

## Pupil Premium Strategy Statement 2019/2020

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 and life outcomes 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 2019-2020

1. Summary information					
Academic Year	2019/2020	Total PP budget	230000	Date of most recent PP Review	Sept 2019
Total number of pupils	1421	Number of pupils eligible for PP	264	Date for next internal review of this strategy	Sept 2020

2. Identified barriers to future attainment 2019/2020 (for pupils eligible for PP including high ability)
The Pupil Premium plan for 2018/2019 will be based around the following 4 principles: <ul style="list-style-type: none"><li>• Effective teaching and learning.</li><li>• Raising Aspirations</li></ul>

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

### **In-school barriers**

<b>A.</b>	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 to close the gap.
<b>B.</b>	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 4 and Key Stage 3.
<b>C.</b>	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 could impact on the learning of other students.
<b>D.</b>	From analysis of GSCE grades and PAGs, our Disadvantaged students are making less progress in Maths than in English.

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

<b>F.</b>	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.
<b>G</b>	There is a lack of aspirations for a group of our disadvantaged students across all year groups.
<b>H</b>	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>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.

<b>D.</b>	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 PP students are making progress in line with expectations and where not, wave 1 interventions are put in place and monitored.
<b>E.</b>	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 to bring them more in line with 'other' pupils.
<b>F.</b>	Raised aspirations of all PP students.	No year 11 NEETs Increased number of students going on to further education at 16.
<b>G.</b>	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 2019/2020**

<b>Action</b>	<b>Spending</b>	<b>%</b>
Accelerated Progress department	£59,600	26%
High Level Teaching Assistants	£23,948	10%
Assistant Heads of Year Intervention	£39,556	17%
Resources to support educational/development programmes	£8,160	4%
Peripatetic music tuition contribution	£4,050	2%
Student educational visits and travel contributions	£12,000	5%
Intervention and enrichment Days	£15,000	7%
Isolation and Study Base	£30,025	13%
Lexia Super Sums programme	£4,080	2%

Attendance/ Intervention support	£14,824	6%
Other intervention e.g. Science / Super Sums	£3,624	2%
Teaching and Learning Strategies	£12,300	5%
RAPPS	£2,856	1%
<b>Total Pupil Premium Planned Expenditure 2019/2020</b>	<b>£230,022</b>	<b>100%</b>

### Narrowing the Gap – Impact of spending 2018-2019

#### Allocation of Pupil Premium Funding 2018-2019

##### 1. Summary information

<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£239,368 Actual received	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	1421	<b>Number of pupils eligible for PP</b>	256 Actual 272	<b>Date of the internal review of this strategy</b>	Sept 2019

#### Allocation of Pupil Premium Funding 2018-2019

Fairfax was allocated £239,368 budgeted of pupil premium funding for the academic year 2018/19. 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 256 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 2018/19



<b>Progress 8 score</b>	-0.05	0.00	-0.40	-0.227	0.00	-0.44	-0.44	0.00
<b>Attainment 8</b>	40.83	50.31		40.73			41.79	
<b>English and Maths 4+</b>	51%	62%		53.3%			52.8%	
<b>Progress English</b>	-0.11	0.00		-0.120	0.00		-0.254	0.00
<b>Progress Maths</b>	0.06	0.00		-0.341	0.00		-0.667	0.00
<b>Open Element</b>	0.16	0.00		-0.282	0.00		-0.667	0.00
<b>EBACC</b>	-0.19	0.00		-0.167	0.00		-0.372	0.00

### **Achievement of Disadvantaged Students at Fairfax**

The overall achievement and progress of disadvantaged students decreased last due to a number of outliers. These outliers however took a more appropriate pathway for them and are now in full time education due to the successful interventions put in place.

- The attainment of disadvantaged pupils at Fairfax is currently lower than the attainment of non-disadvantaged students nationally.
- More disadvantaged students at Fairfax are entered for humanities and MFL than disadvantage students are nationally
- More disadvantaged students are entered for EBACC at Fairfax than nationally.

### **Whole school**

- The number of fixed term exclusions for disadvantaged students decreased by 23%.
- There was a steady increase in the attendance of disadvantaged students over the previous past 3 years from 91.40 to 92.55%. There was an increase of 1% from last year. The number of persistent absences dropped by 4.4%. Attendance will continue to be a focus for 2019-2020.
- 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
- All Disadvantaged students had a place at either further education, school or an apprenticeship placement accepted by July 2019

There is a detailed evaluation held within school for 2018-2019

Fairfax during 2019-2020 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:

- Continuing our focus on improving teaching and learning through developing mastery of learning, with a focus on effective challenge and feedback
- Attendance focus
- Continuation of new literacy homeworks and literacy colours.
- Literacy and numeracy interventions
- Continuation of RAAPPs project.
- Further improving engagement and communication with parents, increase social media coverage and website.
- Providing further support with Careers/raising aspirations through targeted trips (e.g. skills show, university visits) 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.