

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	833
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Wilson Principal
Pupil premium lead	Sophia Kokosalakis
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£436,397
Recovery premium funding allocation this academic year	£65,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£501, 847

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 in line 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.	<p>Sustained high attendance will be demonstrated by:</p> <ul style="list-style-type: none"> 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% 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
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"> • Our disadvantaged students will have an average attainment 8 score of 4.5 • 25% of students who are disadvantaged will have a strong pass in the EBacc subjects • Our students whom are disadvantaged will have a progress score of at least zero
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"> • 100% of students who are not reading at their chronological age receiving appropriate intervention • 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.
Significantly improve the behaviour, wellbeing and emotional regulation of all students especially for the cohort whom are disadvantaged.	<p>Sustained improvement in behaviour and wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • 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 • Qualitative data from student and family voice and teacher observations that evidences higher levels of wellbeing
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"> • A reduction of the NEET % to the national average of 4% • The elimination of any gap between the non disadvantaged and disadvantaged cohort.

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.</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>Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research</p> <p>What is instructional coaching? Ambition Institute</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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>Curriculum: keeping it simple - Ofsted: schools, early years, further education and skills (blog.gov.uk)</p> <p>EEF Blog: What do we mean by 'knowledge rich' anyway? EEF (educationendowmentfoundation.org.uk)</p> <p>The importance of a knowledge-rich curriculum - GOV.UK (www.gov.uk)</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>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
Implementation of one to one support for numeracy and literacy via the introduction of IDL.	<p>One to one support targeted at specific gaps can be very effective at supporting students who are falling behind.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</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 dedicated Attendance Officer and Attendance Manager to monitor and work with families where attendance is a challenge. 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>Improving School Attendance</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>The-impact-of-career-development-activities-on-student-attitudes-December-2016-2.pdf (educationandemployers.org)</p> <p>Careers_review.pdf (educationendowmentfoundation.org.uk)</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>The-impact-of-career-development-activities-on-student-attitudes-December-2016-2.pdf (educationandemployers.org)</p> <p>Careers_review.pdf (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Increasing the capacity of our in school counselling service to offer a Cognitive Behavioural Therapy to students to specific students who require help and support with their</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional</p>	<p>1, 4</p>

<p>emotional wellbeing and regulation.</p>	<p>skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Targeted CPD for support staff so that they can implement one to one and small group interventions around behaviour and wellbeing more effectively.</p>	<p>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:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

Total budgeted cost: £501,847