

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                      |
|---|---------------------------|
| School name   | Dixons Fazakerley Academy |
| Number of pupils in school  | 859                       |
| Proportion (%) of pupil premium eligible pupils                         | 56%                       |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024                 |
| Date this statement was published                                       | December 2022             |
| Date on which it will be reviewed                                       | September 2023            |
| Statement authorised by   | Chris Wilson<br>Principal |
| Pupil premium lead  | Sophia Kokosalakis        |
| Governor / Trustee lead   |                           |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £439,909 |
| Recovery premium funding allocation this academic year  | £121,450 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  |          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £561,359 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background and any barriers that may present, will attain highly across their curriculum thereby gaining the outcomes, knowledge and cultural capital required to succeed in modern Britain. Our strategy is based on raising the expectations of what students whom are disadvantaged can achieve and ensures all staff take the responsibility and accountability of doing this.

The focus of our pupil premium strategy is to address those barriers for all vulnerable students so that they can achieve in line with or above national averages and inline with or above the performance of their non-disadvantaged peers.

Effective instruction is at the heart of our strategy as it is the responsive teaching within the classroom which is proven to have the largest impact on outcomes for disadvantaged students. However, our approach also recognises the significant disruption caused by the pandemic and the fact that nationally as well as within our academy the attainment gap between disadvantaged and non-disadvantaged students has widened. Furthermore, it is clear that the pandemic has had a significant impact on the behaviour and/or mental health of our most vulnerable students and our plan seeks to support the wellbeing and self-regulation of our disadvantaged learners.

Our strategy draws upon national research and understanding to focus on addressing the challenges our students face here in our academy. Targeted assessments allied with the voice of our students and knowledge of our staff means our strategy is targeted at the specific barriers that our disadvantaged students are grappling with and as a result our approach is a blend of whole school and smaller group interventions.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Attendance – our attendance data over the last 3 years shows a significant gap between the attendance of our students who are identified as PP and those who are not. For example in 2018-2019 PP attendance sat at 86.47% compare to non PP attendance of 91.3%. Furthermore this situation has worsened over the course of the pandemic and the gap widened with PP attendance at 75.4% and non PP at 89.1%. This discrepancy is also present within our persistently absent figures with PA sitting at 38.9% for students who are within the PP cohort in the year 2020-2021 whereas for non PP the PA percentage is 14.4%. |

|   |   |
|---|---|
|   | We believe this absenteeism is having a negative impact on the emotional wellbeing and academic outcomes of our disadvantaged students.   |
| 2 | Academic Outcomes – outcomes for disadvantaged students in the last published set of results were significantly poorer than those who were non PP. Attainment 8 was 43.19 for non-disadvantaged students vs 31.84 for those who were, 32.9% of non-disadvantaged students achieve a grade 5 in Maths and English as opposed to 13.8% for those who were and students achieving a strong pass in the Ebacc was 15.1% for non-disadvantaged students as opposed to 6.9% for those who were. Progress for students who were not disadvantaged sat at -0.39 whereas the progress score those students whom were sat at -1.16. Across the board attainment and progress of disadvantaged students is significantly lower than their peers.   |
| 3 | Reading – recent reading age tests (Oct 2021) has indicated that currently 50% of our students are below their chronological reading age. The impact of this is reduced access to the curriculum and consequently lower outcomes for those children. Students on the SEN register and students within the disadvantaged cohort have slightly lower averages than their peers and therefore the impact is even more severe for the most vulnerable. Analysis of reading ages compared to behaviour, attendance and wellbeing concerns indicates a correlation between the two although causation is harder to establish.   |
| 4 | Behaviour and Emotional Wellbeing/Regulation – our exclusions, corrections and referral data allied with our own observations and discussions with students and families suggest that students identified as PP are more likely to demonstrate negative behaviours and more likely to have poorer mental health and emotional wellbeing. Our assessments and conversations would suggest this has worsened over the course of the pandemic. In 2020-2021 15.9% of the PP cohort had received a fixed term exclusions compared to only 7.8% of the non PP cohort. Referrals to our internal counsellor are 64% students within the PP cohort, students working with the ADHD foundation are split 66% PP and 34% not and all of our referral to our educational psychologist this year have been for students within the PP cohort. It is clear that the pandemic has had a significant impact on the emotional wellbeing of all students but especially on those whom are more disadvantaged. |
| 5 | Careers/NEETs – published data in 2019 showed that there is a 4% gap between the percentage of students identified as NEET when comparing the PP and non PP cohort. Furthermore, a school average of 9% NEET is significantly higher than the national average of 4%. Our observations suggest that many of our PP students lack the information, confidence and support required to make informed choices about their next steps and to then go about accessing those opportunities which in turn harms their self-esteem, wellbeing and academic outcomes.  |

## 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                                   |
|--|--|
| Significantly improve, and then sustain, better attendance of all students especially for the cohort whom are disadvantaged. | Sustained high attendance will be demonstrated by: |

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|--|---|
|  | <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%</li> <li>the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 5% lower than their peers</li> </ul>                              |
| Significantly improve attainment and progress at the end of Key Stage Four of disadvantaged students especially within the Ebacc subjects. | <p>Sustained improvement in the outcomes and progress at the end of Key Stage Four will be demonstrated by:</p> <ul style="list-style-type: none"> <li>Our disadvantaged students will have an average attainment 8 score of 4.5</li> <li>25% of students who are disadvantaged will have a strong pass in the Ebacc subjects</li> <li>Our students whom are disadvantaged will have a progress score of at least zero</li> </ul> |
| Significantly improve the percentage of students reading at their chronological especially for the cohort whom are disadvantaged.          | <p>Sustained improvement in reading ages for all students who are currently below their chronological reading age demonstrated by:</p> <ul style="list-style-type: none"> <li>100% of students who are not reading at their chronological age receiving appropriate intervention</li> <li>100% of Year 7s supported to catch up by the end of their first year and develop a reading age of 10.5 as a minimum.</li> </ul>         |
| Significantly improve the behaviour, wellbeing and emotional regulation of all students especially for the cohort whom are disadvantaged.  | <p>Sustained improvement in behaviour and well being demonstrated by:</p> <ul style="list-style-type: none"> <li>A 50% reduction in the number of FTEs issued and the gap between the rate of FTE for non-disadvantaged and disadvantaged students to have been eliminated</li> <li>Qualitative data from student and family voice and teacher observations that evidences higher levels of wellbeing</li> </ul>                  |
| Improve the number of students who are going into full time education, training or employment at the end of KS4.                           | <p>Sustained improvement in the number of students going into full time education, training or employment will be demonstrated by:</p> <ul style="list-style-type: none"> <li>A reduction of the NEET % to the national average of 4%</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• The elimination of any gap between the non disadvantaged and disadvantaged cohort.</li></ul> |
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## 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: £201,810

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Increase leadership capacity across the Ebacc to introduce instructional coaching for all teaching colleagues as well as colleagues completing the NPQLTD.</p> | <p>There is clear evidence that instructional coaching is the most effective form of CPD to help teachers develop their subject and pedagogical expertise quickly and sustainably:</p> <p><a href="#">Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research</a></p> <p><a href="#">What is instructional coaching?   Ambition Institute</a></p>                          | <p>2, 3</p>                   |
| <p>Purchasing of standardised tests for assessing reading.</p>  | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>  | <p>2,3</p>                    |
| <p>Implementation of a Knowledge Rich curriculum in all years across the Ebacc subjects.</p>  | <p>There is some evidence that a knowledge rich curriculum supports student outcomes:</p> <p><a href="#">Curriculum: keeping it simple - Ofsted: schools, early years, further education and skills (blog.gov.uk)</a></p> <p><a href="#">EEF Blog: What do we mean by 'knowledge rich' anyway?   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The importance of a knowledge-rich curriculum - GOV.UK (www.gov.uk)</a></p> | <p>2</p>                      |

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

Budgeted cost: £177,537

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implementation of Lexonik Leap and Lexonik Advance reading support programme.   | <p>Reading comprehension strategies and phonics interventions can have a positive impact on pupils' ability to read and understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies-toolkit-strand">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 2, 3                          |
| Engaging with the National Tutoring Programme to support the progress of students whose attainment has been most impacted by the pandemic.      | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 2, 3                          |
| Implementation of one to one support for numeracy and literacy via the introduction of IDL, EAL support and re-writing our DEAR time programme. | <p>One to one support targeted at specific gaps can be very effective at supporting students who are falling behind.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>   | 2,3                           |

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

Budgeted cost: £122, 500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Appointment of a Senior Vice Principal to overhaul our approach to attendance and supporting families to achieve attendance. Staff will receive training to help them implement the advice from the DFE's improving attendance guidance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">Improving School Attendance</a></p>   | <p>1, 2, 4</p>                |
| <p>Implement a Unifrog related Careers programme for students in all year groups to support their preparation for and progression to Post 16 and 18 pathways.</p>   | <p>There is evidence suggests a positive correlation between Careers education and student outcomes and their views about school in general.</p> <p><a href="#">The-impact-of-career-development-activities-on-student-attitudes-December-2016-2.pdf (educationandemployers.org)</a></p> <p><a href="#">Careers_review.pdf (educationendowmentfoundation.org.uk)</a></p>   | <p>5</p>                      |
| <p>Employ two external careers advisors one day a week to provide more bespoke and targeted CEaIG to students in all year groups.</p>   | <p>There is evidence suggests a positive correlation between Careers education and student outcomes and their views about school in general.</p> <p><a href="#">The-impact-of-career-development-activities-on-student-attitudes-December-2016-2.pdf (educationandemployers.org)</a></p> <p><a href="#">Careers_review.pdf (educationendowmentfoundation.org.uk)</a></p>   | <p>5</p>                      |
| <p>Increasing the capacity of our in school counselling service by appointing Place2Be to run one to one and drop in sessions.</p>  | <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-</a></p> | <p>1, 4</p>                   |



|   |   |   |
|---|---|---|
|   | <a href="#">based interventions   Early Intervention Foundation (eif.org.uk)</a>  |   |
| Targeted CPD for support staff so that they can implement one to one and small group interventions around behaviour and wellbeing more effectively. | Evidence suggests targeted support and interventions can have a positive impact on behaviour. Frequent sessions over a moderate amount of time seem to be most successful:<br><br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> | 4 |

**Total budgeted cost: £561,359**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.86. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 28.8.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was significantly below our expectations. EBacc entry for disadvantaged pupils was 6% and 6% below that for non-disadvantaged pupils.

Key Stage 3 data across English and Maths showed that in English especially, disadvantaged students were making significant amounts of progress between Cycle 1 and Cycle 3 assessments as well as closing the gap on their non-disadvantaged peers. However, this was not replicated across Maths where the gap widened and progress was much more inconsistent.

Absence among disadvantaged pupils was 20% higher than their peers in 2021/22 and persistent absence 38% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments suggest that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute with suspensions and corrections in the last academic year being three times as high for disadvantaged students as their non-disadvantaged peers.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some

of our budget this academic year, as set out in the Activity in This Academic Year section above.

## Externally provided programmes

| Programme | Provider    |
|-----------|-------------|
| NTP       | Tutor Trust |