

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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	Dixons Unity Academy
Number of pupils in school	825
Proportion (%) of pupil premium eligible pupils	51.69%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	
Date on which it will be reviewed	1 <sup>st</sup> October 2024
Statement authorised by	Gemma Rothenburg
Pupil premium lead	David Spencer
Governor / Trustee lead	Julia Wright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£439,300
Recovery premium funding allocation this academic year	£68,440.

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£507,740

# Part A: Pupil premium strategy plan

## Statement of intent

Dixons Unity Academy aims for all students to be successful at university or a real alternative. All students will live happy and purposeful lives. The academy draws on research 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.

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) 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.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps on entry in English and mathematics.
2	Disadvantaged students often start at Dixons Unity with less understanding of aspiration.
3	Achievement gaps between SEN disadvantaged and non-SEN disadvantaged.
4	Attendance and persistent absenteeism of disadvantaged students.
5	Building strong relationships with hard-to-reach families.
6	36% of the student population do not speak English as their first language.

## 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
The progress 8 score of disadvantaged students, matches or is improving towards that for other students within school and similar schools nationally.	At the end of Year 11, the Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally.
The attendance of disadvantaged students, at least, matches that for other students and similar schools nationally.	The percentage attendance of disadvantaged students is in line with other students.  The PA of disadvantaged students is declining and rapidly moving in line with other students in the academy.
The number of NEET disadvantaged students, at least, matches that for other students and similar schools nationally.	The number of NEET disadvantaged students is 0.  Disadvantaged students in all years receive at least one meaningful interaction with an employer.
The EBacc progress of disadvantaged students, matches or is improving towards that for other students within school and similar schools nationally.	At the end of Year 11, the percentage of disadvantaged students achieving a Grade 5+ across EBacc subjects is in line with others.  The percentage of disadvantaged students entered into the EBacc is in line with others.
Quality first teaching for all students.	All staff receive at least one coaching session per week.
Disadvantaged students are supported by our behaviour system	The average number of corrections for disadvantaged students is in line with others and rapidly decreasing.

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, CPD, recruitment and retention)

Budgeted cost: £92,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and CPD time given to staff to support professional development.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 3 and 6
Design and implement a bespoke CPD programme underpinned by development of a practice culture	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 3 and 6
Further embed intervention and prevention strategies aimed at supporting disadvantaged students	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	1, 3 and 6
Embed and respond to retrieval practice through a carefully tailored curriculum	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1, 3 and 6
Embed homework expectations and provide support opportunities for students who need it	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1, 3 and 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £219,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximise the effectiveness of Lexia reading scheme for students reading below chronology in Y7 / Y8	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 3 and 6
Employ additional staffing to work with under achieving disadvantaged students in English	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1, 3 and 6
Employ additional staffing to work with under achieving disadvantaged students in mathematics	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1, 3 and 6
Employ a behaviour support worker to support students with SEMH	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	4, 5 and 6
Employ the use of one-to-one tutors to support catch up	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1 - 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £196,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide breakfast every morning so all students are ready to learn	<a href="#">Evaluation of Breakfast Clubs</a>	4 and 5
Maximise the effectiveness of DEAR through tutor system and library lessons so	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 3 and 6

students read widely / often		
Provide regularly reviewed internal alternative provision for a very small minority of students in KS3 who cannot access our mainstream curriculum	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 3, 4 and 6
Offer subsidies for uniform	Experience has taught us over the past year or so that we need a contingency fund to ensure that no student is held back as a result of financial hardship. This includes offering to subsidise uniforms and revision guides and providing equipment for those who need it.	4 and 5
Provide targeted support to improve attendance, behaviour and links with families where these are barriers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3, 4 and 5
Provide access to a school safeguarding and wellbeing officer to assist with any issues that relate to behaviour and personal development	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	4 and 5
Employ a Personal Development and Wellbeing Worker to provide a link for hard to reach families (PRL)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4 and 5
Employ a careers advisor who provides support to disadvantaged students and prioritises their career aspirations	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	2, 4 and 5
Provide a wide range of free extra-curricular enrichment opportunities to raise self-esteem and foster good relationships	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2 and 4
Subsidise educational trips designed to motivate students	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	2, 3 and 4

to develop good learning habits	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
Resources and support for disadvantaged students to participate in Stretch and deliver their presentation to peers and families	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1 - 6
Engage with various external inspirational speakers to provide a broader range of insights into potential future careers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	2

**Total budgeted cost: £507,740**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Students are provided with excellent wave one teaching and high-quality feedback.

Year 11 TAGs:

- The progress 8 score for disadvantaged students who completed the TAG process was -0.61 %. This compares to a P8 score of +0.25% for others.
- The percentage of disadvantaged students who completed the TAG process achieving the strong pass (5+) in the Ebacc was 8%. This was in line with other students (+22% for all) in the academy and well above the national average.

Year 10

- In English, 33% of disadvantaged students were at a grade 5+, compared to 32% of non-disadvantaged.
- In maths, the proportion of disadvantaged students making expected progress or greater was in line with non-disadvantaged students (54%).
- In science, the average grade at the end of Year 10 was the same for disadvantaged and non-disadvantaged students.

Year 9

- The gap in attainment between disadvantaged students and others in maths is 0.5% when comparing percentile ranks.

100% of teachers received one-to-one coaching at least fortnightly.

Lexia has been well established and all children, identified on entry, as having gaps have been targeted resulting in strong progress.

Attendance procedures have been refined and additional support has been employed to target attendance interventions. This will be a long-term process, but in the first term of 2021/22 our attendance for disadvantaged students had risen by 0.8% compared to 2020/21. Given the attendance of others decreased slightly between the same two periods of time, we can see the strategies are starting to impact on our disadvantaged students.

Support systems have meant barriers to good learning habits are addressed and the number of behaviour points for our disadvantaged students is on average, 1.4 per student per week. This is broadly in line with non-disadvantaged students at 1.3 corrections, per student, per week.

100% of students have been involved in whole year group DEAR

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Lexia	Lexia
Hegarty Maths	Hegarty Maths

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### Appendix 1 Academy Improvement Plan

Ensure culture is strong and students, staff and family are proud to be part of Dixons Unity

Have a Trust aligned curriculum, delivered by high-quality staff

DUA is an example of a 'Lead' academy using the Academy Transformation Model

### Appendix 2 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.
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/>

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*