

# Pupil premium strategy statement- DMB

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 Marchbank
Number of pupils in school	420 + 39FTE nursery
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	Annually
Statement authorised by	R Greenwood
Pupil premium lead	R Greenwood
Governor / Trustee lead	Mike Blackburn

## Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£134,330
Recovery premium funding allocation this academic year	£0
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	£134,330

# 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, feel 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	Small pockets of gaps between disadvantaged and non-disadvantaged exist across school, although generally disadvantaged students perform as well as non-disadvantaged.
2	Maths: Diagnostic tests identified that there are still crucial concepts that are not secure in Maths.
3	Home support for reading varies drastically in families where English is not the first language and this impacts on pupil achievement.
4	Access to technology at home can be an issue for some families.
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 within the community.
7	A lack of complex reading comprehension reading skills linked 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	Developmental delay and identified speech problems in the EY.
11	Significant levels of special educational needs, especially in the EYFS and KS1.

## 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.	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 students achieve in line with national averages.
Academically able Pupil Premium students will achieve at a higher level.	Attainment figures will show that academically able students will achieve higher outcomes at the end of KS2.
Students are happy to come to school and feel safe when in the academy.	Student and parent surveys show that they feel happy and safe.
Attendance remains in line with national levels and is in line for groups across the academy.	Attendance analysis shows that students attend for 97% of the time 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 to learn at home (reading journals, online homework etc.). Parent survey shows confidence in support from the academy.
Students are fitter and obesity is low.	PE is taught well to engage students and the student survey shows 100% of students enjoy their lessons. All students have the opportunity to attend clubs based on activity. Parents are supported by the FSW through education on healthy living.
Students with SEND, particularly in the EYFS, will achieve well through early intervention.	More SEND identified students will achieve ARE levels.

## 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching – ensuring all staff received regular professional coaching with trained coaches.	<b>EEF toolkit:</b> Small group tuition, Behaviour Interventions, Collaborative Learning Approaches, Reading Comprehension strategies, Metacognition and self-regulation, Feedback, Phonics, Mastery Learning. <b>EEF Guidance reports:</b> 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, Effective Professional Development	1,2,3,4,7
Language development training for EYFS staff, with a focus on SEND	<b>EEF toolkit:</b> Small group tuition, Collaborative Learning Approaches, Reading Comprehension strategies, Oral Language Interventions, Peer Tutoring, One to One tuition, Phonics, Individualised Instruction, Feedback. <b>EEF Guidance reports:</b> Teacher feedback to improve pupil learning, Improving Literacy in KS1, Improving Literacy in KS2, Special Educational Needs in Mainstream Schools, Making best use of Teaching Assistants, Effective Professional Development	1,3,4,7,10,11
Focus on RWI to whole school staff – coach available for every daily RWI session	<b>EEF toolkit:</b> 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. <b>EEF Guidance reports:</b> Improving Literacy in KS1, Improving Literacy in KS2, Teacher feedback to	1,2,3,4,6, 7,10

	improve pupil learning, Making best use of Teaching Assistants, Effective Professional Development, Making a Difference with Effective Tutoring	
Employ EYFS Apprentice Practitioners to add capacity to team, allowing for more high-quality interactions to take place.	<p><b>EEF toolkit (EYFS):</b> Communication &amp; language approaches, early literacy approaches, self-regulation strategies,</p> <p><b>EEF Guidance Reports:</b> Improving Literacy in KS1, Improving Mathematics in the Early Years and KS1, Improving Social and Emotional Learning in Primary Schools, Improving Behaviour in Schools, Effective Professional Development</p>	6,10,11, 7, 9
Participation in School Games, sports festivals and competitive sporting activities	<p><b>EEF toolkit:</b> Phonics, Small group tuition, Collaborative Learning Approaches, Oral Language Interventions, Outdoor Adventure Learning, Reading Comprehension strategies, Feedback, Mastery Learning. <b>EEF Guidance reports:</b> Metacognition and self-regulated learning, Improving Literacy in KS1, Improving Literacy in KS2, Teacher feedback to improve pupil learning, Making best use of Teaching Assistants, Improving Social and Emotional Learning in Primary Schools.</p>	1,2,3,4,6,7,10
High quality retention, recruitment and careful deployment of experienced teaching staff (with a track record of raising attainment) to ensure quality first teaching	<p><b>EEF toolkit:</b> Small group tuition, 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.</p> <p><b>EEF Guidance reports:</b> Metacognition and self-regulated learning, Improving Literacy in KS1, Improving Literacy in KS2, Improving Mathematics in the EY &amp; KS1, Improving mathematics in key stages 2 &amp; 3, Teacher feedback to improve pupil learning, Making best use of Teaching Assistants, Improving Social and Emotional Learning in Primary Schools, Effective Professional Development, Making a Difference with Effective Tutoring</p>	1,2,3,4,6,7,9,10,11
Specialist teacher for delivery of art, including art therapy sessions.	<p><b>EEF toolkit:</b> arts participation,</p> <p><b>EEF Guidance Reports:</b> Metacognition and self-regulated learning, Improving</p>	1,7,8

	Social and Emotional Learning in Primary Schools, Effective Professional Development	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional SEND staffing resource to support first line quality teaching in class	<b>EEF toolkit:</b> Small group tuition, Phonics, Oral Language Interventions, Collaborative Learning Approaches, Metacognition and self-regulation, Behaviour Interventions, Social and Emotional Learning, Individualised Instruction, Arts Participation, Reading Comprehension strategies, One to One tuition, Feedback, Mastery Learning. <b>EEF Guidance reports:</b> Special Educational Needs in Mainstream Schools, Metacognition and self-regulated learning, Improving Literacy in KS1, Improving Literacy in KS2, Improving 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, Effective Professional Development, Improving Social and Emotional Learning in Primary Schools.	1,2,3,4,5,8,9,10,11
Parent Workshops to demonstrate key learning strategies that can be practised and supported at home.	<b>EEF Toolkit:</b> Parental Engagement, Phonics, Reading Comprehension Strategies, Collaborative Learning Strategies, Homework <b>EEF Guidance Reports:</b> Working with Parents to Support Children's Learning,	3,4,5,6,7,9,10,11
Ensure capacity for 1:1 RWI interventions so that children 'keep up' with the program.	<b>EEF Toolkit (EYFS):</b> Early Literacy approaches, <b>EEF Toolikt:</b> Phonics, <b>EEF Guidance Reports:</b> Making a Difference with Effective Tutoring	6,10,11, 7, 9

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

Budgeted cost: 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively deploy a family support worker to tackle attendance, punctuality and proposed extended leave	<b>EEF toolkit:</b> Behaviour Interventions, Mentoring, Parental Engagement, Collaborative Learning Approaches, Mentoring, Metacognition and self-regulation, Social and Emotional Learning, <b>EEF Guidance reports:</b> 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
Deployment of a Learning Mentor to analyse Boxall profile information, provide nurture sessions and undertake CPD	<b>EEF toolkit:</b> 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, <b>EEF Guidance reports:</b> Improving Behaviour in Schools, Improving Literacy in KS1, Improving Literacy in KS2, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children's Learning, Improving Social and Emotional Learning in Primary Schools	3,5,6,8,9,10,11
Engagement of BCL Ltd to support with attendance strategies.	<b>EEF toolkit:</b> Behaviour Interventions, Collaborative Learning Approaches, Metacognition and self-regulation, Social and Emotional Learning, <b>EEF Guidance reports:</b> 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,	8,9,11
Implementation of My Happy Mind/ Zones of Regulation/ Olivia's Story Project	<b>EEF toolkit:</b> Behaviour Interventions, Collaborative Learning Approaches, Metacognition and self-regulation, Outdoor Adventure Learning, Social and Emotional Learning, <b>EEF Guidance reports:</b> Improving Social and Emotional Learning in	3,5,8,9,11

	Primary Schools, Improving Behaviour in Schools,	
Deploy a SaLT to support identified students with developmental language delay and identified speech problems	<b>EEF toolkit:</b> Collaborative Learning Approaches, Individualised Instruction, One to One tuition, Social and Emotional Learning, <b>EEF Guidance reports:</b> Special Educational Needs in Mainstream Schools, Improving Literacy in KS1, Improving Literacy in KS2, Making a Difference with Effective Tutoring	3,6,7,9,10,11
Run classes for parents on English and basic skills so they can support children at home	<b>EEF toolkit:</b> Collaborative Learning Approaches, Feedback, Parental Engagement <b>EEF Guidance reports:</b> Improving Literacy in KS2, Working with Parents to Support Children's Learning	1,3,5,6,7,9,11
Deployment of Ed Psych services to identify additional needs for targeted students	<b>EEF toolkit:</b> Collaborative Learning Approaches, Individualised Instruction, One to One tuition, Social and Emotional Learning, <b>EEF Guidance reports:</b> Special Educational Needs in Mainstream Schools, 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	<b>EEF toolkit:</b> Arts Participation, Collaborative Learning Approaches, Mentoring, Metacognition and self-regulation, Outdoor Adventure Learning, Social and Emotional Learning, <b>EEF Guidance reports:</b> Improving Social and Working with Parents to Support Children's Learning, Emotional Learning in Primary Schools, and Making best use of Teaching Assistants.	1,2,5,6,7,8,9,11
Employ a specialist sports coach to deliver a quality PE curriculum and extracurricular opportunities	<b>EEF toolkit:</b> Physical Activity, Collaborative Learning Approaches, Extending School Time, Outdoor Adventure Learning, Feedback. <b>EEF Guidance reports:</b> Improving Social and Emotional Learning in Primary Schools	5,9,11
Ensure access to after school clubs free of charge to disadvantaged pupils, including external providers	<b>EEF toolkit:</b> Arts Participation, Collaborative Learning Approaches, Extending School Time, Physical Activity, Metacognition and self-regulation, Outdoor Adventure Learning, Social and Emotional Learning, <b>EEF Guidance reports:</b> Improving Social and Emotional Learning in	1,2,3,4,5,6,7,9



	Primary Schools, Making best use of Teaching Assistants.	
Soft start daily- doors open 20 mins ahead of official start time to enable additional intervention and time for all.	<p><b>EEF toolkit:</b> Aspiration interventions, Behaviour Interventions, Extending School time, Feedback, Mastery Learning, Mentoring, Metacognition and self regulation, Phonics, Reading Comprehension Strategies, Small group tuition, Social &amp; Emotional Learning Teaching Assistant Interventions</p> <p><b>EEF Guidance reports:</b> Making a Difference with Effective Tutoring, Improving Literacy in Key Stage 1, Improving Literacy in KS2, Improving Mathematics in EYFS and KS1, Improving Mathematics in KS2 and 3, Improving Social &amp; Emotional Learning in Primary Schools, Improving Behaviour in Schools,</p>	3,5,6,8,9,10,11
Develop EYFS provision and practice to support social and emotional regulation as well as language development.	<p><b>EEF toolkit:</b> Communication and language approaches, Play-based learning, Self-regulation strategies, Social &amp; emotional strategies</p> <p><b>EEF Guidance Reports:</b> Improving Social &amp; Emotional Learning in Primary Schools, Improving Behaviour in Schools,</p>	6,10,11, 7, 9
Implement Zones of Regulation across school to support emotional regulation	<p><b>EEF toolkit:</b> Aspiration interventions, Behaviour Interventions, Metacognition and self regulation, Social &amp; Emotional Learning</p> <p><b>EEF Guidance Reports:</b> Improving Social &amp; Emotional Learning in Primary Schools, Improving Behaviour in Schools,</p>	3,5,6,8,9,10,11
Facilitate check in, check up and check out sessions to ensure that all children have the opportunity to develop connections with peers and key staff.	<p><b>EEF toolkit:</b> Aspiration interventions, Behaviour Interventions, Metacognition and self regulation, Social &amp; Emotional Learning</p> <p><b>EEF Guidance Reports:</b> Improving Social &amp; Emotional Learning in Primary Schools, Improving Behaviour in Schools,</p>	3,5,6,8,9,10,11

**Total budgeted cost: £135,000**

# 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 2024 to 2025 academic year.

**At the end of KS2, disadvantaged children outperform those who are not.**

Achieved (Non Dis) R 88% W 86% M 83% SPAG 86% RWM COMBINED 74%

Disadvantaged R 94% W 83% M 89% SPAG 94% RWM COMBINED 83%

**Proportion of children reaching GDS:**

Dis: 44% Reading, 28% Maths, 17% Writing, 11% RWM Combined

Non: 33% Reading, 33% Maths, 12% Writing, 12% RWM Combined

**In KS1 (Phonics Screening), disadvantaged children outperform those who are not.**

Non Dis: 74%, Disadvantaged 80%

In house assessments (NTS) for Reading and Maths show that on the whole, attainment between the two groups is closely matched and at least in line with NA. Where it is not, leaders have identified key children for additional intervention and teaching adaptations to support rapid progress.

In Early Years, the proportion of children achieving GLD who are disadvantaged is slightly lower than those who are not and will be a focus of improvement for the 25-26 academic year.

Attendance was 94.1% for the whole academy- Non PP 94.5% and PP 92.9%. (above NA). We will continue to work with BCL and lead family led interventions to ensure that attendance figures move to at least national average for all groups.

## 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
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Reading Plus	Hybrid Learning
Read, Write, Inc.	Ruth Miskin
SATs Boot Camp	Year6.co.uk
No Nonsense	Hope Education
My Happy Mind	NHS
Purple Mash	2Simple
TTRockstars	Maths Circle
Planpanion	Planpanion Ltd
Literacy Shed	The Literacy Shed Ltd
Olivia's Story Project	The Story Project

## 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)**