

Pupil Premium Strategy Statement 2017/2018

The Government believes that the Pupil Premium Grant (PPG), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Schools are free to spend the PPG as they see fit. However, they are accountable for how they have used the additional funding to support students from low-income families. New measures of success will be included in the DfE performance tables; these will capture the achievement of those disadvantaged pupils covered by the PPG.

Objectives

- To raise the aspirations, attainment and improve the progress of those students entitled to the PPG
- To significantly close the attainment gap between Fairfax students entitled to the PPG and the attainment of students nationally
- To ensure that the proportions of students entitled to the PPG making expected progress in Mathematics and English is similar to their peers who are less disadvantaged.

Proposed Allocation of Pupil Premium Funding 2017/2018

1. Summary information					
Academic Year	2017/18	Total PP budget	£246,373	Date of most recent PP Review	Sept 2017
Total number of pupils	1421	Number of pupils eligible for PP	288	Date for next internal review of this strategy	Sept 2018

2. Identified barriers to future attainment 2017/18 (for pupils eligible for PP including high ability)

In-school barriers

A.	Although the number of students who are entering Fairfax not making expected progress has decreased slightly this year there are still a large proportion of pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7 and 8.	
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 4 in particular year 11.	
C.	Behaviour issues for a small group of PP are having detrimental effect on their academic progress and that of their peers. In particular there is a group of year 11 PP boys whose behaviour is impacting on the learning of other students.	
D.	From analysis of GSCE grades and PAGs, our Disadvantaged students are making less progress in English and the ebacc element than non disadvantaged students nationally. Quality first teaching and learning and embedding effective learning behaviours will address this gap.	
E	From analysis of GCSE, our disadvantaged boys achieve lower than our disadvantaged girls.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance rates for pupils eligible for PP is lower than non pp students within Fairfax. This reduces their school hours and causes them to fall behind on average.	
G	There is a lack of parental support and aspirations for a group of our disadvantaged students across all year groups.	
H	Disadvantaged students are less likely to attend enrichment activities outside of school and therefore have less opportunities to develop a wider range of skills.	
3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy and numeracy for all students, in particular Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 will make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 90% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using SS scores and PAGs.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP. Improved rates of progress across KS4 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, faculties are putting in place wave 1 interventions, monitored by heads of faculty (HOF) and SLT.
C.	Behavioural issues of PP addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Wave 1 interventions in place to reduce behavioural concerns.

D.	Improved rates of progress across KS4 for all disadvantaged students in English and Maths.	Pupils identified as PP progress is in line or better than other students in year 11 nationally as monitored by GCSE results. Half termly analysis of PP progress by DoF show that P students are making progress in line with expectations and where not, wave 1 interventions are put in place and monitored.
E.	Increased focus on thresholds within mathematics, English, for boys.	Reduction in the number of students leaving Fairfax that have to repeat Maths, through effective interventions and use of coach for learning. Improvement in progress of disadvantaged boys
F.	Increased attendance rates for pupils eligible for PP.	Reduction the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 93.6% to 94% to bring them more in line with 'other' pupils.
G.	Improved communication between parents / carers and the school.	Increased parental attendance at school events, e.g. parents evening. Parent information evenings are well attended. In the know feedback is positive. Parent questionnaires demonstrate a high level of communication and support for the school.
H.	Increased participation in all school events	Number of entries by disadvantaged students increased in The Eisteddfod. Disadvantaged students have access to all extra curricular trips The gap between participation in all house events narrows. Increased number of students taking part in the D of E

Proposed Allocation of Funding 2017/2018

Action	Spending	%
Accelerated Progress department	£92,343	37%
High Level Teaching Assistants	£22,668	9%
English coach	£5,000	2%
Mathematics coaches	£5,000	2%
Assistant Heads of Year Intervention	£62,355	25%
Resources to support educational/development programmes	£8,000	3%

Peripatetic music tuition contribution	£3,000	1%
Student educational visits and travel contributions	£2,000	1%
Intervention Days	£1,350	1%
Isolation and Study Base	£27,884	11%
Lexia Super Sums programme	£4,000	2%
Attendance/ Intervention support	£9,075	4%
Other intervention e.g. Science / Super Sums	£5,808	2%
Additional Other Tuition / Non term time tuition	£1,888	1%
Total Pupil Premium Planned Expenditure 2017/18	£250,371	100%

Narrowing the Gap – Impact of spending 2016/2017

Allocation of Pupil Premium Funding 2016/ 2017

4. Summary information			
Academic Year	2016/17	Total PP budget	£244,970
Total number of pupils	1421	Number of pupils eligible for PP	262

Allocation of Pupil Premium Funding 2016/17

Fairfax was allocated £244,970 of pupil premium funding for the academic year 2016/2017. The pupil premium value was allocated based on the number of students who were entitled to free school meals (or have received free school meals in the last 6 years) and also the number of students in care. At the January Census there were 262 Pupil Premium students on roll in total.

In September £10,000 was allocated for PP additional spending throughout the year. This money is shown in the table under student educational

visits and resources to support PP students.

Overview of Pupil Premium Grant Spending 2016/2017

2016/2017 Actual

Actual PPG Spending 2016/ 2017

Action	Spending	%
Accelerated Progress department	£91,429	37%
High Level Teaching Assistants	£22,443	9%
English coach	£8,184	3%
Mathematics coaches	£9,645	4%
Assistant Heads of Year Intervention	£54,020	22%
Resources to support educational/development programmes	£8,000	3%
Peripatetic music tuition contribution	£3,000	1%
Student educational visits and travel contributions	£2,000	1%
Intervention Days	£1,350	1%
Isolation and Study Base	£27,608	11%
Lexia Super Sums programme	£4,000	2%
Attendance/ Intervention support	£8,165	3%
Other intervention e.g. Science / Super Sums	£5,751	2%
Additional Other Tuition / Non term time tuition	£1,869	1%
Total Pupil Premium Spend 2016/17	£247,464	100%

6. Attainment of disadvantaged students		
	<i>Pupils eligible for PP 2017</i>	<i>All pupils not eligible for PP Nationally 2017</i>
Progress 8 score	-0.02	0.00
Attainment 8	40.83	50.31
English and Maths 4+	51%	62%
Progress English	-0.11	0.00
Progress Maths	0.06	0.00
Open Element	0.16	0.00
EBACC	-0.19	0.00

Achievement of Disadvantaged Students at Fairfax

- Fairfax disadvantaged students make progress roughly in line with progress of non disadvantaged students nationally.
- Within Maths, Fairfax Disadvantaged students make more progress than non disadvantaged students nationally.
- The attainment of disadvantaged pupils at Fairfax is currently lower than the attainment of non-disadvantaged students nationally.
- Disadvantaged Students at Fairfax attain higher in English and Mathematics than other students nationally.
- With the removal of 2 outliers disadvantaged students then disadvantaged students would have had a progress 8 score of 0.10.

Whole school

- There has been a steady increase in the attendance of disadvantaged students over the past 3 years from 91.40 to 92.55%. This has rose to 92.6% in 2017. There is still however a gap, and therefore this needs to continue to be a focus.
- Participation in house events of non-disadvantaged increased greatly this year, in particular the participation in The Eisteddfod. . There is still a participation a gap within certain year groups at certain events

Fairfax during 2017-2018 will build on its use of Pupil Premium funding by continuing to provide targeted strategies to promote achievement and progress. The academy's approach is informed by 'The Sutton Trust-EEF Teaching and Learning Toolkit', an independent resource which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students.

In addition to existing school strategies, this will include:

- Evaluating the effectiveness of homework and the use of the online homework planner.
- Introduction of the Brilliant club
- Continuing with the RAAPPs project
- Further improving engagement and communication with parents, reviewing the introduction of a text service and an online booking system for Progress Evenings.
- Continuing our focus on improving teaching and learning through developing mastery of learning and incisive feedback.
- Providing further support with Careers/raising aspirations through targeted trips (e.g. skills show) and targeted careers advice.
- Ensuring Continuous Professional Development for staff focusing on sharing specific teaching strategies for different groups of learners.
- Continuing to broaden access by further outreach work with a wide variety of primary schools.