

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Marchbank
Number of pupils in school	419 + 39FTE nursery
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	Annually
Statement authorised by	H Haunch
Pupil premium lead	H Haunch
Governor / Trustee lead	Ruby Bhatti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,803
Recovery premium funding allocation this academic year	£9,865.80
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	£128,668.80

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	Reading: Diagnostic tests in July 2021 identified gaps in learning due to lockdown.
2	Maths: Diagnostic tests in July 2021 identified gaps in learning due to lockdown.
3	Home support for reading varied drastically in families where English is not the first language and this impacted 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	Mental Health is affected by experiences or anxiety as a result of lockdown.

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 the NTP and students achieve in line with national averages.
Academically able Pupil Premium students will continue to 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 (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. All students have the opportunity to attend clubs based on activity. Parents are supported by the PIO through education on healthy living.
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: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff for SHINE interventions.	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.	1,2,3,4,7
Introduction and implementation of Instructional Coaching	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.	1,2,3,4,7
NELI – purchase, training and implementation	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	1,3,4,7,10,11

	Literacy in KS2, Preparing for Literacy, Special Educational Needs in Mainstream Schools, Making best use of Teaching Assistants.	
Re-launch of RWI to whole school staff	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.	1,2,3,4,6, 7,10
Tagtiv8 training for whole school staff	EEF toolkit: Phonics, Small group tuition, Preparing for Literacy, Collaborative Learning Approaches, Oral Language Interventions, Outdoor Adventure Learning, Reading Comprehension strategies, Feedback, Mastery Learning. EEF Guidance reports: 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.	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	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.	1,2,3,4,6,7,9,10,11

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x Academic Mentors through the NTP	<p>EEF toolkit: Small group tuition, Reading Comprehension strategies, Individualised Instruction, Mastery Learning, Mentoring, Collaborative Learning Approaches, Metacognition and self-regulation, Feedback.</p> <p>EEF Guidance reports: Improving Literacy in KS1, Improving Literacy in KS2, Improving Mathematics in the EY & KS1, Improving mathematics in key stages 2 & 3, Preparing for Literacy, Teacher feedback to improve pupil learning.</p>	1,2,3,6,7,10
NTP online tutoring in groups 1:3	<p>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.</p>	1,2,3,4,7
SHINE interventions purchased to address identified gaps through PIRA/PUMA tests.	<p>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.</p>	1,2,3,4,7

Lightening Squad KS1 reading intervention through NTP	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.	1,2,3,4,6,7
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 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.	1,2,3,4,5,8,9,10,11

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively deploy a parental involvement worker 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	3,5,6,8,9,10,11

	Primary Schools, Improving Behaviour in Schools, Working with Parents to Support Children's Learning,	
Deployment of a Learning Mentor to analyse Boxall profile information, provide nurture sessions and undertake CPD	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 Social and Emotional Learning in Primary Schools	3,5,6,8,9,10,11
Engagement of BCL Ltd to support with attendance strategies.	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,	8,9,11
Implementation of the Mental Health Gold Award achieved through Leeds Carnegie.	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
Deploy a SaLT to support 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,	1,3,5,6,7,9,11

<p>Raise aspirations through university visits, experience days and through subsidising trips and residential visits</p>	<p>EEF toolkit: Arts Participation, Collaborative Learning Approaches, Mentoring, Metacognition and self-regulation, Outdoor Adventure Learning, Social and Emotional Learning,</p> <p>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.</p>	<p>1,2,5,6,7,8,9,11</p>
<p>Employ a specialist sports coach to deliver a quality PE curriculum</p>	<p>EEF toolkit: Physical Activity, Collaborative Learning Approaches, Extending School Time, Outdoor Adventure Learning, Feedback.</p> <p>EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools</p>	<p>5,9,11</p>
<p>Ensure access to after school clubs free of charge to disadvantaged pupils, including external providers</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>	<p>1,2,3,4,5,6,7,9</p>

Total budgeted cost: £129,000

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 2020 to 2021 academic year.

End of cycle 3 (3 weeks after lockdown return to school) diagnostic tests took place across Years 1 – 5 (PIRA/PUMA) and teacher assessment for writing:

Reading – disadvantaged pupils outperformed non-disadvantaged pupils by 1.4% with 64.7% of pupils achieving the national standard.

Writing – non-disadvantaged pupils outperformed disadvantaged pupils by 7.2% with 67.2% of pupils achieving national standard.

Maths – an insignificant difference between groups with non-disadvantaged pupils outperforming disadvantaged pupils by only 0.5%.

In reading and writing disadvantaged pupils outperformed non-disadvantaged slightly at achieving higher levels – 1.2% higher in reading and 1.4% higher in writing. There was only a 1.4% difference in higher achievement in maths.

Pupil Premium activity ensured that disadvantaged pupils had insignificant differences in reading and maths. These subjects were more easily taught and supported throughout lockdown with the aid of online lessons and resources as well as support from NTP funding and Academic mentors.

Although lockdown periods impacted on some areas of the 3 year strategy the following areas were actioned during 2020/21: 1, 2, 5, 6, 7, 9, 10, 12, 13, 14, 17 and 18 (see RAG rated plan on website.)

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
Reading Plus	Hybrid Learning
SATs Boot Camp	Year6.co.uk

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)

2021/22 will be the start of a refreshed 3-year plan using the Recover Premium Funding Allocation, alongside the pupil premium funding, to address gaps in learning due to lockdown periods.

Identified gaps to address across school:

In Year 1 non-disadvantaged pupils outperformed disadvantaged pupils by 18.4% in reading

In Year 3 reading non-disadvantaged pupils outperformed disadvantaged pupils by 7.1%

In Year 5 writing non-disadvantaged pupils outperformed disadvantaged pupils by 13.4%