

Dixons Unity Academy Pupil Premium Strategy 2018-19

1. Summary information					
School	Dixons Unity Academy				
Academic Year	2018/19	Total PP budget	£388,560 (£943 per student)	Date of most recent PP Review	October 2018
Total number of pupils	681	Number of pupils eligible for PP	412 (60.5%)	Date for next internal review of this strategy	Jan 2019

2. Current attainment: Swallow Hill Community College 2018 Results		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5+ incl. EM	8%	43%
% achieving 4+ incl. EM	20%	64%
Progress 8 score in English / Maths	English P8 is -1.27 Maths P8 is -0.99	English P8 is -0.04 Maths P8 is -0.04
Progress 8 score average	-0.88	-0.02
Attainment 8 score average	28.2	46.5

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Achievement gaps between SEN disadvantaged and non-SEN disadvantaged students. (22.61% of students identified as having an SEN need)
B.	Achievement gaps between disadvantaged and other students.
C.	The setting and completion of homework across the academy.
D.	The high attaining students (on entry) students are capable of higher levels of progress.
E.	Achievement gaps between disadvantaged boys and girls in Year 10/11.
F.	There are inconsistencies in achievement in different subjects.
G.	Results historically have been poor
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	32.16% of the student population do not, or are believed not to, speak English as their first language. (219 students)
I.	Lack of opportunity for disadvantaged students to extend learning at home.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure that the support provided to pupil premium students on the SEN register is appropriate and further closes the gap to non-SEN.	2019 results (internal and external) show the gaps in progress are closing.
B.	Develop the consistency of testing to ensure interventions can be timely and accurate.	Students previously recorded as performing below expected progress make at least expected progress by the end of the academic year.
C.	Embed homework throughout the Academy as a routine process.	Detention records show the number of students receiving detentions for lack of or poor homework reduces throughout the year.
D.	Create opportunities for students who are high achievers on entry to experience and receive additional support.	Students who were high achieving upon entry are seen to make at least expected progress and move on to aspirational destinations at post-16.
E.	Ensure progress is above national average for disadvantaged boys and girls in Year 10/11.	2019 results (internal and external) show the gaps in progress are closing.
F.	Raise the progress in the weaker subjects to meet the very best.	2019 results (internal and external) show the gaps in progress are closing.
G.	Embed a new high achieving DUA culture having only the highest of expectations for students	2019 results show significant improvement in results across the board

<p>D. Close the gap between disadvantaged boys and girls in Year 10/11.</p>	<p>Disadvantaged students making expected or below expected progress are included on class intervention plans.</p>	<p>1:1 and small group teaching especially for students with low attainment on entry allow for extra support in lesson. In class intervention ensures that all gaps are closed and that disadvantaged students are challenged even when making expected progress.</p>	<p>Student outcomes in all years. QA of data folders and intervention plans. Student outcomes in all years.</p>	<p>AVP – KPA AVP – KPA Faculty leaders</p>	<p>Every cycle (3 times per year) Every cycle (3 times per year)</p>
<p>E. Raise the progress in the weaker subjects to meet the very best.</p>	<p>Coaching programme for teaching staff</p>	<p>All staff have a coach to improve their classroom practice. This will raise the outcomes for all students especially those in weaker subjects.</p>	<p>Coaching tracker to be monitored weekly. T&L and expectation discussed weekly at SLT. The CPD programme that drives the coaching is updated each cycle in response to the outcomes of the QA process. The coaches will then focus support on the specific needs of individual teachers</p>	<p>AVP - KPE</p>	<p>Every cycle (3 times per year)</p>
<p>F. Embed a new high achieving DUA culture having only the highest of expectations for students</p>	<p>Improve classroom routines through practice perfect of the use of learning modes, questioning, track the speaker, modelling Leeds Ahead Partnership And targeted independent careers advice The Burberry Project</p>	<p>All staff have the opportunity to practise the pedagogical models regularly to ensure perfection Business and careers engagement programme</p>	<p>Regular opportunities given in whole staff CPD time for practise. Classroom culture checks focus on different departments each week and monitored regularly. CPD time given to develop practise of pedagogical techniques as and when needed. QA of all events</p>	<p>AVP – KPE BPE AVP - SCL</p>	

<p>G. Improve literacy skills across the academy.</p>	<p>Literacy Champion: Lexia delivery Reading plus delivery Phonics delivery Monitoring of progress via regular reading tests</p>	<p><i>“Successful literacy essentials include: a senior member of staff with knowledge of literacy and pedagogy; effective assessment systems which set targets from national data, not pupil group data; a quality phonics programme; literacy taught within a meaningful and relevant curriculum; ‘students at risk’ having a nominated learning mentor; learners being treated as adults; and good partnerships with parents.”</i> Literacy Guide for Secondary Schools</p>	<p>QA process and testing of reading ages as well as the outcomes of exams. Learning walks monitor the teaching of literacy skills in all lessons.</p>	<p>Literacy Champion – HST AVP-SCL</p>	<p>Every cycle (3 times per year)</p>
<p>H. Provide opportunity for students to extend learning during out of school hours.</p>	<p>Learning Bubble Y11 Intervention after school Y11 Holiday intervention Summer school</p>	<p>Provides a space or students to complete homework, extended their learning until 5pm everyday. The teaching and learning toolkit show that small group tuition has high impact for reasonable cost.</p>	<p>Attendance register of learning bubble shows attendance of students at risk of not reaching progress targets as well as those with detentions for lack of homework Faculty leaders are to nominate the students who are most in need of support (those not on track to make expected progress) and they will be registered to attend the intervention sessions.</p>	<p>AVP - HKH AVP-KPA Faculty leaders</p>	<p>Every cycle (3 times per year) Every cycle (3 times per year)</p>
<p>Total budgeted cost</p>					<p>£208,462.24</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Ensure that the support provided to the PP students on the SEN register is appropriate and further closes the gap to non-SEN	Learning support assistant	Extra assistance available for PP SEN students	The SENCO will create and monitor a support timetable for students who need it.	SENCO - OMC	Every cycle (3 times per year)
B. Close the gap between disadvantaged boys and girls in Year 10/11.	Student support staff: CP Manager Additional AAL Police Officer SEMH Manager Attendance officer Wellbeing officer Uniform for all Breakfast WEST AIP	A team of support staff dedicated to improving the outcomes of students. This team is in place to ensure students are in as many lessons as possible and are able to access high quality education. The teaching and learning toolkit states social and emotional learning, behaviour interventions, parental involvement, teaching assistants and aspiration interventions all have positive impact on the progress of students.	All support staff overseen by the Principal and Senior vice-principal. Attendance figures, behaviour logs, safeguarding and cause for concern are all closely monitored day by day.	Principal SVP – GRO	Every cycle (3 times per year)

	IAG – connexions contract	Quality, Choice and Aspiration A strategy for young people’s information, advice and guidance. <i>“We want every child to succeed, and we will never give up on any child. That is why we need a radical change in the way Information Advice and Guidance (IAG) is delivered. This strategy will modernise IAG and careers education to make it accessible for today’s generation of young people and to keep pace with a rapidly changing economy.”</i>	All students will have access to the career advisor and AVP for careers will oversee their work.	AVP - HKA	Every cycle (3 times per year)
C. Improve literacy skills across the academy.	Lexia Reading Plus	<i>‘Lexia’s efficacy research has been published six times in peer-reviewed scientific reading journals. In short, Lexia has been proven to close the reading gap and improve the ability of students using the software.’</i> <i>‘As a result of a number of studies Reading plus has been shown to significantly improve reading achievement for diverse populations of students’</i>	The progress of the students will be measured by reading age three times per year. This will be overseen by the Literacy coordinator and her line manager.	HST AVP - SCL	Every cycle (3 times per year)
Total budgeted cost					£208,161.76

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Exam support	Exam reader pens			GLA/ KPA	
Create opportunities for students who are gifted in specific areas to experience and receive additional support.	The Burberry Project	The impact of the four-year long programme will be studied by researchers at Kings College London, who will examine how a cultural and creative education can help young people to overcome life challenges, widen their horizons and realise their aspirations	Head of Creative Arts and Business connections manager will coordinate trips and extra-curricular activities. They will monitor the work undertaken in class and attendance and progress and target students for the activities.	HoD Creative Arts – AAA BPE AVP - SCL	Every cycle (3 times per year)

Improve literacy skills across the academy.	Increase library stock	The National Curriculum for England clearly states that all schools (including primary schools) should “ <i>provide library facilities and set ambitious expectations for reading at home.</i> ”	The English department will monitor the use of the library and make recommendations for stock and author visits. The literacy coordinator (HST) will also make decisions over stock before a librarian is appointed.	HST	Every cycle (3 times per year)
	TLR - Stretch project And enrichment	PEER tutoring, oral language interventions, aspirational interventions are all tools for improved progress. In a school where 36% of students do not speak English as their first language presentation to class and whole year groups is an important skill to learn.	HOY for Y7	JRA	Every cycle (3 times per year)
Total budgeted cost					£23,344