

Dixons Unity Academy Pupil Premium Review 2018-21

Allocation, Spend and Impact

Student numbers to be used in calculation of the Pupil Premium Grant (PPG)

Allocation	Expected funding								
	2018/19			2019/20			2020/21		
Based on the School Census									
Students in year groups 7 to 11 recorded as Ever 6 FSM	412	£935	£ 386155	457	£935	£ 428,381	460	£955	£439,300
Looked-after children (LAC)	1	£2,300	£ 2,300	2	£2,300	£ 4,600	2	£2,345	£ 4,690
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	£2,300	£ 0	0	£2,300	£ 0	0	£2,345	£ 0
Service Children	1	£300	£ 300	1	£300	£ 300	1	£310	£ 310
Funding increase Nov 2020									£22, 672
Total	414		£388,755	460		£433,281	477		£466,972

Barriers to future attainment for students eligible for the PPG (including high ability)

Internal barriers

- In-school on entry attainment gaps in English and mathematics
- Disadvantaged students often start at Dixons Unity with less understanding of their aspirations and how to achieve them.
- Ensuring disadvantaged students develop and maintain strong learning habits.
- Achievement gaps between SEN disadvantaged and non-SEN disadvantaged students.
- The high attaining students (on entry) students are capable of higher levels of progress.
- There are inconsistencies in achievement of disadvantaged students in different subjects.

External barriers

- Attendance and persistent absenteeism is higher for disadvantaged students.
- Building strong relationships with families can be more complex.
- 36% of the student population do not, or are believed not to, speak English as their first language.
- Lack of opportunity for disadvantaged students to extend learning at home.

How are we spending the PPG?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

Quality First Teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff team every week during morning meetings. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all teaching staff.

Targetted Support

We find out where the basic skills gaps exist among students as soon as they arrive in Year 7, and deploy our best teachers to help close these gaps. In addition to our 25 60-minute lessons, we run five half hour morning meetings, and optional enrichment in sport and the arts for all year groups over the course of the week. Teacher-led interventions are built into the timetable, enabling teachers to ensure that same day interventions are planned and carried out using formative assessment to ensure all children keep up. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining in any area are supported to make accelerated progress.

Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed literacy mentors to quickly raise the reading age of any student below chronological age on entry. Additionally, we employ staff to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very professional; students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain focused at all times.

Keeping aspirations on track and broadening experiences

The school serves a deprived area with families facing significant levels of socio-economic challenge. It is located in an area ranked amongst the bottom 10% in the country. We have a significantly higher than average proportion of students who are disadvantaged. Our priority is to support students and their families to sustain high aspirations, encourage young people to have a growth mindset, and to progress on to higher education. The message at Dixons Unity Academy is that ALL students are going to university or a viable alternative. We continuously expose students to university. Like many independent schools, we offer a significant number of enrichment opportunities to allow students the time to focus on their all-round development, especially in the sports and the arts.

Statements of success / impact – YEAR 11

			2018/19	2019/20	2020/21
A	The progress 8 score of disadvantaged students, <i>matches or is improving towards</i> that for <i>other students within school and similar schools nationally</i>	<i>Dis</i>	-0.75	-0.15	-0.61
		<i>Oth</i>	-0.11	+0.62	+0.25
B	The English progress of disadvantaged students, <i>matches or is improving towards</i> that for <i>other students within school and similar schools nationally</i>	<i>Dis</i>	-0.71	-0.55 (Lit)	-0.93
		<i>Oth</i>	-0.39	+0.01	+0.19
C	The maths progress of disadvantaged students, <i>matches or is improving towards</i> that for <i>other students within school and similar schools nationally</i>	<i>Dis</i>	-0.46	-0.17	-0.22
		<i>Oth</i>	+0.13	+0.78	+0.48
D	The EBacc progress of disadvantaged students, <i>matches or is improving towards</i> that for <i>other students within school and similar schools nationally</i>	<i>Dis</i>	-0.67	+0.01	-0.46
		<i>Oth</i>	+0.05	+0.86	+0.37
E	The percentage of disadvantaged students achieving good Basics, <i>matches or is improving towards</i> that for <i>other students within school and similar schools nationally</i>	<i>Dis</i>	11%	22%	25%
		<i>Oth</i>	32%	41%	47%
F	The progress 8 of <i>high</i> prior attaining disadvantaged students, at least, <i>matches or is improving towards</i> that for <i>other high prior attaining students within school and similar schools nationally</i>	<i>Dis</i>	-2.5	-0.45	-1.09
		<i>Oth</i>	+0.23	+0.55	+0.57
G	The <i>attendance</i> of disadvantaged students, at least, <i>matches</i> that for <i>other students and similar schools nationally</i>	<i>Dis</i>	64%	85.4%	81.3%
		<i>Nat</i>	95.6%	94.9%	94.5%
H	The percentage of <i>NEET</i> disadvantaged students, at least, <i>matches</i> that for <i>other students and similar schools nationally</i>	<i>Dis</i>	4%	1%	6%

Plan / Spend

Plan / Spend		EEF Toolkit*	Implementation Timeline									Cost (£)	Lead	RAG		
			Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21	2018/19			2019/20	2020/21	
Quality First Teaching											£74,546					
1	Coaching and CPD time given to staff to support professional development.	9	PI	Co Im	→	Rv	→		Rv	→	-	KPD SHM				
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture	9 16	PI	Co Im	→	Rv	→		Rv	→	-	KPD SHM				
3	Further embed intervention and prevention strategies aimed at supporting disadvantaged students	13			PI	Co Im	→		Rv	→	-	KPD SHM				
4	Embed and respond to retrieval practice through a carefully tailored curriculum	9			PI	Co Im	→		Rv	→	-	DCR				
5	Embed homework expectations and provide support opportunities for students who need it	9		PI Co	Im	→	Rv	Im	→	→	-	KPD SHM				
Targeted Support											£116,979					
6	Maximise the effectiveness of Lexia reading scheme for students reading below chronology in Y7 / Y8	18 30	PI	Co Im	→				Rv	→	-	ADO				
7	Employ additional staffing to work with under achieving disadvantaged students in English	17 30	PI	Co Im	→	Rv	→		Rv	→	-	KPD SHM				
8	Employ additional staffing to work with under achieving disadvantaged students in mathematics	17 30	PI	Co Im	→	Rv	→		Rv	→	-	KPD SHM				
10	Employ a librarian/literacy champion	17 30	PI	Co Im	→	Rv	→		Rv	→	-	ADO				
12	Employ a behaviour support worker to support students with SEMH	31	PI Co	Im	→	Rv	Im	→	Rv	→	-	PGR				
13	Employ a counsellor to provide targeted support to students with anxiety and self-esteem issues	31		PI Co	Im	→	Rv	Im	→	Rv	-	PGR				



Plan / Spend		EEF Toolkit*	Implementation Timeline							Cost (£)	Lead	RAG			
			Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20			Sep 21	2018/19	2019/20	2020/21
Minimising barriers to achievement										£246,078					
14	Provide breakfast every morning so all students are ready to learn	3	PI	Im	→				Rv	→	-	DCR			
15	Maximise the effectiveness of DEAR through tutor system and library lessons so students read widely / often	18	PI	Co Im	Rv	→			Rv	→	-	ADO			
16	Strategically deploy an Attendance Officer to target key disadvantaged students	3	PI Im	→		Rv	→		Rv	→	-	NBO			
17	Provide access to the Centre of Excellence for disadvantaged students to support learning outside the classroom	15 30	PI Co	Im	→	Rv	Im	→			-	KPD SHM			
18	Provide a range of revision resources and timetables for students to independently learn outside of the class	11		PI	PI Co	→			Im	Rv	-	HOD s			
19	Provide parental workshops to support with study at home	11 20		PI	Co Im	→	→		Rv	Im	→	HOY s			
20	Provide regularly reviewed internal alternative provision for a very small minority of students in KS3 who cannot access our mainstream curriculum	3 20		PI	PI Co	→			Im	Rv	-	GRO			
21	Offer subsidies for uniform	20		Co	→				Rv		-	DCR			
22	Provide targeted support to improve attendance, behaviour and links with families where these are barriers	2 3 20		PI Co	Im	→			Rv	Im	→	Rv	-	GRO NBO	
23	Provide access to a school safeguarding and wellbeing officer to assist with any issues that relate to personal hygiene and care	31		PI Co	Im	→			Rv	Im	→	Rv	-	DCR	
24	Employ a Personal Development and Wellbeing Worker to provide a link for hard to reach families (PRL)			PI Co	Im	→			Rv	Im	→	Rv	-	DCR	

Plan / Spend		EEF Toolkit*	Implementation Timeline							Cost (£)	Lead	RAG			
			Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20			Sep 21	2018/19	2019/20	2020/21
25	Employ a careers advisor who provides support to disadvantaged students and prioritises their career aspirations	2		Im	→	Rv	Im	→		2	-	NBO			
Keeping aspirations on track and broadening experiences											£29,375				
26	Provide a wide range of <i>free</i> extra-curricular enrichment opportunities to raise self-esteem and foster good relationships	1 32	PI Co	Im	→	Rv	Im	→			-	NBO			
27	Subsidise educational trips designed to motivate students to develop good learning habits	2 19				PI	PI Co	→	Im	Rv	-	NBO			
28	Disadvantaged students to participate in Stretch and deliver their presentation to peers and families	18		Co	→					Rv	-	SCL JWA			
29	Invite aspirational speakers into the academy to present to students	2		Im	→	Rv	Im	→			-	SCL BPE			
30	Provide extra-curricular sport provision for students after school	32		Im	→	Rv	Im	→			-	NBO			
31	Employ a careers advisor who provides support to disadvantaged students and prioritises their career aspirations	2		Im	→	Rv	Im	→			-	NBO			
32	Engage with various external inspirational speakers to provide a broader range of insights into potential future careers	2		Im	→	Rv	Im	→			-	SCL BPE			
											£432,978				

*EEF Toolkit = Education Endowment Foundation (see Appendix 1 for more details)

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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Review of expenditure

Quality First Teaching

Impact	Lessons Learned
<ul style="list-style-type: none"> Students are provided with excellent wave one teaching and high quality feedback. Progress of disadvantaged students is not yet in-line with non-disadvantaged students. This was further impacted by Coronavirus where our most disadvantaged students struggled to access remote learning. This led to a greater disengagement from Year 11 students. At the end of academic year 2018-19, 77% of teachers performing at least in-line with professional stage due to CPD and feedback. This had already risen to 85% by October 2020. By the end of 2020/21 this had risen to 87%. The end of year data from TAGs showed a decrease from 2020 of 0.46. This was due to the absence of students and therefore an inability to have an evidence base to secure a grade. 	<ul style="list-style-type: none"> Continue to ensure disadvantaged students are a focus for intervention particularly in maths and English to ensure accelerated progress to close any gaps. Provide additional resource to reimagine the curriculum in order to support students with the return from the pandemic.

Targeted Support

Impact	Lessons Learned
<ul style="list-style-type: none"> A librarian / literacy champion has been employed to raise engagement with library and ensure that underachieving disadvantaged students in Y7/8 are targeted with Lexia. The impact of additional English / maths staff increased the Basics from 11% in 2018/19 to 22% in 2019/20 and 18% in 2020/21. A Wellbeing Hub Coordinator is employed to lead the Wellbeing Hub Provision in school. This aspect of the schools SEMH provision, provides support to pupils at Wave 1, 2 and 3. The Wellbeing Hub Coordinator supports the drive on pushing emotionally safe and mental-health friendly learning environments. Detailed Case Studies on TEAMS evidence clear impact on the behaviour and attendance of our disadvantaged students with social and emotional needs. 	<ul style="list-style-type: none"> Embed the use of Lexia to target all students in Y7 and Y8 who are behind in their reading. Employ the use of other strategies to develop student comprehension. Ensure the intervention strategies used in Year 7 and Year 8 are continued until Year 11.

Minimising barriers to achievement

Impact	Lessons Learned
<ul style="list-style-type: none"> Attendance procedures have been refined meaning our attendance figures are steadily building towards national. Even with the impact of the pandemic the attendance of disadvantaged students has steadily risen over the past three years and is now above 82%. Whilst this is significantly lower than national, this is an increase from the previous year. Targeted support from additional staff have ensured barriers are minimised for students by providing timely interventions resulting in fewer detentions for disadvantaged students in 2020/21 so far compared to 2018/19. 100% of students have been involved in whole year group reading and the reading culture in the school is becoming stronger. This is evidenced by the increased use of the library trolley that visited classrooms during Cycle 1 in 2020. During school closures, 57 disadvantaged families were supported regularly with weekly food parcels delivered and 320 disadvantaged 	<ul style="list-style-type: none"> Continue to work with families to help reduce barriers including holding more parental workshops, coffee mornings and information leaflets on key barriers to achievement including attendance; homework; use of technology across the whole academy. Continue to develop reading culture through launch of new library, induction for all students, and KS3 library lessons.



families accessed food vouchers (2019/20). The Academy also supported 20 of these families with additional Morrisons vouchers.

Keeping aspirations on track and broadening experiences

Impact

- Approximately 60% of the student body have signed up for our new extra-curricular clubs program including sports / games / music / public speaking this year. 100% of KS3 students performed in Showcase or Stretch speeches.
- All KS4 students received at least one careers interview and had a bespoke interview with a potential employer. In addition to this 21% of disadvantaged students took part in the Business Enterprise challenge.
- 63% of students that have free peripatetic lessons are PP students.
- Our most up to date NEET figure for Y11 2019/20 is 1.5% of the whole Y11 cohort 2019-20. Of the 98.5% of Y11 2019/20 students in education or training, there are 5% more disadvantaged students studying full A Level courses than non-disadvantaged students. In 2020/21 the number of NEET students increased, this is due to the impact of the pandemic and students leaving the area. We have been unable to make contact with 3 students who are disadvantaged and presumed NEET.
- 100% of students taking part in the Junior Leadership Scheme with Leeds Beckett University are disadvantaged.
- 100% of our high ability disadvantaged Y11 students 2019/20 took part in the Oxford University programme.

Lessons Learned

- Continue to provide a broad offer for all students and expand extra-curricular clubs to provide an even more exciting offer for young people across the academy.



Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
1	Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★★★★★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11	Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on limited evidence.
12	Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.
14	Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★★	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.



Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
22	Performance pay	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Months	Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★ ★ ★ ★ ★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★ ★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★ ★ ★ ★ ★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★ ★ ★ ★ ★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★ ★ ★ ★ ★	+3 Months	Moderate impact for low cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>

