

## 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 ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 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	£162,745
Recovery premium funding allocation this academic year	£15,346.80
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	£178,091.80

# 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"><li>• Lowest 20% of readers are well supported at home and school</li><li>• Students below ARE access appropriate support to accelerate progress</li><li>• KS2 students access 1:1 support in writing through conferencing</li><li>• Outcomes in line or above National</li></ul>
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 able 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

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

Budgeted cost: £82,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily home visits for absent students £4,500	EEF study: rapid evidence assessment on attendance interventions for school aged pupils	4, 5

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 2020 to 2021 academic year.

### Review of expenditure 2020-2021

#### Impact

Outcomes for disadvantaged students in mock SATs at the end of Y6 were closely aligned for all and pupil premium:

Subject	All	PP
Reading	51%	56%
Writing	40%	40%
Maths	53%	53%

Attainment for all pupils was severely disrupted by lockdowns:

Reading = drop of 10%

Writing = drop of 25%

Maths = drop of 12%

The above was replicated for pupil premium students too, but with an increased drop in maths to 17%

#### Y2 Phonics

Phonic screening for Y2 took place in December, due to cancelled tests in June for Y1.

90% of all students passed

85% of pupil premium passed

#### Lessons Learned

1. Writing requires a greater focus if another lockdown occurs
2. Maths during lockdown focussed on learning that had already taken place, should another lockdown occur thought needs to be given to how to cover areas not taught

9 students were absent in Y2 during the testing period of December – of these the majority (8) were PP.

### Intervention Success

DI corrective reading across KS2 led to all students mastering fluency (excluding high SEN). As a result, they are now focussing on comprehension and the corrective reading is only being utilised in Y4 for 2021-22.

DI Corrective Reading is successful in supporting students to gain ARE in fluency.

### Attendance

Overall attendance for 2020-21 was 93.3%, this was slightly lower for PP at 92.8%

## 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
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:*

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?	

## 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.*

2021-2022

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.