

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Allerton Academy
Number of pupils in school	1953 (inc 26 FTE Nursery)
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	D Carr Principal
Pupil premium lead	Rebecca Greenwood Primary Head A Patch VP Secondary
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,035 (Pri) £437,833 (Sec)
Recovery premium funding allocation this academic year	£ 13,430 (Pri) £ 125, 210 (Sec)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£702, 508

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, can achieve our academy mission to develop good moral principles and achieve exceptional outcomes that allow them to have ambitious life choices. The focus of this strategy is to support disadvantaged pupils to achieve our mission, including progress for those who are already high achievers.

Our Pupil Premium strategy is divided into the following four priority areas:

- Quality first teaching and harnessing the power of feedback
- Highly tailored interventions and more time
- Minimising barriers to achievement
- Keeping aspirations on track and broadening experiences

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Our approach will be responsive to common challenges and individual needs, driven by robust diagnostic assessment, not assumptions about the impact of disadvantage. Across all phases of the academy, and in every lesson, students will be supported to think and improve in response to astute feedback. We will ensure that our daily practice is of a consistently high standard and invest in teacher talent by delivering a bespoke program of practice and coaching.

We have thought carefully about what barriers to learning our children are experiencing, and how to remove or, at least, minimise them. We will employ additional staff to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing. The academy recognises the vital link between home and school and will continue to strengthen parental engagement.

A high proportion of our children come from the most deprived wards in Bradford, which in turn is one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mind-set, and to progress onto higher education. The message throughout the academy is that everybody is the best in the world at something. Teachers talk to children about 'being experts' and working hard is a closer step towards the goal each day. We will expose our children to as many inspiring careers, experiences and ideas as we can to raise their aspirations and broaden their knowledge and understanding of the world.

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

Challenge number	Detail of challenge
1	Assessments indicate that many of our children, particularly our most disadvantaged, have communication and language skills that are underdeveloped. This is evident from Reception through to KS2 and the result of families with limited life experiences and limited spoken English at home.
2	Assessments confirm that our youngest disadvantaged children need additional support with Phonics. Whilst historically, a high proportion of children meet the expected standard in the PSC, our most disadvantaged children need significant intervention in order to achieve.
3	Assessments indicate that attainment in Maths is low for our disadvantaged children.
4	Our assessments and observations and discussions with families indicates that the wellbeing (inc social and emotional need) of many of our disadvantaged pupils has been negatively affected by the recent pandemic. Isolation and lack of opportunity to socialise outside of the family home has meant that children have found the return to school particularly challenging. Referrals to our pastoral team for SEMH have increased significantly upon the return to school.
5	Many of our disadvantaged children face multiple barriers to learning. A large proportion are being supported by social care (or have in the past) and/or have other identified needs.
6	Our records confirm that the attendance of disadvantaged children is lower than that of other pupils. PA for these children is also higher than that of other pupils.
7	Lack of opportunity for disadvantaged students to extend and engage in learning at home. Pupils who are disadvantaged are more often in need of IT support.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments (inc. NELI) and observations indicate significantly

	improved oral language among disadvantaged pupils. This will have a direct impact on reading and writing and be evidenced by KS2 outcomes that are at least in line with NA for all other children.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
Combined attainment at KS2 is in line with NA for all pupils, particularly disadvantaged children.	Combined attainment in RWM is at least in line with NA for all groups.
Improved attainment among secondary disadvantaged students through targeted subject intervention and prevention	<ul style="list-style-type: none"> • Cycle 3 outcomes show that disadvantaged students have a percentile rank greater than 31% • Y11 disadvantaged pupil outcomes will move closer to the overall progress figure • Academy data shows that more than 70% of disadvantaged pupils met the expected homework standard <p>Significant reduction in any sanctions which reduce contact in learning time</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil and parent feedback, staff observations, • number of incidents recorded on CPOMs reflects the proportion of need for disadvantaged pupils • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • An increase in referrals to external specialist services to support students well being • An increase of referrals from staff for disadvantaged pupils

	<ul style="list-style-type: none"> • An increase in Early Help support through the Local Authority service
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% Primary, 10% Secondary and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced until it is negligible. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.

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: £ 250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (NTS Assessments)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and high-quality feedback and instruction:</p> <p>EEF Feedback</p>	<p>1,2,3,4</p>
<p>Embedding dialogic activities across the school curriculum. This will support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Primary English Lead to plan and implement according to action plan.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Purchase Read Write Inc resources (inc learning platform) and facilitate necessary training to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,5</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and work with other leaders within the Trust to develop expertise at all levels.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Early Years and KS1 Maths Teaching</p>	<p>1,3,4</p>
<p>Smaller group teaching in KS2 so that children receive regular and precise feedback in order to make rapid progress.</p>	<p>Feedback supports children in taking greater responsibility for their own improvement or through increasing their motivation to improve.</p> <p>EEF Feedback</p>	<p>1,2,3,4,5,6</p>
<p>Deliver a PSHCE curriculum which teaches students how they can keep themselves safe and manage their vulnerabilities</p>	<p>Recent pandemic has presented an increase in recorded DA notifications, social media conflicts between peers, low mood anxiety and self-esteem.</p>	<p>4,5</p>
<p>All through CPD Safeguarding programme that covers Keeping Children Safe in Education to increase staff knowledge and awareness</p>	<p>An increase in staff referrals around student wellbeing and strategies to support students.</p>	<p>4,5</p>
<p>Appointment of a librarian</p>	<p>Reading for pleasure is crucial for young people's cognitive development and is the biggest determinant for academic success.</p> <p>Children who enjoy reading have an average reading age of 15.3 years, while those who don't enjoy reading have an average reading age of just 12 years, a difference of 3.3 years.</p>	<p>1,2,4</p>

	DfE Reading for pleasure 2012	
Appointment of an all through lead for Literacy	Literacy is key to learning across all subjects and a strong predictor of outcomes. There is a need to develop high quality interventions for students with the weakest levels of literacy, particularly disadvantaged students in KS3. EEF_KS3_KS4 Literacy	1,2

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

Budgeted cost: £ 230, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and delivery of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. NELI Deployment of SALT	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Communication and Language Approaches EEF	1,4,5,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Pro-		3,4,5

<p>gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Provide opportunities within provision areas for children to consolidate new information through a variety of games, techniques and strategies.</p>	<p>It is becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period, is more effective than so called massed practice Cognitive Science Approaches EEF</p>	1,2,3,4,5,6
<p>Access to Technology</p>	<p>Remote learning uptake was significantly lower for disadvantaged students due to a lack of access to IT. Continue to work with the DfE/Trust to ensure digital devices for those eligible can be claimed.</p>	1,2,3,4
<p>Embed knowledge organisers to be used for effective home learning</p>	<p>It is becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period, is more effective than so called massed practice. Cognitive Science Approaches EEF</p>	1,2,3
<p>Purchase Lexia Learning to support students with low level literacy levels</p>	<p>Effective reading strategies both in and beyond the classroom have a positive impact on students' ability to access the taught curriculum.</p>	1,2,3,4
<p>Embed subject specific targeted interventions to accelerate progress and address learning gaps</p>	<p>Great teaching and targeted approaches to meet the needs of individuals is the most important lever schools have to improve pupil attainment. EEF Teaching and Learning Toolkit</p>	1,2,3,4
<p>Learning and Cognition base</p>	<p>Year 6 transition data highlighted an increase in the number of disadvantaged</p>	1,4,5

	students with a cognition and learning need.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £222, 508

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint and train staff to support children with self-regulation and emotional wellbeing.</p> <p>(2X Learning Mentors and specialist SEMH base for Secondary students)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,5,6
<p>Appointment of a Safeguarding Officer to provide individual support</p>	<p>Increase in Child Protection and Child in Need threshold</p>	4,5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Ensure that systems and procedures are applied consistently, and that parents fully understand the importance of attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Parent Workshops</p> <p>Reintroduce regular opportunities for parents to develop their understanding of how and what their children will be learning so that they</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p> <p>Parental Engagement EEF</p>	1,2,3,4,5,6,7

can support effectively at home.		
Subsidy of curriculum enhancement opportunities both within and outside of school day.	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Physical Activity EEF</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>Arts Participation EEF</p>	1,2,3,4,5,6,7
Employ a Family Support Worker to strengthen relationships with harder to reach families	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p> <p>Parental Engagement EEF</p>	1,2,3,4,5,6,7
Celebration and Recognition reward events	<p>Recognising achievement increases self-esteem, improves motivation and keeps students engaged in learning.</p> <p>BtC5 Recognising Achievement, Profiling and Reporting</p>	1,2,3,4,5
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 702, 508

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.

Primary

KS2 SATs

(27 children, 7 of whom have SEND)

(NA for this group)

Group	RWM	RM	Reading	Writing	Maths
All Others	62.5%	71.9%	81.3% (80%)	71.9% (75%)	78.1% (78%)
Disadvantaged	40.7%	48.2%	66.7% (62%)	63% (55%)	55.6% (56%)
School Gap	-21.8	-23.7	-14.6	-8.9	-22.5

Whilst the attainment gap within school needs to be reduced, our disadvantaged children do perform better than the same group nationally.

KS1 SATs

(15 children, 5 of whom have SEND)

Group	RWM	Reading	Writing	Maths
All Others	55.6%	68.9%	57.8%	75.6%
Disadvantaged	33.3%	40.0%	33.3%	60%
School Gap	-22.3%	-28.9%	-24.5%	-15.6%

Secondary

	Average Attainment Rank				Year 11	2021-22		2019
	Year 7	Year 8	Year 9	Year 10	Att8	P8		Att8
All others	46.5%	45.4%	51.5%	33.7%	49.5	0.56	48.7	+0.62
Disadvantaged	43.5%	38.6%	42.9%	27.68%	38.4	-0.18	35.2	-0.15
School Gap	-3.2%	-6.8%	-8.65	-9.3%	-11.1	-0.74	-13.5	-0.77

In Year 7 to 9 disadvantaged children's current attainment meets expectations, Av Att rank >30%.

EBacc entry for disadvantaged pupils was 60.3%, higher than in the previous 3 years.

66% of disadvantaged pupils who took part in the NTP met or exceeded their target grade in their GCSE English Language, whilst 20% of these students achieved 1 or more grade above Cycle 3 data in Y10. In English Literature, 44% met or exceeded their Cycle 3 data in Y10, whilst 33% of students achieved 1 or more grade above target. Similarly, in Maths, 61% of pupils receiving tuition met or exceeded their Cycle 3 data in Y10, with 33% achieving 1 or more grade above target.

The overall absent rate (all through) 12.6%. However, disadvantaged pupils have an average absent rate of 16.9%. Persistent absence currently stands at 46.1%. A robust attendance strategy is now in place.

The number of behaviour events per disadvantaged pupils remained under 5 across the cycles, with a 22.7 % reduction in 'Always on task' logs.

Two safeguarding officers have been appointed to respond to individual concerns, as well as managing more complex cases from disclosure to resolution. Workshops run for vulnerable groups of pupils on issues such as CSE, low self-esteem and anxiety.

All year managers and safeguarding officers are now trained as EH lead practitioners.

There is a three year long programme of training for staff with fortnightly sessions delivered on the specific categories identified by KCSIE 22. As a result, there has been an increase in staff referrals around children's wellbeing and strategies deployed to support them.

Last academic year was the first uninterrupted academic year since before the pandemic. In the year before the pandemic, there were 500 CPOMs entries logged. Last year there were 5,000 of which 62% were for disadvantaged children. This increase is due to the increased need in the community post pandemic. It is also due to the increased training of staff and greater awareness of safeguarding issues.

An all through PSHCE lead has been appointed and weekly sessions are delivered in Collective Learning. The recent pandemic has presented an increase in recorded DA notifications, social media conflicts between peers, low mood, anxiety and self-esteem. This has frequently come as a result of pupil's greater awareness of issues due to the PSHCE curriculum.

There are now designated 'weeks' across the school year where daily assemblies are delivered on issues such as equality, illegal activity, bullying, and healthy relationships.

Early Help numbers have increased in the last year, whilst the number of pupils subject to a CP or CIN plan has dropped from approximately 35 at the start of 21/22 to 15 at

the start of 22/23. The number of EH has increased from 4 to 10 during the same time period.

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
Boxhall Profile	Nurtureuk
Times Table Rockstars	Maths Circle
Mathletics	3P Learning
Purple Mash	2 Simple
Small Group Tuition (KS2-4)	The Tutor Trust
Small Group Tuition P16	The Access Project
Sparxs	Sparx Limited
Speech and Language Therapy	Bradford NHS
ActiveLearn	Pearson