

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1567 Year 7 - 13 1312 Year 7 - 11
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025 Updated 2023
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£250,000
Recovery premium funding allocation this academic year	£80,000
School Led Tuition Grant (academic coaches)	
Pupil premium funding carried forward from previous years	£0
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	£330,000

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 reduce the number of fixed-term suspensions.
- To participate in at least three extra-curricular activities throughout the year.

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 mental health worker to work with disadvantaged pupils and families.
- Employment of a full-time behaviour support worker
- Employment of a HLTA to facilitate a well-being room to support pupils with behaviour and SEMH needs.
- Specific targeted interventions through the Academy Improvement Plan for improving disadvantaged attendance and punctuality.
- Specific targeted intervention through the Academy Improvement Plan to improve the offer SEND students receive.
- Appointment of a RAAPS co-ordinator to improve attendance and attitudes of disadvantaged pupils in KS3.
- Introduce specialist mentoring from Our Place.

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
<p><i>*The below challenges for disadvantaged students have been ascertained through extensive research, nationally. We have conducted a survey of all of our disadvantaged students and have devised this strategy utilising their voice.</i></p>	
A	<p>Dispositional</p> <ol style="list-style-type: none"> 1. Literacy and numeracy: Many students arrive from primary school below the national average in terms of academic outcomes. 2. Motivation and aspiration for education: Behaviour incidents for disadvantaged pupils are far higher than non- disadvantaged students. Students demonstrate lower resilience levels, often due to community associated barriers. As a result, suspensions for disadvantaged students, are higher than non-disadvantaged. 3. Support networks: Some students report that they don't have support outside of school or do not know who to ask for support. 4. Wellbeing: Increasing levels of SEMH issues for our pupils, demonstrated through increased incidents of panic attacks and general anxiety and low self-esteem.
B	<p>Knowledge</p> <ol style="list-style-type: none"> 1. School curriculum: Students who struggle to fully access the curriculum across subjects fail to achieve the same outcomes as their peers. 2. SEMH: An increased level of SEMH attributes to not being able to fully access the curriculum.
C	<p>Situational</p> <ol style="list-style-type: none"> 1. Travel: Increasing cost of living is impacting on affordability for students and families to purchase bus passes or drive to school each day. 2. Access to ICT and technology: Most students report having mobile access to the internet, however some students report not having a laptop, computer or tablet that would allow them to complete schoolwork 3. Curriculum resources: The cost of purchasing additional equipment or resources which support learning may mean students are not able to fully access their learning. 4. Opportunities: A limited cultural capacity and social mobility is evident in students from disadvantaged backgrounds.
D	<p>Institutional – guided by student voice.</p> <ol style="list-style-type: none"> 1. Not being proud of what they do at school. 2. Not having the skillset to learn new knowledge. 3. Not asking for help or having skills to problem solve things for themselves. 4. Unable to self-regulate. 5. No motivation to do well at school. 6. Not knowing which career path to pursue.

	*all the identified Institutional challenges, will determine groups and mentoring we invest in this year, guiding intervention from our students.
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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. (TBC due to official data)
Narrow the gap between the attainment of PP students and the attainment of non-PP students nationally.	Attainment 8 gaps will close.
Narrow 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 the number of students identified as persistent absence.	Attendance of disadvantaged students will improve to at least the national average for all students.
Reduction in disadvantaged exclusions.	Reduction in disadvantaged exclusions year on year.
Disadvantaged students achieve more positive praise points than non-disadvantaged	More rewards are achieved for disadvantaged than non-disadvantaged.
Disadvantaged participation increases	Every disadvantaged student participates in three extra-curricular activities.

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	Improving Literacy in Secondary Schools Education Endowment Foundation EEF Research report template (publishing.service.gov.uk)	A1

programme and tier two and three vocabulary homework.		
To improve the quality of teaching across the Academy so that a greater proportion of teachers demonstrate highly effective teaching that is adapted to meet the needs of disadvantaged students in the classroom.	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	B1 & C3
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)	A1, A3, B1, B2 & C3
Establish a strong ECT mentor team to accelerate the development of high-quality teaching in ECT staff.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/	B1, B2 & C3
To establish a strong culture of supportive coaching for teachers that improves quality of education across the academy.	https://www.arkteachertraining.org/coaching-with-ark-teacher-training/ https://www.walkthrus.co.uk/	A1, A2, B1, B2 & C3
To develop a strategy for ensuring that students catch up on missed work so that SEND and PP students are not disadvantaged by absence	https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/ https://www.teachstarter.com/gb/blog/hacks-to-help-students-catch-up-on-missed-work-2/	A4 & B2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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. (appointed and employed by the academy.)</p>	<p>Improving Literacy in Secondary Schools Education Endowment Foundation EEF</p>	<p>A1, A3 & B1</p>
<p>Targeted subject interventions at KS4 for low attaining disadvantaged students.</p>	<p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p>	<p>A1, A3 & B1</p>
<p>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.</p>	<p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p>	<p>A1, A3 & B1</p>

Increase student target grades to one grade above FFT to raise aspirations.	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	A2 & D1?
Payment support towards school trips ensuring that all students get the opportunity to enrich their learning in offsite activities.	Using pupil premium EEF (educationendowmentfoundation.org.uk)	A2, A3 & C4
Run study skills sessions to ensure students know how to prepare learning and examinations.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	A1, A3 & B1
Employ two new Teaching Assistants to support targeted students in lessons: 1 TA for Year 11 and 1 for LAC.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	A4 & B2
Increase spare stationery, calculators, uniform and books stock to ensure that all students have access to equipment as required.	Using pupil premium EEF (educationendowmentfoundation.org.uk)	C2 & C3
Students are supported with bus passes as required.	https://www.birmingham.gov.uk/info/50052/school_travel/889 free_school_travel_passes_for_pupils_from_low_income_families	C1
Supporting students with funding towards instrumental	Using pupil premium EEF (educationendowmentfoundation.org.uk)	C3, C4

lessons as required.		
Supporting students to participate and complete the Duke of Edinburgh Bronze and Silver awards.	Using pupil premium EEF (educationendowmentfoundation.org.uk)	C4
Introduction of an explicit behaviour curriculum to ensure all students know how to behave in and around the academy.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	A2
Raising Post 16 aspirations through Unifrog and BCU opportunities and guidance	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	B1

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 \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/pupil-premium-guidance/)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions		
Use of FFT aspire to identify students susceptible to attendance issues.	Pupil-Premium-201821.pdf (dixonsta.com) Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)	A2, B1 & c3

Targeted interventions for students in the new behaviour hub	Pupil Premium – Supporting the whole community Ambition Institute	A2, A3 & A4 D
Appointment of an allocated TLR holder (RAAPPS co-ordinator) to engage with students and increase attendance.	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)	A2, A3, BA, C3, D2
Part-time attendance assistant in position to support the Attendance Officer.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	A2, C1
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	D6
Introduce specialist workshops and mentoring sessions based on PP survey which highlights pupils with particular dispositional, situational, knowledge and institutional barriers. (e.g Our Place)	Mentoring EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	A 1-4 D 1-6
Identifying students who require specialist targeted wellbeing,	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	A4, A2, C4, D1-6

SEMH and behavioural support who are most at risk of continued disengagement. (Wellbeing Suite and New Hub)	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	
Increase capacity in pastoral staffing by employing two new Assistant Head of Years, ensuring all year groups have one sole Assistant Head of Year.	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	D1 - 6
Introduction of 6 th Form Senior Team mentors to support with supported learning and raising aspirations.	Mentoring EEF (educationendowmentfoundation.org.uk)	C4, D1-6
Employ a SEMH lead to develop support packages for students who struggle with SEMH	Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)	D1 - 6
Employ a behaviour mentor to support students who are continuously in a cycle of poor behaviour. Interventions and work to	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	D1 - 6

take place in the new Behaviour Hub		
Tailored whole school responses to student survey responses to Institutional barriers.	Mentoring EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: TBC

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 2022 to 2023 academic year.

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Outcome</i>
Disadvantaged students to achieve positive progress in comparison to similar schools nationally.	Progress 8	<p><i>NB: Y11 Progress data will not be officially confirmed by the DFE until October. All GCSE progress information should be treated with caution.</i></p> <p>Key Stage 4: Progress 8 is predicted to be -0.46 by SISRA. This is a very slight decline from last year. High ability PP (3 students) are predicted to have a P8 of +0.01 Low ability PP (9 students) are predicted to have a P8 of -0.15. Middle ability PP (33 students) are predicted to have a P8 of -0.58.</p> <p><i>The national average P8 for PP students in 2019 was -0.46. The majority of Fairfax Academy's PP cohort are White British who are the second worst performing group nationally for PP students with a national average P8 of -0.78 in 2019.</i></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 36.24. Non-PP students achieved 49.61. This is a smaller gap than in 2022.

<p>To close the gap between disadvantaged and non-disadvantaged students for percentage of Grade 4+ and Grade 5+ in English and maths</p>	<p>Progress 8 & Attainment 8</p>	<p>46.7% of PP students achieved Grade 4+ in English and Maths. This is higher than the proportion of PP students who achieved this this year. This is in comparison to 75.6% for non-disadvantaged students.</p> <p>24.4% of PP students achieved a Grade 5+ in English and Maths. This is also higher than last year. This is compared to 53.7% of non-PP students. The PP and non-PP gap has narrowed this year, however this PP cohort had higher KS2 prior attainment than previous cohorts so there is still work to do on progress</p>
<p>Improved attendance of disadvantaged students to national average and reduction in the number of students identified as persistent absence.</p>	<p>National Data comparison through FFT Aspire</p>	<p>Attendance for PP students was roughly in line with the national average according to FFT Aspire. PP attendance was 84.9% for 2022-23 compared with a national average of 85.3%.</p> <p>The attendance of 87.9% for disadvantaged students in Year 9 was 3.7% higher than the national average for that year group In addition, Year 11's attendance of 86.9% was 4.0% higher than the national average.</p> <p>The school PA rate of 25% was 3% lower than the national average of 28%</p>
<p>Reduction in disadvantaged exclusions.</p>	<p>Comparison made against local and national data</p>	<p>There were 125 suspensions during the 2022-23 academic year. This is a 13.79% on the previous academic year.</p> <p>46% of the suspensions came from disadvantaged students.</p> <p>National Headline data for 2022-23 is not currently available for comparison)</p>

		In 21-22 there were 145 suspensions. 53% of these were disadvantaged students.
No gap between the proportion of rewards achieved by disadvantaged and non-disadvantaged.	Internal rewards data	<p>Disadvantaged students received an average of 96.14 merits compared to the school average of 93.26.</p> <p>By the end of 22-23, of the students who achieved fewer than 25 merits, 30% were DA students,</p> <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> <p>This identifies no significant gap in students who achieved 25 or fewer merits.</p>
To maintain the improvement in disadvantaged participation post-Covid.	Internal rewards data	TBC