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 Broadgreen Academy
Number of pupils in school	912 (7-11) 15.09.21
Proportion (%) of pupil premium eligible pupils	62.2% (568 out of 912)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rachael Fidler
Pupil premium lead	Paula Jones
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£614,474
Recovery premium funding allocation this academic year	£50,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£664,474

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

2021-2022 is the first year of Dixons Broadgreen Academy, previously Broadgreen International School. At Dixons Broadgreen Academy our mission is to provide all students with a first-class education; one that opens every door in their adult life to maximise their life chances in the future. We are committed to empowering every individual so that they fulfil our mission of ensuring every student succeeded at University or real life alternative, thrived in a top job and lived their best life. This is our ultimate objective for all students, including those from disadvantaged backgrounds.

The EEF Guide to The Pupil Premium acknowledges that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Therefore, the majority of the funding will be allocated to this tier of our approach. Ensuring an effective teacher is in front of every class, every day, and that every teacher is supported to keep improving, is the key ingredient of a successful school and will be our top priority for Pupil Premium spending.

We also accept that in the current climate, targeted approaches, such as supporting students' mental health and wider approaches, like providing comprehensive career advice, also have the potential to improve outcomes for disadvantaged students. A research paper published by The Education Policy Institute in May 2020 declared that the pandemic caused by Covid-19 is likely to have exacerbated existing inequalities and widened the attainment gap between disadvantaged students. Therefore, as well as dealing with the attainment gap, we also need to provide more pastoral and mental health support to students who have suffered neglect, abuse, anxiety or bereavement during the pandemic.

The current pupil premium plan focusses mainly on the strand of quality of teaching, and this is where most of the funds will be spent. As the start of this plan is also at the start of the school's conversion to a Dixons Academy, aligning with the Trust's mission and becoming a value driven organisation will also contribute to achieving the objectives in the plan.

The key principles are to improving the culture, creating cohesive teams and embedding the values so that teachers can teach, and students can learn.

Challenges

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

Challenge number	Detail of challenge
1	KS3 and KS4 curriculum lacks ambition and is not academically rigorous enough to maximise attainment for disadvantaged students
2	Quality of teaching is variable and so students do not always receive quality first teaching
3	Attendance is significantly below the national average for all students, including those who are disadvantaged. This is compounded by inconsistency in staffing and staff absence

4	Weak literacy levels, particularly reading, hinder students access to the curriculum and performance in assessments
5	Lack of confidence from families and community in school performance
6	School culture does not support students who need firm structures and boundaries from routines to expectations, to curriculum and homework setting

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
Curriculum implemented at all key stage 3 and 4, is ambitious, EBacc focused, and intelligently sequenced, so that students know more and remember more powerful knowledge, raising overall attainment	- Improvement in low stake quiz score, such as Broadgreen Baseline over the academic years - Performance of students in cycle 3 assessments at DBA improves in comparison with other academies in the Trust (average percentile ranking increases each academic year) - Attainment 8 is at national average or above for 2024 - Attainment 8 improves from 2019 figure (28.91) in 2021 to above national by the end of the strategy (2024)
Consistency in high quality teaching across the key stages, curriculum areas and within subjects	Data will show an increase in attainment per cycle per year group
Student attendance and persistent absenteeism will not have the same detrimental impact on student attainment	Gaps caused by poor attendance or absenteeism will be identified in data and planning days 3x per year and intervention plans will be executed.
Literacy levels improve	80% of students reading age is at or above their chronological age
Reduction in fixed-term exclusions and repeat exclusions by disadvantaged students, compared to national figures due to the changes being embedded of a value's driven culture	Substantial reduction in fixed term exclusions and repeated exclusions over the course of the strategy from year to year. When comparing cycle figures, reduction by at least 50%
Reduction in number of students accessing Alternative Educational Provision (AEP)	Reduction in students at AEP by 50% per year of the strategy

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: *£395,611.56*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of subject specialists in Mathematics and English	There is a positive relationship between the level of 'specialist' teaching in English and Mathematics and attainment in these subjects at the end of key stage 4. DfE December 2016 'Specialist and non-specialist' teaching in England: Extent and impact on pupil outcomes	1-6
Dixons curriculum implementation	Some disadvantaged students do not have the schema to enable them to understand new ideas or concepts. This may manifest itself in the form of poor-quality work. Some disadvantaged students have a lack of aspiration, stemming from their socio-economic circumstances. As a result, they suffer also from a lack of motivation. In both cases, swift teacher support will result in better learning and enable students to build components of learning into more complex composites. Other academies within the Trust have demonstrated positive student outcomes with the DTC curriculum.	1-6
Personalised professional development (including leadership, supports retention)	There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al (2015) and Darling-Hammond et al (2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (Wiliam 2016 and Timperley et al) thus having the potential to improve the life chances of all students. Research published in SecEd (2017) found that investing in high-quality, sustainable CPD activities makes staff feel valued, which subsequently reduces staff turn-over, but also ensures that regardless of their level of experience, teachers are able to keep improving, year-on-year, for the benefit of pupil outcomes.	2,5
Deliberate practice clinics	There is increasing evidence that teachers who work in supportive contexts stay in the classroom longer, and improve at faster rates (Papay and Kraft (2015)	2,5
Instructional coaching	A meta-analysis reviewing 60 studies on teacher coaching programmes found that sustained coaching improves both classroom teaching and pupil achievement (Kraft et al 2018). Furthermore, 'Developing great teaching' report concludes that in terms of external input, the most successful outcomes came in the form of coaching and facilitating, rather than prescribing.	2,5

Homework linked to 100% sheets - LCWC	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. EEF	1-6
Hodder Reading assessments	Disadvantaged students have a significant vocabulary deficit compared to their peers. As a result, the range of vocabulary used by disadvantaged students can be limited. This ultimately leads to lower scoring on assessments.	1-6
Robust Reading during DEAR time	Evidence shows that 1 in 4 students leave primary school having not reached the expected level for reading. In addition, 1 in 8 disadvantaged students will not have access to a single book at home. (National Literacy Trust & Alex Quigley, Closing the Reading Gap) Creating a culture of reading for pleasure and progress will narrow the reading gap between disadvantaged students and their peers. Frequent reading will also enrich students' vocabulary, thus narrowing the vocabulary gap. Students should have access to high quality, appropriate texts in order to make progress. This also creates enrichment and improves mental health.	1-6
Cover supervisor	A designated cover supervisor inducted into the academy, supporting the mission and values, along with participating in the professional development programme on offer will result in higher quality teaching during staff absence. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers, Sutton Trust, September 2011	1, 2

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

Budgeted cost: £120,228.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Double staffing in the core subjects	Double staffing in the core subjects has been a successful strategy in other Dixons Academies. As the second highest performing trust in the country, disadvantaged students achieve on average one grade higher than their peers in similar schools with high levels of disadvantaged students. At Every student must have consistent access to the same high-quality input and support as one another, and the use of double staffing helps to provide this. Double staffing is, in essence, a replacement provision for the use of teaching assistants to facilitate support and intervention for vulnerable students (Dixons Trinity)	1-6
Y11 Mentoring Programme	On average, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF	3,5,6

Counselling	There are several mechanisms through which poor mental health could lead to poorer educational outcomes, including through school absence and mobility, through behavioural and attentional difficulties and through lowered aspirations and school connectedness. Research from Mental Health England (Accessed 16.10.19) Half of mental ill health starts by age 15 and 75% develops by age 18. About 10% of young people aged 8-15 experience a low sense of wellbeing	3,5,6
IDL literacy programme	Students who are displaying poor literacy referred either by individual teachers or based on standardised scores are able to consolidate gaps in their learning using IDL Literacy and Numeracy. A learner's performance in an initial assessment determines the point of entry on the programme. The programme consists of approximately 1000 graduated exercises, commencing with recognition of the alphabet and finishing with comprehension and essay writing tasks appropriate to fluent readers (reading age above 12 years, 6 months), with accurate spelling (spelling age above 12 years, 6 months). The progression through the programme follows a standard path like that defined in any standard phonics-based scheme, eg: Alpha-Omega (Hornsby and Shear, 1993). Additionally, a touch-typing course is woven into the fabric of the exercises. Students also able to access at home through blended learning.	1-6
Focus on a value's driven culture	A defining issue for successful schools is the quality of leadership, culture and ethos. Values need to be much more than a series of statements on a school website. Strategy statements for tackling educational disadvantage need to be alive and explicit in school classrooms, corridors and canteen. Sage research provides new empirical evidence of how successful principals directly and indirectly achieve and sustain improvement over time through combining both transformational and instructional leadership strategies. The findings show that schools' abilities to improve and sustain effectiveness over the long term are not primarily the result of the principals' leadership style but of their understanding and diagnosis of the school's needs and their application of clearly articulated, organizationally shared educational values through multiple combinations and accumulations of time and context-sensitive strategies that are "layered" and progressively embedded in the school's work, culture, and achievements. The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference (Sage 2016)	1-6

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

Budgeted cost: *£145,828.66*

Activity	Evidence that supports this approach	Challenge number(s) addressed
ClassCharts to monitor behaviour patterns and provide appropriate intervention	Research shows that careful behaviour management has a positive impact upon outcomes. Class Charts enables seating plans to be constructed based on influences or student characteristics e.g. SEN, PP, easily and quickly. Behaviour management instances can be recorded quickly, along with reward points thereby reducing teacher workload. Behaviours and rewards can be customised to our school setting. Intelligence reports can also be customised and trigger actions, so that there is increased consistency. Behaviour analytics allows for analysis in trends of behaviour and therefore allow for appropriate intervention.	3,5,6
School Cloud – Parents Evenings to communicate with parents/carers	The DfE research paper 'School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Brief' August 2018 found that high performing schools engaged well with parents and supported parents in keeping their child's aspirations high.	5,6
Remove barriers to non-attendance – uniform, equipment, bus passes, text message service, home visits, EWO	The educational performance of pupils from disadvantaged backgrounds (commonly defined in terms of family socio-economic status) is much lower than their peers, and England has a relatively large achievement gap. Research has shown that there is a clear link between poor attendance at school and lower academic achievement.	3,5,6
CPOMS	Everyone has a role to play in safeguarding children, whether this is identifying or raising concerns early of safeguarding issues or putting into place best practice to prevent harm. CPOMS has proved to be a successful tool in responding to the needs of pupils, staff and visitors allowing secure means of communication within school and to linked professional bodies.	3,5,6
Career guidance	Good career advice can yield large returns by helping young people and adults develop the ability to manage their education and career. It can help increase people's self-awareness and self-esteem, which can lead to rewarding career choices. OECD Programme for International Student Assessment (PISA) 2018 found that students in schools that offer career guidance were more likely to expect to complete tertiary education than students in schools that do not offer career guidance and were more likely to expect to work in a high-skilled occupation	1-6
Staff wellbeing – reduce absenteeism amongst staff and reduce the need for supply teachers	There is limited research into teacher wellbeing and student outcomes. One study by Briner and Dewberry (2007) found a statistically significant positive relationship between staff wellbeing and student SAT outcomes. However, staff wellbeing is often related to attendance to work and the use of supply teachers to cover absence can have an impact on student outcomes. A report by Estyn (2013) provides several	3,5,6

	reasons for this including: supply teachers not knowing the needs and abilities of the students, setting unchallenging work and having limited time to develop meaningful relationships with students to identify where their strengths and weaknesses lie.	
Co-curricular activities	Sustainable extra-curricular academic tailored programme to support students. Research: Sutton Trust, Potential for Success, July 2018 Students should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.	1-6

Total budgeted cost: £661,668.82

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

For the acaedmic year 20-21 the main priorities fell into three areas; to improve outcomes, attendance and behaviour of disadvantaged students. Funding was concentrated into these three areas, recognising that having high quality teaching impacts on all of these areas.

Improving consistency in teaching by embedding the common lesson format and providing personalised professional development resulted positive attainment at KS3, according to in school summative assessments. Over 80% of students at KS3 where judged to be on or above track at the end of the year. Comparisons to the previous year cannot be made due to a change in the assessment model in 20-21. The professional development model was viewed positively from teaching staff. In a survey completed following the CPD, 78/82 teachers responded that they found the programme beneficial and implemented strategies such as modelling, in their teaching practice.

To improve the behaviour of disadvantaged students several strategies were implemented with the funds, including the use of ClassCharts to monitor behaviour and provide swift intervention, along with the Commando Joe's programme to work with some of our most vulnerable disadvantaged students at risk of exclusion. Fixed-term exclusions and permanent exclusions reduced in 20-21. There were no permanent exclusions and in Autumn there was a decrease in FTE by over 50% (163 in Autumn 2019, 66 in Autumn 2020). There were greater reductions in Spring and Summer, however caution needs to be taken with these figures as students were not in school for the same period of time.

The impact of strategies in the plan on attendance are difficult to measure due to the nature of the year. In the first half term of Autumn 2020, the school's attendance was above national and local schools. However, as with other schools across the country attendance was adversely impacted by the pandemic and declined across the year.

The school utilised some of the funding on the National Tutoring Programme with cohorts of Y7 and 8 and Y10 students. At KS3 the tutoring took place within the school day, in small groups with English and maths tutors. There were many issues with this programme, including the stability of the maths tutors, student attendance to sessions and the quality of the tutors. Overall, there was no improved outcomes for these students and it will not be a strategy that

we will continue with in the future. At KS4, the small group sessions took place after school with English tutors. The providers were not able to offer maths tutoring due to the lack of tutors in this subject. Student attendance to these sessions was erratic and although the tutors were more effective with their delivery, since this was not a programme over a sustained period of time, there was no improved impact on students' knowledge in English.

Funds were used to support students with their remote learning; providing booklets of work, revision guides, Wifi dongles, and reading books. In an Ofsted Additional Monitoring visit in March 2020 the inspectors concluded that leaders and those responsible for governance were taking effective action to provide education in the current circumstances and safeguarding is effective.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NTP	Connex Education
NTP	Tutor Trust