

Pupil Premium Strategy Statement 2020 to 2021

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 2020/2021

1. Summary information					
Academic Year	2020/2021	Total PP budget	230,000	Date of most recent PP Review	Sept 2020
Total number of pupils	1594	Number of pupils eligible for PP	270	Date for next internal review of this strategy	Sept 2021

2. Identified barriers to future attainment 2020/2021 (for pupils eligible for PP including high ability)
The Pupil Premium plan for 2020/2021 will be based around the following 4 principles: <ul style="list-style-type: none">• Effective teaching and learning.• Raising Aspirations

- **Raising Attendance**
- **Improving 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 to close the gap.
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.
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 could impact on the learning of other students.
D.	From analysis of GSCE grades and PAGs, our Disadvantaged students are making less progress in Maths and English. There is also a number of students who achieve either English or Maths but not both.

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 PP students are making progress in line with expectations and where not, wave 1 interventions are put in place and monitored.
E.	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.
F.	Raised aspirations of all PP students.	No year 11 NEETs Increased number of students going on to further education at 16.
G.	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 2020-2021

Action	Spending	%
Accelerated Progress department and literacy interventions	£84,000	36%
High Level Teaching Assistants and numeracy / literacy interventions	£24,866	11%
Assistant Heads of Year Intervention	£30,000	13%
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	£41,471	18%

Lexia Super Sums programme	£4,080	2%
Attendance/ Intervention support	£10,000	4%
Teaching and Learning Strategies	£7,000	3%
Total Pupil Premium Planned Expenditure 2019/20	£232,467	100%

Narrowing the Gap – Impact of spending 2019/2020

Allocation of Pupil Premium Funding 2019/2020

1. Summary information

Academic Year	2019/2020	Total PP budget	Actual received 230000	Date of most recent PP Review	Sept 2020
Total number of pupils	1421	Number of pupils eligible for PP	267	Date of the internal review of this strategy	Sept 2021

Allocation of Pupil Premium Funding 2019/2020

Fairfax was allocated £230,000 budgeted of pupil premium funding for the academic year 2019/2020. The actual value received was £230,000. 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 xxx Pupil Premium students on roll in total.

In September £12,000 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. Intervention days were planned for, however due to COVID, money was re directed to support those PP students not in school as there were no GCSE examinations.

Overview of Pupil Premium Grant Spending 2019/2020

Action	Spending	%
Accelerated Progress department	£91,577	39%

High Level Teaching Assistants	£24,866	11%
Assistant Heads of Year Intervention	£29,813	13%
Resources to support educational/development programmes	£12,300	5%
Peripatetic music tuition contribution	£4,050	2%
Student educational visits and travel contributions	£7,567	3%
Isolation and Study Base	£41,471	18%
Lexia Super Sums programme	£4,080	2%
Attendance/ Intervention support	£15,095	6%
Other intervention e.g. Science / Super Sums	£2,918	1%
RAPPS	£2,856	1%
Total Pupil Premium Planned Expenditure 2019/20	£236,593	100%

Overview of Progress and Achievement of disadvantaged students.

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>	<i>Pupils eligible for PP 2019</i>	<i>PP students nationally 2019</i>	<i>All pupils nationally 2019</i>	<i>Pupils eligible for pp 2020 COVID Results</i>	<i>All pupils nationally 2020</i>
Progress 8 score	-0.05	0.00	-0.40	-0.227	0.00	-0.44	-0.44		0.00	-0.22	
Attainment 8	40.83	50.31		40.73			41.79			38	

English and Maths 4+	51%	62%		53.3%			52.8%			36%	
Progress English	-0.11	0.00		-0.120	0.00		-0.254		0.00	-0.41	
Progress Maths	0.06	0.00		-0.341	0.00		-0.667		0.00	-0.43	
Open Element	0.16	0.00		-0.282	0.00		-0.667		0.00	-0.1	
EBACC	-0.19	0.00		-0.167	0.00		-0.372		0.00	-0.14	

Achievement of Disadvantaged Students at Fairfax

It should be noted that data from 2020 was from Centre Assessed Grades and not examination results.

- The overall achievement and progress of disadvantaged students increased from the previous year.
- Progress within maths increased compared to last year, whereas progress within English decreased compared to the previous year.
- 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.
- KS3 year 7 and 8 progress within English and Maths for PP students was positive up until covid affected attendance and testing.

Whole school

- The number of fixed term exclusions for disadvantaged students decreased whilst school was open to all, however the impact of COVID makes the year on year comparison difficult.
- Attendance was adversely affected by two major health outbreaks and therefore we did not meet this target.
- 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. There were no NEETs.

Fairfax during 2020 to 2021 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 effective feedback
- Behaviour for learning strategy.
- ARKs launch and focus on all the students within school living the ETHOS of the school.
- Attendance focus
- Continuation of new literacy homework and literacy colours.
- Targeted Literacy and numeracy interventions
- 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 to emotional support for students.

A more detailed report including analysis is available within school.