

Pupil premium strategy statement – Dixons Broadgreen Academy 2022/23

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 Broadgreen Academy
Number of pupils in school	954 (7-11) 11.09.22
Proportion (%) of pupil premium eligible pupils	57.1% (542 out of 949)
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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rachael Fidler
Pupil premium lead	Paula Jones
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£564,897.50
Recovery premium funding allocation this academic year	£158,286.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£58,664.25
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

2021-2022 was the first year of Dixons Broadgreen Academy, the school converted to an academy in December 2021, having previously been 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 given the impact the Covid pandemic has had on young people, 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. For this reason we have invested more heavily in supporting the emotional and mental wellbeing of our students.

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 and sustaining a culture of high expectations for all, creating cohesive teams and embedding the values so that teachers can teach, and students can learn 100% of the time.

Challenges

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

Challenge number	Detail of challenge
1	Academically rigorous KS3 and KS4 Dixons curriculum needs to be fully implemented across all subjects, especially English, maths and the EBacc subjects, 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 has been compounded by inconsistency in staffing and staff absence and the pandemic.
4	Weak literacy levels, particularly reading, hinder students access to the curriculum and performance in assessments
5	Historical lack of confidence from families and community in school performance
6	School culture does not yet fully 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	<ul style="list-style-type: none"> - 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, 2022 and 2023, 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 by the end of the strategy plan (2122 of those students in Y7-10 assessed, 48% have a RA on or above their chronological age and in 2023 Autumn Term, 59% of Year 7, 42% of Year 8, 35% of Year 9 and 28% of Year 10 students tested have a RA on or above their chronological age)
Reduction in suspensions, repeat suspensions and negative behaviour points by disadvantaged students, compared to national figures due to	Substantial reduction in suspensions and repeated suspensions over the course of the strategy from year to year. When comparing cycle figures, reduction by at least 50% (21/22

the changes being embedded of a value's driven culture	Average negative events per disadvantaged student was 16.92)
Sustain or reduction in number of students accessing Alternative Educational Provision (AEP)	Stabilise or reduction in students at AEP students per year of the strategy (18 students at AEP in 21/22)

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: £351527.70

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. The work the academy does on values driven education and self-determination through our drivers of mastery, autonomy and purpose all support the 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 (William [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	2,5

	came in the form of coaching and facilitating, rather than prescribing.	
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: £160129.40

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,	3,5,6

	and for non-academic outcomes such as attitudes to school, attendance and behaviour. Student voice from 2122 cohort concluded that over half of the students found the programme beneficial and over 90% of staff said that students engaged well with the programme and found it useful to have the time to talk to a teacher about their future.	
Counselling	<p>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.</p> <p>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. Place2Be Counselling full time.</p>	3,5,6
Lexonik literacy programme	<p>Literacy is an important life skill and involves proficiency in reading and writing. Poor literacy skills can hinder a students' ability in school and in wider life. The approach selected as been successful in other Dixon Academies. Lexonik promotes reading for knowledge, fluency of decoding and word mastery. Through specific targeted instruction and fun exercises and activities, Lexonik teaching focuses on the structure of the English language at a range of age-appropriate levels. Lexonik Leap effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy. Based on an initial diagnostic assessment, the programme can be adapted to allow for an individualised learning pathway, meaning the duration of the programme is dictated by the level of need. The average reading gain made by students on our Advance programme is 27 months in only 6 one-hour intensive teaching sessions.</p>	1-6
Focus on a value's driven culture	<p>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)</p>	1-6

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

Budgeted cost: £192543.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expand the attendance team so that there is a more targeted approach to tackling poor attendance and providing early intervention	Research from UCL in 2020 shows that students who are absent from school see a small decline in their academic achievement. Each day of individual student absence results in around 0.3-0.4% of a standard deviation reduction in achievement. Equivalently, eight days of absence (the average in England) would move a student one place down a ranking of 100 students (e.g. from 50th to 51st). Students from low-income households see a larger negative effect from each day of absence. This is supported by our own data that students who attend school regularly attain in line with national figures.	3
Bromcom to monitor behaviour patterns and provide appropriate intervention	Research shows that careful behaviour management has a positive impact upon outcomes. Bromcom 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
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	1-6

	<p>education and career. It can help increase people's self-awareness and self-esteem, which can lead to rewarding career choices.</p> <p>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</p> <p>New guidance states that all Y7 students must also now be included in careers provision.</p>	
Staff wellbeing – reduce absenteeism amongst staff and reduce the need for supply teachers	<p>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 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.</p>	3,5,6
Co-curricular activities	<p>Sustainable extra-curricular academic tailored programme to support students.</p> <p>Research: Sutton Trust, Potential for Success, July 2018</p> <p>Students should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.</p>	1-6
Mountain Rescue Pastoral Department	<p>Mountain Rescue launched at DBA in September 2022. The aim is to support students by a holistic pastoral department, Mountain Rescue. Mountain Rescue is made up of the heads of year (HoYs), Special Educational Needs Co-ordinator (SENCo) and a team of Mountain Rescue Mentors. This will provide a holistic approach to meeting the needs of all students at the Academy. The Mountain Rescue department replaces several departments that would be found within a traditional school structure; SEND, medical / first aid, pastoral, behaviour, and safeguarding, as well as others. This ensures a joined-up approach to meeting the needs of every child and the whole child. We also recognise that some students will need additional and different from their peers in order to learn and thrive. All additional and different provision is made with minimum disruption to the student's entitlement to a broad and balanced curriculum and their right to access all aspects of academy life. This approach has been successful in other Dixons Academies in the North, in particular in Dixons Trinity in which students thrive and achieve outcomes above national benchmarks.</p>	1-6

Total budgeted cost: £704200.70

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 2021 to 2022 academic year.

Due to COVID-19, performance measures were not published for 2019/2020 and 2020/2021. While we can compare the outcomes in 2021/2022 to the last time outcomes were measured by external examinations in 2018/2019, some caution must be taken with doing so as this year's cohort of Y11 students had a significant period of time learning remotely, from home.

For the academic year 21-22 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.

Attainment 8 improved for disadvantaged students from 2019 to 2022 from 28.87 to 29.85. We recognise that this is still significantly below national benchmarks. Percentages of 4+ and 5+ in English and maths also improved. Percentage of 7+ in English and maths remained the same indicating that we need to focus on high expectations for all. Poor attendance to school has had a significant negative impact on the performance of all students, but disadvantaged students in particular. Disadvantaged students with attendance of 95% or above achieved an average Attainment 8 figure of 43.00, this is above the national figure for disadvantaged students in 2022. This demonstrates that students who attend school regularly are receiving quality education and can achieve their potential.

Strategies to improve attendance in 21/22 did not have significant impact. Overall attendance figures were low, below national standards and the figure for disadvantaged students was just over 5% lower than all students. This is why the attendance remains a priority and increased funding has been dedicated to this strand of the strategy in 22/23. The academy will receive support from the Deputy Chief Executive at Dixons Academies in implementing an effective attendance improvement plan to monitor the impact of actions.

While the reading programme deployed with weak readers in 21/22 did demonstrate impact with some students, the programme has been changed for 22/23 as research from literature and other Dixons Academies shows that Lexonik will have greater impact with weak readers and EAL students. It is important that the programme selected is suitable for using with EAL students as the numbers of this cohort of students has increased over the last two academic years.

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

