Pupil premium strategy statement - DMN

This statement details our school's use of pupil premium 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	395 + 11 FTE Nursery
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Annually
Statement authorised by	T Leighton
Pupil premium lead	T Leighton
Governor / Trustee lead	M Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,400
Recovery premium funding allocation this academic year	£0
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	£192,400

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 June 2024 identified that gaps still exist from lockdown – this is a national picture
3	Home support for reading varies drastically in families irrespective of whether English is the first language and this impacts on pupil achievement
4	Widespread limitations on access to technology at home
5	Fitness, health and obesity through inactivity when not at school
6	On entry attainment gaps in Nursery and Reception caused by English not being the first language in many homes and a limited amount of varied cultural experiences
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	High volume of Safeguarding cases, which impact on students resilience and emotional state

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.
Students with SEND, particularly in the EYFS, will achieve well through early intervention	More SEND identified students will achieve ARE

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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff, including support, weekly plus 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:	1, 2, 3, 7
Instructional Coaching– fortnightly with weekly deliberate practice	Improving Literacy in KS1 Improving Literacy in KS2 Improving Mathematics in the EY & KS1 Improving Mathematics in key stages 2 & 3	1, 2, 3, 7
Signature Language DI programme and coaching	Improving Social and Emotional Learning in Primary Schools	1, 3, 7, 10, 11
Reading Mastery DI programme and coaching	Making best use of Teaching Assistants Metacognition and self-regulated learning	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	Special Educational Needs in Mainstream Schools Teacher feedback to improve pupil learning Using Digital Technology to Improve Learning	1, 2, 3, 6, 7, 9, 10,11

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

Budgeted cost: £ 82,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, Behaviour interventions	1, 2, 3, 7
KS2 dedicated intervention support staff		1, 2, 3, 6, 7
Use of additional SEND staffing resource to support first line quality teaching in class	EEF Guidance reports: Improving Behaviour in Schools Improving Literacy in KS1 Improving Literacy in KS2	1, 2, 3, 5, 8, 9, 10, 11
Targeted home visits for all vulnerable on first day and third day for all absent students	Improving Mathematics in the EY & KS1 Improving Mathematics in key stages 2 & 3 Improving Social and Emotional Learning in Primary Schools Making best use of Teaching Assistants Metacognition and self-regulated learning Special Educational Needs in Mainstream Schools Teacher feedback to improve pupil learning Using Digital Technology to Improve Learning Working with Parents to Support Children's Learning	5, 8

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to tackle attendance, punctuality and proposed extended leave	EEF toolkit: Arts Participation, Behaviour Interventions, Mentoring, Parental Engagement, Collaborative Learning Approaches, Individualised Instruction, Mentoring, Metacognition and self-regulation, One to One tuition Social and Emotional Learning, Outdoor Adventure Learning EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools Improving Behaviour in Schools Working with Parents to Special Educational Needs in Mainstream Schools Support Children's Learning .	3, 5, 6, 8, 9, 10, 11
Learning Mentors to deploy effective bespoke interventions across academy		3, 5, 6, 8, 9, 10, 11
Implementation of Mental Health Lighthouse procedures and other strategies		3, 5, 8, 9, 11
Utilise SaLT support for identified students with developmental language delay and identified speech problems		3, 6, 7, 9, 10, 11
Run classes for parents on English and basic skills so they can support children at home		1, 3, 4, 5, 6, 7, 9, 11
Deployment of Ed Psych services to identify additional needs for targeted students		3, 6, 7, 9, 10, 11
Raise aspirations through careers events, experience days and through subsidising trips and residential visits		1, 2, 4, 5, 6, 7, 8, 9,11
Deploy staff effectively at play and lunch to increase physical activity		5, 9, 11
Poverty proof the provision across academy in order to ensure all students have equal access through removal or subsidised costs. Free breakfast club, daily fruit, water bottles, pencil cases etc Heavily subsidised trips		1, 2, 3, 4, 5, 6, 7, 9

Total budgeted cost: £ 192,400

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.

Gaps in attainment at KS2 are dependent on subject:

Reading = 7pp

Maths = 19 pp

Writing = 5pp

Within the Y4 multiplication checks, Y1 Phonics and Reception ELG gaps are below 10pp.

Attendance for the whole school was 92.2%, with a gap or 1.4pp for 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
Signature Language	Englemann Foundation
Mastery Reading	Englemann Foundation

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

NA