

Pupil Premium Strategy Statement 2018/2019

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. 29150

Proposed Allocation of Pupil Premium Funding 2018/2019

1. Summary information					
Academic Year	2018/19	Total PP budget	239,368	Date of most recent PP Review	Sept 2018
Total number of pupils	1421	Number of pupils eligible for PP	256	Date for next internal review of this strategy	Sept 2019

2. Identified barriers to future attainment 2018/19 (for pupils eligible for PP including high ability)

The Pupil Premium plan for 2018/2019 will be based around the following 4 principles:

- Aspirations

- **Attendance**
- **Attitude to learning and behaviour**

In-school barriers

A.	Effective literacy and numeracy skills are essential for the new GCSE curriculum and life after school. It is essential that effective intervention occurs early within years 7 and 8 to accelerate progress.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 4.
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 girls 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 Maths than in English.
E	From analysis of GCSE in 2018, our disadvantaged boys achieve lower than our disadvantaged girls in Maths, English and Science.

External barriers (*issues which also require action outside school, such as low attendance rates*)

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 aspirations for a group of our disadvantaged students across all year groups.
H	Although the within school gap has decreased considerably, disadvantaged students are still 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.	Raised aspirations of all PP students.	No year 11 NEETs Increased number of students going on to further education at 16.
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 2018/2019

Action	Spending	%
Accelerated Progress department	£90,166	36%
High Level Teaching Assistants	£23,948	9%
English coach	£5,100	2%
Mathematics coaches	£5,100	2%
Assistant Heads of Year Intervention	£39,556	16%

Resources to support educational/development programmes	£8,160	3%
Peripatetic music tuition contribution	£4,050	2%
Student educational visits and travel contributions	£12,000	5%
Intervention Days	£15,000	6%
Isolation and Study Base	£30,025	12%
Lexia Super Sums programme	£4,080	2%
Attendance/ Intervention support	£9,884	4%
Other intervention e.g. Science / Super Sums	£2,812	1%
RAAPPS	£2,856	1%
Total Pupil Premium Planned Expenditure 2018/19	£252,736	100%

Narrowing the Gap – Impact of spending 2017/2018

Allocation of Pupil Premium Funding 2017/2018

4. Summary information					
Academic Year	2017/18	Total PP budget	£246,373 £254,148 received.	Date of most recent PP Review	Sept 2017
Total number of pupils	1421	Number of pupils eligible for PP	288 Actual 264	Date for next internal review of this strategy	Sept 2018

Allocation of Pupil Premium Funding 2017/2018

Fairfax was allocated £246,373 budgeted of pupil premium funding for the academic year 2017/2018. The actual value received was £254,148. 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 288 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 2017/2018

2017/2018 Actual

Action	Spending	%
Accelerated Progress department	£87,735	33%
High Level Teaching Assistants	£23,250	9%
English coach	£10,440	4%
Mathematics coaches	£8,883	3%
Assistant Heads of Year Intervention	£35,960	14%
Resources to support educational/development programmes	£6,500	2%
Peripatetic music tuition contribution	£3,000	1%
Student educational visits and travel contributions	£8,000	3%
Intervention Days	£16,976	6%
Isolation and Study Base	£29,150	11%
Lexia Super Sums programme	£6,970	3%
Attendance/ Intervention support	£21,488	8%
Other intervention e.g. Science / Super Sums	£2,000	1%
RAPPS	£2,800	1%
Total Pupil Premium Planned Expenditure 2017/18	£263,152	100%

1. Attainment of disadvantaged students						
	<i>Pupils eligible for PP 2017</i>	<i>All pupils Nationally 2017</i>	<i>PP students nationally 2017</i>	<i>Pupils eligible for PP 2018</i>	<i>All pupils Nationally 2018</i>	<i>PP students nationally 2018</i>
Progress 8 score	-0.05	0.00	-0.40	-0.227	0.00	-0.44
Attainment 8	40.83	50.31		40.73		
English and Maths 4+	51%	62%		53.3%		
Progress English	-0.11	0.00		-0.120	0.00	
Progress Maths	0.06	0.00		-0.341	0.00	
Open Element	0.16	0.00		-0.282	0.00	
EBACC	-0.19	0.00		-0.167	0.00	

Achievement of Disadvantaged Students at Fairfax

- Fairfax is in the top 40% of schools for progress of disadvantaged students.
- Disadvantaged students at Fairfax make more progress than disadvantaged students do nationally
- The attainment of disadvantaged pupils at Fairfax is currently lower than the attainment of non-disadvantaged students nationally.
- More disadvantages students at Fairfax are entered for humanities and MFL than disadvantage students are nationally.

Whole school

- There was 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. This dropped in 2018 to from 94.3% in autumn 1 to 91.7% summer 2. This decrease was due to the winter flu bug where in Spring 1 attendance dropped to 88.3%. A number of new interventions were implemented that improved attendance slightly over the year to. Attendance will continue to be a focus for 2018 – 2019.

- 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 2018 - 2019 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.

To achieve the outcomes above strategies will include:

- Attendance focus
- Introduction of new literacy homework.
- 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, increase social media coverage.
- Continuing our focus on improving teaching and learning through developing mastery of learning and implementation of new feedback policy.
- 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.