvantaged (e.g. Russell group visit for all as appropriate)</p>	<p>This has been a successful strategy for raising aspiration (see destinations compared to national).</p>	<p>Approach to continue</p>	<p>£5,000</p>
<p>Punctuality and attendance of disadvantaged to match non-disadvantaged</p>	<p>Breakfast club as pastoral support</p>	<p>Impact on the most vulnerable particularly SEN disadvantaged who enjoy and attend.</p>	<p>Magic breakfast now provides a free breakfast facility for all of our disadvantaged students. Magic breakfast is free but there are some costs to support the staffing of it. Continue as this is a vital provision with little cost yet a high impact for the most vulnerable.</p>	<p>£2,500 including staffing and additional; food purchase</p>

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	1 student in high quality alternative provision. Aim for positive outcomes for this student.	1 student on alternative provision in 2018/19 who achieved core subjects; English, Maths and Science. 2019/20 1 student in high quality alternative provision. Aim for positive outcomes for this student.	£10,000 (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	Approach to continue	£3000
One to one targeted intervention in core subjects	Holiday revision clubs, booster weekends, after-school (more than this but covered by SLT)	See evaluation above for the core subjects.	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 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. Moving forward there will only be the residential in year 8 due to increasing financial pressures on all parents, including those who are not PP.	£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 st 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. See evaluation of outcomes as above.	With an emphasis on the morning meeting and use of 100% books for the coming year this strategy will not be used for the coming year as we don't want the students to get mixed messages about revision.	
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.	This strategy has supported us so far. As reviewed above. An investment in 100% books with an emphasis on powerful knowledge, daily revision, low stakes assessment and working memory.	
100% books in all subjects for all year groups. Morning meeting books to support daily revision	Continuing to close gaps		New strategy for 2019/20	£6,000