

# 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	20%
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 2024
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 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£128,889
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	£128,889

# 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	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 in June 2023 identified that gaps still exist from lockdown – this is a national picture.
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.

## 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 (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.
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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff for SHINE interventions.	<b>EEF toolkit:</b> Small group tuition, Individualised Instruction, Mastery Learning, Collaborative Learning Approaches, Reading Comprehension strategies, Homework, Metacognition and self-regulation, One to One tuition, Feedback. <b>EEF Guidance reports:</b> 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
Consolidation of 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.	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	1,3,4,7,10,11

	Literacy in KS2, Preparing for Literacy, Special Educational Needs in Mainstream Schools, Making best use of Teaching Assistants.	
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, 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
Participation in School Games, sports festivals and competitive sporting activities	<b>EEF toolkit:</b> Phonics, Small group tuition, Preparing for Literacy, 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.	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	<b>EEF toolkit:</b> 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. <b>EEF Guidance reports:</b> 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: £33,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
SHINE interventions purchased to address identified gaps through NTS tests.	<b>EEF toolkit:</b> Small group tuition, Individualised Instruction, One to One tuition, Mastery Learning, Phonics, Homework, Metacognition and self-regulation, Extending School Time, Reading Comprehension strategies, Feedback. <b>EEF Guidance reports:</b> 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.	1,2,3,4,7
No-Nonsense intervention programme led by LSA team	<b>EEF toolkit:</b> Phonics, Small group tuition, Collaborative Learning Approaches, Oral Language Interventions, Individualised Instruction, Extending School Time, Reading Comprehension strategies, Feedback. <b>EEF Guidance reports:</b> 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	<b>EEF toolkit:</b> 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. <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	1,2,3,4,5,8,9,10,11

	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.	
Develop 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

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively deploy a parental involvement worker to tackle attendance, punctuality and proposed extended leave	<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, 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.	<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 (Mental health and well being program created by NHS)	<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 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	<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, 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	<b>EEF toolkit:</b> Collaborative Learning Approaches, Feedback, Parental Engagement <b>EEF Guidance reports:</b> Preparing for Literacy, 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, Preparing for Literacy, 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	1,2,5,6,7,8,9,11



	Learning in Primary Schools, and Making best use of Teaching Assistants.	
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 Primary Schools, Making best use of Teaching Assistants.	1,2,3,4,5,6,7,9

**Total budgeted cost: £128,889**

## 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 2023 to 2024 academic year.

There is no significant difference between the attainment of children in receipt of PP funding with other students. Both groups achieved above the national average in all statutory assessments in 2024.

Attendance was 95.1% for the whole academy- Non PP 95.4% and PP 94.4%.

### 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
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

### 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)**