

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 Manningham
Number of pupils in school	403
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	October 2021
Date on which it will be reviewed	November 2022
Statement authorised by	T. Leighton
Pupil premium lead	T. Leighton
Governor / Trustee lead	R. Bhatti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,860
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	£209,435

Part A: Pupil premium strategy plan

Statement of intent

- To ensure that all students achieve National age-related expectations

- To utilise funding so that all barriers to learning are addressed and do not impact on attainment
- To ensure all students are safe, basic needs are met and students can thrive
- To build positive relationships with families so that they are empowered to support their child/children

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Very low attainment on entry to Early Years Foundation Stage in all areas, leading to low outcomes at the end of KS2
3	Wellbeing and mental health
4	Safeguarding
5	Attendance, punctuality, and high levels of persistent absence

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 receive the support they need to reach age related outcomes	<ul style="list-style-type: none"> • Lowest 20% of readers are well supported at home and school • Students below ARE access appropriate support to accelerate progress • KS2 students access 1:1 support in writing through conferencing • Outcomes in line or above National
High quality teaching in all classes	All staff actively engage in coaching process and all learning opportunities are high quality
Increase language acquisition	Phonics and early reading results are in line with National levels
Improve student attendance	96% attendance and PA at least in line with National
Student wellbeing at school and home	Students are well cared for and gain support to thrive

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
1:1 Instructional Coaching £36,000	EEF toolkit: metacognition and self regulation, mastery learning EEF Guidance Reports: Teacher feedback to improve learning, making best use of Teaching Assistants	1, 2
Staff CPD £10,000	EEF Guidance Reports: Improving Literacy in KS1/KS2, Improving mathematics in the EY & KS1	1, 2
Middle leaders developing subject area £18,000	EEF toolkit: peer tutoring EEF Guidance Reports: pupil premium guidance Teacher feedback to improve pupil learning	1, 2

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
Academic Mentor through the NTP KS1 £5,000	EEF toolkit: small group tuition, reading comprehension strategies, individualised instruction, mastery learning	1, 2, 3
School-led tutoring KS1 £9,000	EEF toolkit: small group tuition, reading comprehension strategies, individualised instruction, mastery learning	1, 2, 3
Pre-school interventions KS2 3hrs per week x 4 LSAs 12 x 4 = 48 students per term £6,000	EEF toolkit: small group tuition, reading comprehension strategies	1, 2, 3
Support for academically abled students £18,000	EEF toolkit: small group tuition	2

Bespoke curriculum for high SEN students £8,000	EEF toolkit: small group tuition <i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</i>	1, 2, 3
DI language and reading – EY to Y3 £18,000	EEF toolkit: small group tuition, collaborative learning approaches, reading comprehension, oral language interventions, phonics, individualised instruction, feedback.	1, 2, 3
DI reading intervention – KS2 £8,000	EEF toolkit: small group tuition, phonics	1, 2, 3
1:1 reading for students >6 months below ARE £8,000	EEF toolkit: individualised instruction	1, 2, 3
1:1 writing conferencing KS2 £8,000	EEF toolkit: feedback, individualised instruction <i>Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</i>	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Daily home visits for absent students <i>£4,500</i>	EEF study: rapid evidence assessment on attendance interventions for school aged pupils	4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,500

Targeted support for PA students <i>£12,000</i>	EEF study: rapid evidence assessment on attendance interventions for school aged pupils	3, 4, 5
Increase parent engagement <i>£12,000</i>	EEF Guidance Report: working with parents to support children's learning	1, 2, 3, 4, 5
Pastoral mentoring <i>£26,000</i>	EEF toolkit: behaviour interventions, social and emotional learning	3, 4, 5
Forest school <i>£8,000</i>	EEF toolkit: social and emotional learning	1, 3, 4, 5
Reduced costs for opportunities to increase cultural capital <i>£16,000</i>	EEF Guidance Report: working with parents to support children's learning	1, 2, 3
Free breakfast club <i>£4,000</i>	EEF toolkit: Magic breakfast	3, 4, 5

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.

	<i>Impact for All</i>	<i>Impact for PP</i>	<i>Lessons Learned</i>
EYFS	@ GLD = 50%	@ GLD = 59%	Objective led interventions accelerated progress Ensure double dosing starts from January in future years, for those not on track in R & CL
Y1 Phonics	@ ARE = 83%	@ ARE = 65%	DI coaching supported least able students and ensured consistency in teaching of phonics Ensure double dosing starts from October in future years, for those not on track
KS1 at ARE	R @ = 56% W @ = 53% M @ = 63%	R @ = 52% W @ = 39% M @ = 52%	DI impact increased fluency and enabled students to read and complete whole paper Ensure students have greater opportunity to understand SATs layout and expectations Attainment is lower for PP in all areas, despite 1:1 interventions in place. Double dosing from October in future and review writing intervention
KS2 at ARE	R @ = 72% W @ = 62% M @ = 69% GPS @ = 59%	R @ = 66% W @ = 53% M @ = 62% GPS @ = 48%	DI corrective reading led to greater fluency. Interventions reduced gaps in learning and enabled a change to a focus on keep up. Attainment is lower for PP in all areas, majority of students were below from KS1. Not sufficient catching up in KS2. Review interventions for Writing and GPS in LSK2
KS2 at GD	R @ = 16% W @ = 5% M @ = 8% GPS @ = 8%	R @ = 14% W @ = 5% M @ = 10% GPS @ = 5%	Attainment is slightly lower for PP Use of Greater Understanding in Reading from January in order to increase opportunity for GD

Attendance	92% PA = 31.4%	91.2% PA = 39.6%	Review attendance strategies to ensure all students lower than 90% are monitored and attendance improves.

Externally provided programmes

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable

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

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
R, K1, K2 Reading Mastery & Language Mastery	McGraw Hill
Corrective Reading	McGraw Hill
NIFDI support	Engelmann Foundation

Service pupil premium funding (optional)

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

Further information (optional)

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.

2022-2023

Additional interventions in place, across academy, using SHINE to address identified gaps across school regardless of the pupil premium strategy.

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.