

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Fairfax Academy
Number of pupils in school	1591
Proportion (%) of pupil premium eligible pupils	277 pupils 21.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs D.Bunn
Pupil premium lead	Mr R.Larkin
Governor / Trustee lead	Mr R. Arnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,000
Recovery premium funding allocation this academic year	£35829
School Led Tuition Grant	£30217
Pupil premium funding carried forward from previous years	£54,479. Covid catch up fund to be spent on academic coaches in Maths; English and Science. (appointed and employed by the academy.)
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	£350,525

Part A: Pupil premium strategy plan

Statement of intent

- **Objectives**
- To raise the aspirations, attainment and improve the progress and life outcomes of disadvantaged pupils.
- To significantly close the attainment gap between disadvantaged pupils entitled and the attainment of pupils nationally
- To ensure that middle prior attainment disadvantaged pupils make expected progress in Mathematics; English and EBACC subjects and is similar to their peers who are less disadvantaged.
- To narrow the attendance gap between disadvantaged and non-disadvantaged pupils.
- To maintain the improvement in disadvantaged participation post-Covid.
- **Our current pupil premium strategy works towards achieving the objectives above by:**
- Increasing the use of small group tutoring in English/Maths/MFL.
- Improving whole school student literacy to benefit the EBACC subjects.
- Employment of a family support worker to work with disadvantaged pupils and families.
- Employment of a HLTA to facilitate a well-being room to support pupils with behaviour and SEMH needs.
- Targeted interventions for improving disadvantaged attendance.
- Targeted intervention offer using the SEND base for disadvantaged students.
- Appointment of a RAAPS co-ordinator to improve attendance and attitudes of disadvantaged pupils in KS3.
- Increased intervention with disadvantaged students to increase uptake to Sixth Form where appropriate.
- Introduce specialist mentoring from Our Place and Cherished.
- **The key principles of this strategy plan are:**
- Effective teaching and learning.
- Raising levels of literacy and numeracy.
- Raising Aspirations.
- Raising Attendance.
- Improving Attitude to learning and behaviour.
- Small group tuition and SEMH support.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and numeracy on entry to Academy
2	Disengagement with MFL
3	Attendance issues
4	Engaging the families facing most challenges.
5	Behaviour incidents for disadvantaged pupils.

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
Disadvantaged students to achieve positive progress in comparison to similar schools nationally.	Progress 8
Narrow the gap between the attainment of PP students and the attainment of non PP students nationally	Attainment 8
To close the gap between disadvantaged and non-disadvantaged students for percentage of Grade 4+ and Grade 5+ in English and maths	Percentage of grade 4+ and 5+ in English and Maths
Improved attendance of disadvantaged students to national average and reduction in the number of students identified as persistent absence.	Attendance at national average for disadvantaged students
Reduction in disadvantaged exclusions.	Reduction in disadvantaged exclusions compared to last years.
No gap between the proportion of rewards achieved by disadvantaged and non-disadvantaged.	No gap shown in rewards data.
To maintain the improvement in disadvantaged participation post-Covid.	Raised improvement in disadvantaged participation.

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 (National Tuition Programme; Literacy Programme; MFL SLE work)

Budgeted cost: £91230. (£60,530 from PP and £27,000 from Recovery Premium Funding and £3,700 from Covid catch up)

This section was written following research into effective pupil premium strategies:

[Pupil Premium Guidance.pdf \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/Pupil-Premium-Guidance.pdf)

[Pupil-Premium-201821.pdf \(dixonsta.com\)](https://dixonsta.com/Pupil-Premium-201821.pdf) – Dixons Academies Trust Pupil Premium Review

[Research report template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/research-report-template) – DFE Loss of learning document

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed a whole school literacy development programme including a tutor time reading programme and tier two and three vocabulary homework.	Improving Literacy in Secondary Schools Education Endowment Foundation EEF Research report template (publishing.service.gov.uk)	1
Professional development for MFL faculty to increase take up of subjects by disadvantaged students and improve outcomes.	Pupil premium: Schools told spending must be 'backed by evidence' (schoolsweek.co.uk)	2

Quality First Teaching and Teaching for Excellence model. CPD development for all staff within school. Focus on questioning, meeting the needs of all learners, challenge and aspirations within the classroom.	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	1 and 5
Small group tuition for disadvantaged students making less than expected progress in English, Maths and Science Tuition and school based tutoring	Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)	1

Targeted academic support (Academic Coaches; MFL SLE input; Elevate Education)

Budgeted cost: £89,217 = £5,000 from PP fund + £2000 from recovery funding + £52,000 carried forward from Covid Premium 2020/21 + £30,217 from the School Led Tuition Grant.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Maths and English interventions at KS3 and KS4 for low attaining disadvantaged students. Covid catch up fund to be spent on academic	Improving Literacy in Secondary Schools Education Endowment Foundation EEF	1

coaches in Maths; English and Science. (appointed and employed by the academy.)		
Targeted MFL interventions at KS4 for low attaining disadvantaged students.	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	2
Use of Elevate for year 11 workshops on study skills and motivation.	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) Metacognition	1
Employment of tutors in English and Maths through the School Led Tuition Grant. These tutors will work initially with Year 7 students, the English tutor will do targeted reading intervention.	Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)	1

Wider strategies (Attendance Intervention; Pastoral Intervention; RAAPPS Co-ordinators; Family Support Worker and Specialist Mentoring)

This section was written following research into effective pupil premium strategies:

[Pupil Premium Guidance.pdf \(educationendowmentfoundation.org.uk\)](#)

[Pupil-Premium-201821.pdf \(dixonsta.com\)](#) – Dixons Academies Trust Pupil Premium Review

Budgeted cost: £168,226 + £6280 from recovery premium.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for disadvantaged students with low	Pupil-Premium-201821.pdf (dixonsta.com)	3

attendance. Use of FFT aspire to identify students susceptible to attendance issues.	Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)	
Reduce the number of FTE for disadvantaged students through strengthening the intervention offer for SEND and PP students to include mentoring, targeted interventions in a new SEND base and targeted interventions with a specialist wellbeing TA	Pupil Premium - Supporting the whole community Ambition Institute	4 and 5
Raise the attendance and aspirations of PP students at KS3 through appointment of an allocated TLR holder (RAAPPS co-ordinator) to engage with students through programmes such as The Brilliant Club	Ofsted & Pupil Premium Accountability 2021: Guidance for School Leaders thirdspacelearning.com Beaumont Leys School - Pupil Premium Champion Pupil Premium: A 10-step spending plan sec-ed.co.uk	3
Increased intervention through targeted mentoring with risk of NEET students in order to reduce DA NEETS.	Disadvantaged schools leading the way for careers education : Unifrog Blog	4
Employ a family support worker to work within the academy one day per week with a focus on parental	Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)	4 and 5

engagement and self-help in order to reduce behavioural incidents of PP students.		
Introduce specialist mentoring from Our Place and Cherished in order to work with students on social and emotional skills and develop healthy relationships and friendships	Local research	3 and 5
Establish a well-being suite with a specialist teaching assistant to support interventions in developing resilience and mental health strategies as well as supporting work on social and emotional skills.		3,4,and 5

Total budgeted cost: £354,953

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 2020 to 2021 academic year.

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Outcome</i>
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.	<p>Year 7 GL Assessment Progress Test data shows that FSM students at Fairfax performed higher than the national average in the English Progress Tests but lower in Maths:</p> <ul style="list-style-type: none"> - Mean standardised score 104.8 for FSM students compared to national average of 100 in English. - According to GL predictions, 89% of FSM students are on track to achieve a Grade 4 or above at GCSE (this attainment is in line with non-PP in English). - Mean standardised score of 97.7 for FSM students compared to a national average of 100. According to GL predictions 62% of FSM students in Maths are on track to achieve a Grade 4 or above, in comparison to 73% of all pupils. <p>Internal data shows that there is a gap between the level of progress made by PP and non PP in English:</p> <ul style="list-style-type: none"> - 5% of non PP made less than expected progress through the curriculum in comparison to 10% of PP students <p>There is a similar gap for Maths but a greater proportion of PP students have made less than expected progress in Maths than English:</p> <ul style="list-style-type: none"> - 10% of non PP students made less than expected progress through the curriculum compared with 15% of PP students making less than expected progress through the curriculum.

<p>Improved rates of progress across KS3 for high attaining pupils eligible for PP.</p> <p>Improved rates of progress across KS4 for high attaining pupils eligible for PP</p>	<p>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.</p>	<p>The lack of SATs data means that it is difficult to track the progress of high attaining PP students. When looking at all PP students the GL Assessments show:</p> <p>In Year 8, 70% of PP students made expected progress or better in English over the course of the year. This is in comparison to 80% of all students. 73% of students made expected or better than expected progress in Maths in comparison to 77% of all students.</p> <p>In Year 9, 72% of students made expected or better than expected progress in English in comparison to 73% of all students.</p> <p>No GL Assessment was sat by Year 9 in Maths due to the year group isolating. Our internal assessment data shows that 80% of PP students were considered to be making expected progress through the curriculum compared to 85% of all students.</p> <p>There is no published progress data for the last two years of GCSE so decisions about where PP funding should be allocated have been based on the validated progress data from 2018-19 which identifies that Maths, EBACC and open bucket are areas of focus, as are mid prior attainment and male PP.</p>
<p>Behavioural issues of PP addressed.</p>	<p>Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Wave 1 interventions in place to reduce</p>	<p>PP students had 60 exclusions compared to 33 non-PP (PP account for almost two-thirds of all exclusions last year)</p> <p>There was not a significant gap in behaviour detentions PP 1544, non PP 1534. However considering that PP are only 22% of the cohort proportionally this is a concern as they are responsible for almost 50% of all behaviour detentions.</p> <p>Late detentions PP 297, non-PP 293 (PP account for 50% of all late detentions)</p>

	behavioural concerns.	<p>C4 Removal from lesson PP 363 non-PP 388 (PP almost 50% of all removals)</p> <p>C4 All day – PP 351, non PP 258</p>
Improved rates of progress across KS4 for all disadvantaged students in English and Maths.	<p>Pupils identified as PP progress is in line or better than other students in year 11 nationally as monitored by GCSE results.</p> <p>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.</p>	<p>There is no published progress data for the last two years of GCSE so decisions about where PP funding should be allocated have been based on the validated progress data from 2018-19 which identifies that Maths, EBACC and open bucket are areas of focus, as are mid prior attainment and male PP.</p>
Increased attendance rates for pupils eligible for PP.	<p>Reduction the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance</p>	<p>PP 86% – 4.7% lower than non-PP (LPA PP students 81.8%, MPA PP students 83.2%)</p> <p>Male attendance 84% is lower than female attendance 87%</p> <p>SEN Support and PP – 79%</p> <p>SEN and EHCP – 75%</p>

	among pupils eligible for PP improves to bring them more in line with 'other' pupils.	
Raised aspirations of all PP students.	No year 11 NEETs Increased number of students going on to further education at 16.	3 students are NEET and the careers advisor has referred them to the local authority.
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	100% PP participation in year 7, 8 and 9 in at least 2 events. D of E was affected by Covid, however any student who was PP who wanted to do it, did it.