

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Manningham
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	Annually
Statement authorised by	T Leighton
Pupil premium lead	T Leighton
Governor / Trustee lead	Ruby Bhatti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,849
Recovery premium funding allocation this academic year	£19,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£216,424

Part A: Pupil premium strategy plan

Statement of intent

- To ensure that all disadvantaged pupils achieve outcomes that are at least in line with all other pupils.
- To use funding to ensure that disadvantaged students are able to have the same outcomes, feels as safe in school and have the same cultural experiences as all other pupils.
- To build positive relationships with the families of disadvantaged pupils so that they are more likely to receive the support at home that all other pupils enjoy.

Challenges

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

Challenge number	Detail of challenge
1	Gaps between disadvantaged and non-disadvantaged exist across school, although generally disadvantaged students perform as well as non-disadvantaged.
2	Maths: Diagnostic tests in October 2022 identified that gaps still exist from lockdown – this is a national picture.
3	Home support for reading varies drastically in families where English is not the first language and this impacts on pupil achievement.
4	Limited access to technology at home
5	Fitness, health and obesity through inactivity when not at school.
6	The language gap on entry is substantial, due to the lack of English and education of parents
7	A lack of comprehension when reading due to cultural capital and lack of wider experiences.
8	Attendance and persistent absence which affects disadvantaged students more than others when coupled with other issues.
9	Deprivation index - Limited life experiences, travel and learning outside the immediate community. Building relationships with families can be difficult and more complex.
10	Mental Health issues increased since Covid
11	Safeguarding remains a concern with high volumes of cases

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
Students will attain at least in line with national averages.	The focus on Early Reading ensures that students in Y4 and above have the necessary fluency skills. End of key stage results are in line with national averages.
Basic skills gaps in learning have been identified and addressed.	Attainment figures will show that gaps have been addressed through intervention and summative assessments, students achieve in line with national averages.
Greater depth increases at KS2 in all areas	The gap to national for GD reduces year on year. This is addressed through ensuring the rights curriculum and interventions are taking place.
Students access learning every day, every week	Attendance increases to 97% and there are no differences between groups.
Parents are able to support students at home and feel confident in asking the academy for support with this.	Students are supported (reading journals, online homework etc.). Parent survey shows confidence in support from the academy.
Students life chances are improved and the 10 year reduced life expectancy for students isn't realised	Students are physically active every day, provision for food is healthy, students gain the skills needed to navigate a successful life and parents are helped, where needed, to fulfil this.
Reading is not a limiting factor in the attainment of any pupil at the end of KS2.	Reading results are in line with maths and writing, and at least in line with national results.

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: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff for SHINE interventions, data analysis and review, QLAs, moderation	EEF toolkit: Small group tuition, Individualised Instruction, Mastery Learning, Collaborative Learning Approaches, Reading Comprehension strategies, Homework, Metacognition and self-regulation, One to One tuition, Feedback. EEF Guidance reports: Improving Literacy in KS2, Improving mathematics in key stages 2 & 3, Teacher feedback to improve pupil learning, Using Digital Technology to Improve Learning. Improving Literacy in KS1, Improving Mathematics in the EY & KS1, Making best use of Teaching Assistants.	1,2,3, 7
Instructional Coaching – fortnightly with weekly deliberate practice	EEF toolkit: Small group tuition, Behaviour Interventions, Collaborative Learning Approaches, Reading Comprehension strategies, Metacognition and self-regulation, Feedback, Phonics, Mastery Learning. EEF Guidance reports: Improving Literacy in KS1, Improving Literacy in KS2, Metacognition and self-regulated learning, Improving mathematics in key stages 2 & 3, Improving Mathematics in the EY & KS1, Teacher feedback to improve pupil learning, Making best use of Teaching Assistants, Improving Social and Emotional Learning in Primary Schools.	1,2,3,7
Signature Language DI programme and coaching	EEF toolkit: Small group tuition, Collaborative Learning Approaches, Reading Comprehension strategies, Oral Language Interventions, Peer Tutoring, One to One tuition, Phonics, Individualised Instruction, Feedback. EEF Guidance reports: Teacher feedback to improve pupil learning, Improving Literacy in KS1, Improving	1,3,7,10,11

	Literacy in KS2, Preparing for Literacy, Special Educational Needs in Mainstream Schools, Making best use of Teaching Assistants.	
Reading Mastery DI programme and coaching	EEF toolkit: Phonics, Small group tuition, Individualised Instruction, Collaborative Learning Approaches, One to One tuition, Oral Language Interventions, Reading Comprehension strategies, Metacognition and self-regulation, Homework, Peer Tutoring, Feedback. EEF Guidance reports: Improving Literacy in KS1, Improving Literacy in KS2, Preparing for Literacy, Improving mathematics in key stages 2 & 3, Teacher feedback to improve pupil learning, Using Digital Technology to Improve Learning, Making best use of Teaching Assistants.	1,2,3,6, 7,10
High quality retention, recruitment and careful deployment of experienced teaching staff (with a track record of raising attainment) to ensure quality first teaching	EEF toolkit: Small group tuition, Preparing for Literacy, Reading Comprehension strategies, Feedback, Behaviour Interventions, Mastery Learning, Peer Tutoring, Metacognition and self-regulation, Outdoor Adventure Learning, Individualised Instruction, Collaborative Learning Approaches, Arts Participation, Homework. EEF Guidance reports: Metacognition and self-regulated learning, Improving Literacy in KS1, Improving Literacy in KS2, Improving Mathematics in the EY & KS1, Improving mathematics in key stages 2 & 3, Teacher feedback to improve pupil learning, Making best use of Teaching Assistants, Putting Evidence to Work, Using Digital Technology to Improve Learning, Improving Social and Emotional Learning in Primary Schools.	1,2,3,6,7,9,10,11

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

Budgeted cost: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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NTP school - led tutoring in groups	EEF toolkit: Small group tuition, Individualised Instruction, Collaborative Learning Approaches, Metacognition and self-regulation, Extending School Time, Reading Comprehension strategies, Feedback. EEF Guidance reports: Improving Literacy in KS2, Improving Mathematics in the EY & KS1, Improving mathematics in key stages 2 & 3, Teacher feedback to improve pupil learning, Using Digital Technology to Improve Learning.	1,2,3,7
SHINE interventions purchased to address identified gaps	EEF toolkit: Small group tuition, Individualised Instruction, One to One tuition, Mastery Learning, Phonics, Homework, Metacognition and self-regulation, Extending School Time, Reading Comprehension strategies, Feedback. EEF Guidance reports: Improving Literacy in KS1, Improving Literacy in KS2, Improving Mathematics in the EY & KS1, Improving mathematics in key stages 2 & 3, Making best use of Teaching Assistants, Teacher feedback to improve pupil learning, Using Digital Technology to Improve Learning.	1,2,3,7
Double dosing intervention programme	EEF toolkit: Phonics, Small group tuition, Collaborative Learning Approaches, Oral Language Interventions, Individualised Instruction, Extending School Time, Reading Comprehension strategies, Feedback. EEF Guidance reports: Improving Literacy in KS1, Making best use of Teaching Assistants, Improving Literacy in KS2, Improving mathematics in key stages 2 & 3, Teacher feedback to improve pupil learning, Using Digital Technology to Improve Learning.	1,2,3,6,7
Use of additional SEND staffing resource to support first line quality teaching in class	EEF toolkit: Small group tuition, Phonics, Oral Language Interventions, Collaborative Learning Approaches, Metacognition and self-regulation, Behaviour Interventions, Preparing for Literacy, Social and Emotional Learning, Individualised Instruction, Arts Participation, Reading Comprehension strategies, One to One tuition, Feedback, Mastery Learning. EEF Guidance reports: Special Educational Needs in Mainstream Schools, Metacognition and self-regulated learning, Improving Literacy in KS1, Improving Literacy in KS2, Improving	1,2,3,5,8,9,10,11

	mathematics in key stages 1/2 & 3, Improving Teacher feedback to improve pupil learning, Working with Parents to Support Children's Learning, Making best use of Teaching Assistants, Using Digital Technology to Improve Learning, Improving Social and Emotional Learning in Primary Schools.	
Targeted home visits for all vulnerable on first day and third day for all absent students	EEF toolkit: Behaviour Interventions, Collaborative Learning Approaches, Metacognition and self-regulation, Social and Emotional Learning, EEF Guidance reports: Improving Literacy in KS1, Improving Mathematics in the EY & KS1, Improving Literacy in KS2, Improving Behaviour in Schools, Working with Parents to Support Children's Learning,	5, 8

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

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to tackle attendance, punctuality and proposed extended leave	EEF toolkit: Behaviour Interventions, Mentoring, Parental Engagement, Collaborative Learning Approaches, Mentoring, Metacognition and self-regulation, Social and Emotional Learning, EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools, Improving Behaviour in Schools, Working with Parents to Support Children's Learning,	3,5,6,8,9,10,11
Learning Mentors to deploy effective bespoke interventions across academy	EEF toolkit: Behaviour Interventions, Mentoring, Parental Engagement, Arts Participation, Collaborative Learning Approaches, Individualised Instruction, Mentoring, Metacognition and self-regulation, One to One tuition, Social and Emotional Learning, EEF Guidance reports: Improving Behaviour in Schools, Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning, Improving	3,5,6,8,9,10,11

	Social and Emotional Learning in Primary Schools	
Implementation of Mental Health Lighthouse procedures and other strategies such as forest school, gardening club	EEF toolkit: Arts Participation, Behaviour Interventions, Collaborative Learning Approaches, Metacognition and self-regulation, Outdoor Adventure Learning, Social and Emotional Learning, EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools, Improving Behaviour in Schools,	3,5,8,9,11
Utilise SaLT support for identified students with developmental language delay and identified speech problems	EEF toolkit: Collaborative Learning Approaches, Individualised Instruction, One to One tuition, Social and Emotional Learning, EEF Guidance reports: Special Educational Needs in Mainstream Schools, Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2,	3,6,7,9,10,11
Run classes for parents on English and basic skills so they can support children at home	EEF toolkit: Collaborative Learning Approaches, Feedback. EEF Guidance reports: Preparing for Literacy, Improving Literacy in KS2,	1,3,4, 5,6,7,9,11
Deployment of Ed Psych services to identify additional needs for targeted students	EEF toolkit: Collaborative Learning Approaches, Individualised Instruction, One to One tuition, Social and Emotional Learning, EEF Guidance reports: Special Educational Needs in Mainstream Schools, Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2,	3,6,7,9,10,11
Raise aspirations through careers events, experience days and through subsidising trips and residential visits	EEF toolkit: Arts Participation, Collaborative Learning Approaches, Mentoring, Metacognition and self-regulation, Outdoor Adventure Learning, Social and Emotional Learning, EEF Guidance reports: Improving Social and Working with Parents to Support Children's Learning, Emotional Learning in Primary Schools, and Making best use of Teaching Assistants.	1,2,4, 5,6,7,8,9,11
Deploy staff effectively at play and lunch to increase physical activity	EEF toolkit: Physical Activity, Collaborative Learning Approaches, Extending School Time, Outdoor Adventure Learning, Feedback.	5,9,11

	EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools	
<p>Poverty proof the provision across academy in order to ensure all students have equal access through removal or subsidised costs.</p> <p>Free breakfast club, daily fruit, water bottles, pencil cases etc</p> <p>Heavily subsidised trips</p>	<p>EEF toolkit: Arts Participation, Collaborative Learning Approaches, Extending School Time, Physical Activity, Metacognition and self-regulation, Outdoor Adventure Learning, Social and Emotional Learning</p> <p>EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools, Making best use of Teaching Assistants.</p>	1,2,3,4,5,6,7,9

Total budgeted cost: £234,500

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 2021 to 2022 academic year.

In general, Pupil Premium students performed in line with non-disadvantaged students.

Weekly checks showed that disadvantaged students attend school in line with non-disadvantaged students.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

2022-2023

Additional interventions in place, across academy, using SHINE to address identified gaps across academy.

Weekly music lessons by a designated music teacher are utilised across KS2, and Y3 access guitar lessons.

Additional staffing have been trained, as Deputy Designated Leads, and provided time to support the higher-than-average amount of Safeguarding issues that have arisen as a result of Covid and the increased need for Early Help.

Additional funding raised by staff/community is utilised to support families in crisis.