

# 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	1636
Proportion (%) of pupil premium eligible pupils	294 22.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 Updated 2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr S Castle
Pupil premium lead	Mr C Hetherington
Governor / Trustee lead	Mr R. Arnold

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,000
Recovery premium funding allocation this academic year	£85,000
School Led Tuition Grant	<b>£45,657</b>
Pupil premium funding <b>carried forward</b> from previous years	£11,230
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,887

# 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 and their less disadvantaged peers.
- 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

### 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 attitudes 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	<b>Low levels of literacy and numeracy on entry to the Academy.</b> Many of our PP students arrive from primary school below the national average in terms of academic outcomes.
2	<b>Disengagement with school curriculum.</b> Behaviour incidents for disadvantaged pupils are far higher than students who are from less disadvantaged backgrounds.
3	<b>Attendance issues.</b>
4	<b>Community and transition.</b> We serve a local community high in deprivation which has recently seen a sharp rise in crime. We also serve a large number of primary settings with different backgrounds and starting points, making transition a more of a challenge.
5.	<b>Wellbeing</b> To continue the support of well-being of all our students, we are seeing increased levels of social and emotional issues for our pupils, demonstrated through increased incidents of panic attacks and general anxiety and low self-esteem. This is driven by a large combination of factors, including, but not limited to, concern about lost learning and future exams; the pressures of lockdown; and the lack of enrichment opportunities that were available. External reports suggest that three challenges particularly affect pupils from disadvantaged background to a great extent.

## 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 measures will improve for disadvantaged students.
Narrow the gap between the attainment of PP students and the attainment of non-PP students nationally.	Attainment 8 gaps will close.
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 to increase.
Improved attendance of disadvantaged students to national average and reduction in	Attendance of disadvantaged students will improve to at least the national average for all students.

the number of students identified as persistent absence.	
Reduction in disadvantaged exclusions.	Reduction in disadvantaged exclusions compared to last year's.
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 (For example; National Tuition Programme; Literacy Programme; SLE work)

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.	<a href="#">Improving Literacy in Secondary Schools   Education Endowment Foundation   EEF</a> <a href="#">Research report template (publishing.service.gov.uk)</a>	1
Quality First Teaching and Teaching for Excellence model. CPD development for all staff within school. Focus on questioning, meeting the needs of all	<a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	1 and 5

learners, challenge and aspirations within the classroom.		
Small group tuition for disadvantaged students making less than expected progress in English, Maths and Science. Tuition and school-based tutoring.	<a href="#">Pupil Premium Guidance.pdf</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1
Establish a strong ECT mentor team to accelerate the development of high-quality teaching in ECT staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1 & 2

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

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 coaches in Maths; English and Science.	<a href="#">Improving Literacy in Secondary Schools   Education Endowment Foundation   EEF</a>	1

(appointed and employed by the academy.)		
Targeted subject interventions at KS4 for low attaining disadvantaged students.	<a href="https://educationendowmentfoundation.org.uk/Pupil-Premium-Guidance-iPDF.pdf">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	2
Use of Elevate for Year 11 workshops on study skills and motivation.	<a href="https://educationendowmentfoundation.org.uk/Pupil-Premium-Guidance-iPDF.pdf">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a> Metacognition	1 and 5
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.	<a href="https://educationendowmentfoundation.org.uk/Pupil-Premium-Guidance.pdf">Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</a>	1
Increase student target grades to one grade above FFT to raise aspirations.	<a href="https://educationendowmentfoundation.org.uk/Aspiration-interventions-EEF">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 & 2
Payment support towards school trips ensuring that all students get the opportunity to enrich their learning in offsite activities.	<a href="https://educationendowmentfoundation.org.uk/Using-pupil-premium-EEF">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	1, 4 & 5

Run study skills sessions to ensure students know how to prepare learning and examinations.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1, 2 & 5
Employ two new Teaching Assistants to support targeted students in lessons: 1 TA for Year 11 and 1 for LAC.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	2, 3, 4 & 5
Increase spare stationery stock -to ensure that all students have access to equipment. As required.	<a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	4 & 5

## Wider strategies (Attendance Intervention; Pastoral Intervention; RAAPPS Coordinators; 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for disadvantaged students with low attendance. Use of FFT aspire to identify students susceptible to	<a href="#">Pupil-Premium-201821.pdf (dixonsta.com)</a>  Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)	3

attendance issues.		
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	<a href="#">Pupil Premium – Supporting the whole community   Ambition Institute</a>	2 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.	<a href="#">Ofsted &amp; Pupil Premium Accountability 2021: Guidance for School Leaders (thirdspacelearning.com)</a> <a href="#">Beaumont Leys School – Pupil Premium Champion</a> <a href="#">Pupil Premium: A 10-step spending plan (sec-ed.co.uk)</a>	3
Increased intervention through targeted mentoring with risk of NEET students in order to reduce DA NEETS.	<a href="#">Disadvantaged schools leading the way for careers education : Unifrog Blog</a>	2, 3 & 4
Employ a family support worker to work	<a href="#">Pupil Premium Guidance.pdf</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	4 and 5



within the academy one day per week with a focus on parental 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.	<a href="https://educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	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.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	3, 4 & 5
Increase capacity in pastoral staffing by employing two new Assistant Head of	<a href="https://educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	2 , 3, 4 & 5

Years, ensuring all year groups have one sole Assistant Head of Year.		
Introduction of 6 <sup>th</sup> Form Senior Team mentors to support with supported learning and raising aspirations.	<a href="https://www.educationendowmentfoundation.org.uk/Mentoring">Mentoring   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	2, 3 & 5

**Total budgeted cost:** £386,887

## 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.

[illegible]

		<ul style="list-style-type: none"> <li>- 74% of PP students have been assessed as making expected progress in English.</li> <li>- 73% of PP students have been assessed as making expected progress in Maths.</li> </ul> <p>In Year 9:</p> <ul style="list-style-type: none"> <li>- 74% of PP students have been assessed as making expected progress in English.</li> <li>- 59% of PP students have been assessed as making expected progress in Maths.</li> </ul> <p>The Academy is awaiting GL Assessment data in English and Maths for further progress data.</p>
Narrow the gap between the attainment of PP students and the attainment of non PP students nationally	Attainment 8	Attainment 8 – PP students achieved an Attainment 8 score of 37.31. Non-PP students achieved 54.46. This is a larger gap than in 2019 however this PP cohort had lower KS2 prior attainment than the 2019 cohort.
To close the gap between disadvantaged and non-disadvantaged students for percentage of Grade 4+ and Grade 5+ in English and maths	Progress 8 & Attainment 8	41.9% of PP students achieved Grade 4+ in English and Maths. This is in comparison to 82.2% of non-PP students. 22.7% of students achieved a Grade 5+ in English and Maths compared to 62.4% of non-PP students. The gap has increased from 2019, however this PP cohort had lower KS2 prior attainment than previous cohorts.
Improved attendance of disadvantaged students to national average and reduction in the number of students	National Data comparison through FFT Aspire	<p>Attendance for PP students was roughly in line with the national average according to FFT Aspire. PP attendance was 84.7% for 2021-22 compared with a national average of 84.9%.</p> <p>The attendance for disadvantaged students in Year 8 was 2.5% higher</p>

identified as persistent absence.		<p>than the national average for that year group.</p> <p>The attendance for disadvantaged students in Year 7 was 3.2% lower than the national average for that year group.</p>
Reduction in disadvantaged exclusions.	Comparison made against local and national data	<p>In 21-22 there were 145 suspensions. 77 of these were disadvantaged students – 53%, 63 non DA.</p> <p>In 20-21 there were 88 suspensions, 50 of which were disadvantaged students – 57%. There is a very slight reduction in % of DA students v NonDA who are suspended.</p>
No gap between the proportion of rewards achieved by disadvantaged and non-disadvantaged.	Internal rewards data	<p>By the end of 21-22, of the students who achieved fewer than 25 merits, 55 20% were DA students, 213 (80%) NonDA. This identifies no significant gap in students who achieved 25 or fewer merits.</p> <p>Out of the top 20 students for merit achievement, 4 were DA students – 20% which is slightly lower than the proportion of DA students, but broadly in line with the school population ratio.</p>
To maintain the improvement in disadvantaged participation post-Covid.	Internal rewards data	TBC