

## Dixons Music Primary Pupil Premium Review 2019-22

### Allocation, Spend and Impact

#### Student numbers to be used in calculation of the Pupil Premium Grant (PPG)

| Allocation   | Expected funding |       |                |           |       |                |         |  |  |
|--|------------------|-------|----------------|-----------|-------|----------------|---------|--|--|
|  | 2019/20          |       |                | 2020/21   |       |                | 2021/22 |  |  |
| Based on the School Census   |                  |       |                |           |       |                |         |  |  |
| Students in year groups R to 6 recorded as Ever 6 FSM  | 55               | £1320 | £72,600        | 63        | £1345 | £84,735        |         |  |  |
| Looked-after children (LAC)  | 0                | £2300 | £0             | 0         | £2345 | £0             |         |  |  |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | 5                | £580  | £2,900         | 4         | £2345 | £9380          |         |  |  |
| Service Children   | 0                | £300  | £0             | 0         | £300  | £0             |         |  |  |
| <b>Total</b>   | <b>55</b>        |       | <b>£75,500</b> | <b>67</b> |       | <b>£94,115</b> |         |  |  |

#### Barriers to future attainment for students eligible for the PPG (including high ability)

##### Internal barriers

- In-school on entry attainment gaps in Reception: ≤5% of all Reception students are at age related expectations on entry
- Disadvantaged students often start at Dixons Music Primary with less understanding of their aspirations and how to achieve them
- Ensuring disadvantaged students develop and maintain strong learning habits

##### External barriers

- Attendance and persistent absenteeism of disadvantaged students
- Building strong relationships with families can be more complex. Emphasis during Reception and KS1 to include PP families in school community events and workshops
- Larger proportion of disadvantaged students with DSEN in KS2

## How are we spending the PPG?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

### Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Therefore, we are using additional funding to employ teachers with a good track record of working with disadvantaged students. We develop teacher talent by investing in disciplined, deliberate and intelligent practice and coaching.

The best way to ensure students make progress is to provide effective feedback. On top of establishing a common approach and minimum requirements, staff work hard to harness the power of feedback. For example, each day has feedback time built into it where the class teacher works with children either one to one or in small groups with the aim that no child goes home with a misconception. Every cycle, parents receive a highly personalised written report, a face-to-face meeting or a telephone call home. Moreover, our whole culture is built on feedback. During morning meetings, family dining and assembly we reflect on our attitudes to learning and think about how we can improve.

### Highly tailored interventions and more time

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year R and deploy our best teachers to help close these gaps. Gaps and needs are constantly monitored and impact evaluated. For example, we use our SLT (including our INCo) to teach our most vulnerable students for mathematics and literacy. We have also established a nurture based interventions which is overseen by our Vice Principal.

At Music Primary, we have an extended academy day. Our pupils have more time in the classroom to acquire knowledge, skills and understanding. At DMP, we believe that there are no shortcuts to success and our students would not make the progress they do without more time in school. Much of this incurs additional cost.

### Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed a Home-Academy liaison officer to provide well-targeted support to improve links with families and to assist in early identification of barriers to learning. To ensure pupils are accessing their learning, we also employ a behaviour and attendance officer who works with families on making sure pupils attend regularly and on time. We visit all pupils at home before they begin school to establish our partnership with families.

We insist on good learning habits with the highest of expectations and no excuses. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times.

### Keeping aspirations on track and broadening experiences

49% of our students 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 at Music Primary is that ALL students are going to university. Teachers talk to students about 'climbing the mountain to university' by working hard and taking steps towards the goal each day. We continuously expose students to university.

Like many independent schools, we devote a significant amount of time to the development of holistic all-round development, especially in the sports and the arts. As a result, we spend around £250 per student on bought-in curriculum.



## Statements of success / impact – YEAR R

Use £85.945 to ensure:

|   |  | RAG     |         |         |
|---|--|---------|---------|---------|
|   |  | 2019/20 | 2020/21 | 2021/22 |
| A | The % of disadvantaged students making <b>more than</b> expected progress towards GLD <b>matches or is improving</b> towards that of <b>other students in the school</b>                           | Dis     |         |         |
|   |  | Oth     |         |         |
| B | The % of disadvantaged students <b>on track to achieve a good level of development matches or is higher than</b> that of <b>all students nationally</b> (2018 national for other = 74%, dis = 57%) | Dis     |         |         |
|   |  | Nat     |         |         |
| C | For disadvantaged students, progress in <b>reading</b> is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that for <b>other students</b>          | Dis     |         |         |
|   |  | Oth     |         |         |
| D | For disadvantaged students, progress in <b>writing</b> is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that for <b>other students</b>          | Dis     |         |         |
|   |  | Oth     |         |         |
| E | For disadvantaged students, progress in <b>number</b> is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that for <b>other students</b>           | Dis     |         |         |
|   |  | Oth     |         |         |
| F | The % of disadvantaged students making <b>more than</b> expected progress in <b>reading matches or is improving</b> towards that of <b>other students in the school</b>                            | Dis     |         |         |
|   |  | Oth     |         |         |
| G | The % of disadvantaged students making <b>more than</b> expected progress in <b>writing matches or is improving</b> towards that of <b>other students in the school</b>                            | Dis     |         |         |
|   |  | Oth     |         |         |
| H | The % of disadvantaged students making <b>more than</b> expected progress in <b>number matches or is improving</b> towards that of <b>other students in the school</b>                             | Dis     |         |         |
|   |  | Oth     |         |         |
| I | The average % attendance for disadvantaged students is, at least, 96%  | Dis     | 96.9    |         |
|   |  | Oth     | 95.2    |         |

## Statements of success / impact – YEAR 1

|   |   | RAG     |         |         |
|---|---|---------|---------|---------|
|   |   | 2019/20 | 2020/21 | 2021/22 |
| A | The % of disadvantaged pupils meeting the expected standard in the year one phonics screening check matches that of <b>other pupils</b> nationally and in the school (2017 national for other = 83%, dis = 70%) | Dis     |         |         |
|   |   | Nat     |         |         |
| B | The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school              | Dis     |         |         |
|   |   | Oth     |         |         |



## Statements of success / impact – YEAR 1

|   |   | RAG     |         |         |
|---|---|---------|---------|---------|
|   |   | 2019/20 | 2020/21 | 2021/22 |
| C | The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school  | Dis     |         |         |
|   |   | Oth     |         |         |
| D | The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school  | Dis     |         |         |
|   |   | Oth     |         |         |
| E | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school  | Dis     |         |         |
|   |   | Oth     |         |         |
| F | The % of disadvantaged pupils on track to exceed the expected standard in writing by the end of Year 1 <b>matches or is improving towards</b> that of other pupils in the school  | Dis     |         |         |
|   |   | Oth     |         |         |
| G | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 1 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school  | Dis     |         |         |
|   |   | Oth     |         |         |
| H | From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school | Dis     |         |         |
|   |   | Oth     |         |         |
| I | The average % attendance for disadvantaged students is, at least, 96%   | Dis     | 94.5    |         |
|   |   | Oth     | 95.8    |         |

## Statements of success / impact – YEAR 2

|   |   | RAG     |         |         |
|---|---|---------|---------|---------|
|   |   | 2019/20 | 2020/21 | 2021/22 |
| A | The % of disadvantaged pupils meeting the expected standard in the year two phonics screening check matches that of <b>other pupils</b> nationally and in the school (2017 national for other = 78%, dis = 86%)   | Dis     |         |         |
|   |   | Oth     |         |         |
| B | The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school (2017 national for other = 78%, dis = 62%) | Dis     |         |         |
|   |   | Oth     |         |         |
| C | The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school (2017 national for other = 77%, dis = 60%) | Dis     |         |         |
|   |   | Oth     |         |         |
| D |   | Dis     |         |         |



## Statements of success / impact – YEAR 2

|   |   | RAG        |         |         |
|---|---|------------|---------|---------|
|   |   | 2019/20    | 2020/21 | 2021/22 |
|   | The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school (2017 national for other = 70%, dis = 53%) | <i>Oth</i> |         |         |
| E | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school for 2018 figures                                   | <i>Dis</i> |         |         |
|   |   | <i>Oth</i> |         |         |
| F | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school for 2018 figures                                   | <i>Dis</i> |         |         |
|   |   | <i>Nat</i> |         |         |
| G | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of KS1 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally and in the school for 2018 figures                               | <i>Dis</i> |         |         |
|   |   | <i>Oth</i> |         |         |
| H | From each different starting point (emerging, expected, exceeding), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school               | <i>Dis</i> |         |         |
|   |   | <i>Oth</i> |         |         |
| I | The average % attendance for disadvantaged students is, at least, 96%   | <i>Dis</i> | 95.7    |         |
|   |   | <i>Oth</i> | 97.3    |         |

## Statements of success / impact – YEAR 3

|   |  | RAG        |         |         |
|---|--|------------|---------|---------|
|   |  | 2019/20    | 2020/21 | 2021/22 |
| A | The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 3 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school     | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| B | The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 3 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school     | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| C | The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 3 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| D | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 3 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school         | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| E |  | <i>Dis</i> |         |         |



### Statements of success / impact – YEAR 3

|   |  | RAG        |         |         |
|---|--|------------|---------|---------|
|   |  | 2019/20    | 2020/21 | 2021/22 |
|   | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of Year 3 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | <i>Oth</i> |         |         |
| F | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 3 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| G | From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school | <i>Dis</i> |         |         |
|   |  | <i>Nat</i> |         |         |
| H | The average % attendance for disadvantaged students is, at least, 96%  | <i>Dis</i> | 93.6    |         |
|   |  | <i>Oth</i> | 95.7    |         |

### Statements of success / impact – YEAR 4

|   |  | RAG        |         |         |
|---|--|------------|---------|---------|
|   |  | 2019/20    | 2020/21 | 2021/22 |
| A | The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| B | The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| C | The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| D | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| E | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| F | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 4 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | <i>Dis</i> |         |         |
|   |  | <i>Oth</i> |         |         |
| G | From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school | <i>Dis</i> |         |         |
|   |  | <i>Nat</i> |         |         |



## Statements of success / impact – YEAR 4

|   |   | RAG     |         |         |
|---|---|---------|---------|---------|
|   |   | 2019/20 | 2020/21 | 2021/22 |
| H | The average % attendance for disadvantaged students is, at least, 96% | Dis     | 96.9    |         |
|   |   | Oth     | 96.7    |         |

## Statements of success / impact – YEAR 5

|   |  | RAG     |         |         |
|---|--|---------|---------|---------|
|   |  | 2019/20 | 2020/21 | 2021/22 |
| A | The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 5 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | Dis     |         |         |
|   |  | Oth     |         |         |
| B | The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 5 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | Dis     |         |         |
|   |  | Oth     |         |         |
| C | The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 5 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | Dis     |         |         |
|   |  | Oth     |         |         |
| D | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in reading by the end of Year 5 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | Dis     |         |         |
|   |  | Oth     |         |         |
| E | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in writing by the end of Year 5 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | Dis     |         |         |
|   |  | Oth     |         |         |
| F | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics by the end of Year 5 <b>matches or is improving towards</b> that of <b>other pupils</b> in the school   | Dis     |         |         |
|   |  | Oth     |         |         |
| G | From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> in the school | Dis     |         |         |
|   |  | Nat     |         |         |
| H | The average % attendance for disadvantaged students is, at least, 96%  | Dis     | 95      |         |
|   |  | Oth     | 97.1    |         |

## Statements of success / impact – YEAR 6

|   |  | RAG     |         |         |
|---|--|---------|---------|---------|
|   |  | 2019/20 | 2020/21 | 2021/22 |
| A | The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading, writing and mathematics combined by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 67%, dis = 48%)           | Dis     |         |         |
|   |  | Oth     |         |         |
| B | The % of disadvantaged pupils on track to achieve or exceed the expected standard in reading by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 77%, dis = 60%)   | Dis     |         |         |
|   |  | Oth     |         |         |
| C | The % of disadvantaged pupils on track to achieve or exceed the expected standard in writing by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 81%, dis = 66%)   | Dis     |         |         |
|   |  | Oth     |         |         |
| D | The % of disadvantaged pupils on track to achieve or exceed the expected standard in mathematics by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 80%, dis = 63%)   | Dis     |         |         |
|   |  | Nat     |         |         |
| E | The % of disadvantaged pupils on track to achieve or exceed the expected standard in GPaS by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for other = 82%, dis = 66%)  | Dis     |         |         |
|   |  | Nat     |         |         |
| F | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard (achieve a high score) in reading by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for all = 25%)                                       | Dis     |         |         |
|   |  | Nat     |         |         |
| G | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in mathematics (achieve a high score) by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for all = 23%)                                   | Dis     |         |         |
|   |  | Nat     |         |         |
| H | The % of disadvantaged pupils on track to <b>exceed</b> the expected standard in GPaS (achieve a high score) by the end of Year 6 <b>matches or is improving towards</b> that of <b>other pupils</b> nationally (2017 national for all = 31%)  | Dis     |         |         |
|   |  | Nat     |         |         |
| I | From each different starting point (working towards standard, expected standard, greater depth), the % of disadvantaged pupils making expected progress from their KS1 baseline in reading, writing and mathematics <b>matches or is improving towards</b> that of <b>other pupils</b> | Dis     |         |         |
|   |  | Nat     |         |         |
| J | The average % attendance for disadvantaged students is, at least, 96%  | Dis     | 93.1    |         |
|   |  | Oth     | 96.6    |         |



| Plan / Spend   |  | AIP Link* | EEF Toolkit** | Implementation Timeline |        |        |        |        |        |        |                | Cost (£) | Lead | RAG     |         |         |
|--|--|-----------|---------------|-------------------------|--------|--------|--------|--------|--------|--------|----------------|----------|------|---------|---------|---------|
|  |  |           |               | Jul 20                  | Oct 20 | Jan 21 | Jul 21 | Sep 21 | Jan 22 | Jul 22 | Sep 23         |          |      | 2019/20 | 2020/21 | 2021/22 |
| <b>Quality first teaching and harnessing the power of feedback</b> |  |           |               |                         |        |        |        |        |        |        | <b>£53,000</b> |          |      |         |         |         |
| 1  | Employ graduate co-teacher to enable teachers to deliver greater, more impactful same day feedback and smaller teaching groups | 1.2       | 9             | PI                      | Im     |        | Rv     | Im     |        | Rv     | →              |          | LRR  |         |         |         |
| 2  | Design and implement a bespoke CPD programme underpinned by development of a practice culture                                  | 2.1       | 3             | PI                      | Im     |        | Rv     | Im     |        | Rv     | →              |          | LRR  |         |         |         |
| 3  | Use specialists to deliver PE, Performing Arts, Music, Science and Art   | 1.2       | 1<br>32       | PI                      | im     |        | Rv     | im     |        | Rv     | →              |          | LRR  |         |         |         |
| <b>Highly tailored interventions and more time</b>                 |  |           |               |                         |        |        |        |        |        |        | <b>£66,000</b> |          |      |         |         |         |
| 4  | Strategically deploy INCo and SLT to work with our most vulnerable pupils across all key stages                                | 1.1       | 9             | PI                      | Im     |        | Rv     | Im     |        | Rv     | →              |          | LRR  |         |         |         |
| 5  | Strategically deploy 2 GCTs to work with identified students across all key stages in Mountain Rescue provision                | 1.1       | 30            | PI                      | Im     |        | Rv     | Im     |        | Rv     | →              |          | LRR  |         |         |         |
| 6  | Employ an apprentice L3 TA in EYFS to provide capacity for additional early intervention focusing on BESD, C&L and Literacy    | 1.2       | 7             | PI                      | Im     |        | Rv     | Im     |        | Rv     | →              |          | LPa  |         |         |         |
| 7  | Timetable Assistant Vice Principal to work out of class with identified KS1 students for English and Maths                     | 1.2       | 25            | PI<br>Im                | Rv     | →      |        |        |        |        |                |          | RFi  |         |         |         |
| <b>Minimising barriers to achievement</b>                          |  |           |               |                         |        |        |        |        |        |        | <b>£22,000</b> |          |      |         |         |         |
| 10   | Provide targeted support to improve attendance, behaviour and links with families where these are barriers                     | 3.1       | 20            | PI                      | Im     | Rv     | →      |        |        |        |                |          | NJo  |         |         |         |
| 11   | Employ a SaLT to improve spoken language to identified students and to provide bespoke training for staff                      | 1.2       | 18            | PI                      | Im     |        | Rv     | →      |        |        |                |          | KLi  |         |         |         |



## Plan / Spend

|  | AIP Link*   | EEF Toolkit** | Implementation Timeline |        |        |        |        |        |        |        |                 | Cost (£) | Lead | RAG     |         |  |
|--|---|---------------|-------------------------|--------|--------|--------|--------|--------|--------|--------|-----------------|----------|------|---------|---------|--|
|  |   |               | Jul 20                  | Oct 20 | Jan 21 | Jul 21 | Sep 21 | Jan 22 | Jul 22 | Sep 23 | 2019/20         |          |      | 2020/21 | 2021/22 |  |
| <b>Keeping aspirations on track and broadening experiences</b> |   |               |                         |        |        |        |        |        |        |        | <b>£3,000</b>   |          |      |         |         |  |
| <b>12</b>  | Raise aspirations through student experience including university visits, expeditions, residential by subsidising | 3.2           | 2                       |        |        | PI     | Im     | Rv     | →      |        |                 | HSh      |      |         |         |  |
|  |   |               |                         |        |        |        |        |        |        |        | <b>£143,000</b> |          |      |         |         |  |

\*AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details)

\*\*EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details)

### Key

|           |             |           |      |           |       |           |        |           |           |
|-----------|-------------|-----------|------|-----------|-------|-----------|--------|-----------|-----------|
| <b>Co</b> | Communicate | <b>PI</b> | Plan | <b>Pt</b> | Pilot | <b>Rv</b> | Review | <b>Im</b> | Implement |
|-----------|-------------|-----------|------|-----------|-------|-----------|--------|-----------|-----------|

## Review of expenditure 2019/20

### Quality first teaching and harnessing the power of feedback

| Impact   | Lessons Learned  |
|--|--|
| <ul style="list-style-type: none"> <li>• KS2, KS1 and EYFS outcomes on track to be above national figures from low starting points</li> <li>• Overall, disadvantaged students make the same, or better progress than their peers in most year groups</li> <li>• 100% of teachers are performing, at least, in line with professional stage</li> <li>• Rigorous implementation of intervention plans in C1 and C2</li> <li>• Additional teachers have strong impact in English and maths</li> </ul> | <ul style="list-style-type: none"> <li>• Y6 best practice of same day intervention and prevention (including careful tracking of LTPs) to be shared lower down the academy</li> <li>• Embed 3 teachers across a year group model for all year groups</li> <li>• Y5 disadvantaged students need additional support for maths and reading to continue to close gaps and increase attainment</li> </ul> |

### Highly tailored interventions and more time

| Impact   | Lessons Learned   |
|--|---|
| <ul style="list-style-type: none"> <li>• Disadvantaged students on track to meet the phonics screening check in Year 1 is above national (83% other students nationally)</li> <li>• In Year 6, 86% of disadvantaged students were on track to achieve EXS in KS2 SATs</li> <li>• Disadvantaged students in Year 6 were on track to outperform other students in Writing and GPAS</li> <li>• Longer academy day enables our broad and balanced curriculum to be taught effectively as well as quality interventions and additional English and maths lessons</li> <li>• Teachers have more time to feedback to students within the academy day, so students do not go home with misconceptions</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure students make accelerated progress, ensure phonics interventions begin at the start of the academic year for both Year 1 and Year 2 resits so no child leaves KS1 without being able to decode</li> <li>• Tailor questioning to provide opportunities for students to answer higher order questioning in humanities (non-fiction pieces).</li> <li>• Ensure a range of EFA techniques are embedded by early career staff when recovery planning</li> </ul> |

### Minimising barriers to achievement

| Impact  | Lessons Learned   |
|---|---|
| <ul style="list-style-type: none"> <li>• Impact of employing a SaLT leading to students with SLCN as primary need (some students have more than one need) have made good progress:             <ul style="list-style-type: none"> <li>○ in maths, 83% made expected progress, with 38% making more than this</li> <li>○ in reading, 85% made expected progress, with 27% making more than this</li> <li>○ in GPAs, 100% made expected progress, with 52% making more than this</li> <li>○ in writing, 80% made expected progress, with 35% making more than this</li> </ul> </li> <li>• Attendance for disadvantaged students was 95.1% up to C2</li> </ul> | <ul style="list-style-type: none"> <li>• In C1 address attendance concerns with families from the year before to set the students in good stead for the year ahead</li> <li>• Continue to link recognition events to strong attendance &amp; punctuality and good behaviour each cycle</li> <li>• Plan for further parental workshops at both the start and end of the academy day as well as explicit support for remote learning</li> </ul> |

### Keeping aspirations on track and broadening experiences

| Impact   | Lessons Learned   |
|--|---|
| <ul style="list-style-type: none"> <li>• Students visit several universities at each key stage</li> <li>• Parliament Week and Careers Week were highly successful</li> <li>• Extracurricular opportunities for all students e.g. lego club, holiday clubs, DMP Young Voices</li> </ul> | <ul style="list-style-type: none"> <li>• Expand extra-curricular provision to include a wider range of sports and hobbies</li> <li>• Collaborate with other primaries to share experiences through Linking Schools Project</li> </ul> |



## Appendix 1 Academy Improvement Plan

### Priorities for 2019-22

Our key drivers of mastery, autonomy and purpose<sup>1</sup> underpin our priorities for 2019-22:

**Mastery:** the urge to get better and better at something that matters

- 1.1 Demonstrate exceptional results at all key stages
- 1.2 Ensure teaching and learning is outstanding with a culture of meaningful feedback
- 1.3 Refine the academy's knowledge rich curriculum through high quality schemes of work which are expertly planned

**Autonomy:** the desire to direct our own lives

- 2.1 Craft a healthy culture among staff and students by creating and over-communicating clarity
- 2.2 Develop learners with innate resilience who live and breathe the academy's learning habits
- 2.3 Produce effective, autonomous leaders who re-inforce clarity at every level and live the academy's values

**Purpose:** the yearning to do what we do in the service of something larger than ourselves

- 3.1 Embed the genuine three-way partnership between families, students and staff
- 3.2 Work closely with the communities the academy serves by promoting what makes us unique
- 3.3 Collaborate with the primary phase at DAT to contribute to continuous improvement and raise standards

<sup>1</sup>Adopted from *Drive*, Daniel Pink 2009.

## Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

| Approach | Cost Estimate              | Evidence Estimate | Average Impact | Summary    |   |
|----------|----------------------------|-------------------|----------------|------------|---|
| 1        | Arts participation         | £ £ £ £ £         | ★★★★★          | + 2 Months | Low impact for low cost, based on moderate evidence.                      |
| 2        | Aspiration interventions   | £ £ £ £ £         | ★★★★★          | 0 Months   | Very low or no impact for moderate cost, based on very limited evidence.  |
| 3        | Behaviour interventions    | £ £ £ £ £         | ★★★★★          | + 3 Months | Moderate impact for moderate cost, based on extensive evidence.           |
| 4        | Block scheduling           | £ £ £ £ £         | ★★★★★          | 0 Months   | Very low or negative impact for very low cost, based on limited evidence. |
| 5        | Collaborative learning     | £ £ £ £ £         | ★★★★★          | + 5 Months | High impact for very low cost, based on extensive evidence.               |
| 6        | Digital technology         | £ £ £ £ £         | ★★★★★          | + 4 Months | Moderate impact for moderate cost, based on extensive evidence.           |
| 7        | Early years intervention   | £ £ £ £ £         | ★★★★★          | + 5 Months | High impact for very high cost, based on extensive evidence.              |
| 8        | Extended school time       | £ £ £ £ £         | ★★★★★          | + 2 Months | Low impact for moderate cost, based on moderate evidence.                 |
| 9        | Feedback                   | £ £ £ £ £         | ★★★★★          | + 8 Months | Very high impact for very low cost, based on moderate evidence.           |
| 10       | Homework (Primary)         | £ £ £ £ £         | ★★★★★          | + 2 Month  | Low impact for very low cost, based on limited evidence.                  |
| 11       | Homework (Secondary)       | £ £ £ £ £         | ★★★★★          | + 5 Months | High impact for very low cost, based on limited evidence.                 |
| 12       | Individualised instruction | £ £ £ £ £         | ★★★★★          | + 3 Months | Moderate impact for very low cost, based on moderate evidence.            |



| Approach |                                    | Cost Estimate | Evidence Estimate | Average Impact | Summary  |
|----------|------------------------------------|---------------|-------------------|----------------|--|
| 13       | Learning styles                    | £ £ £ £ £     | ★★★★★             | + 2 Months     | Low impact for very low cost, based on limited evidence.                 |
| 14       | Mastery learning                   | £ £ £ £ £     | ★★★★★             | + 5 Months     | High impact for very low cost, based on moderate evidence.               |
| 15       | Mentoring                          | £ £ £ £ £     | ★★★★★             | 0 Month        | Very low or no impact for moderate cost, based on extensive evidence.    |
| 16       | Meta-cognition and self-regulation | £ £ £ £ £     | ★★★★★             | + 7 Months     | High impact for very low cost, based on extensive evidence.              |
| 17       | One to one tuition                 | £ £ £ £ £     | ★★★★★             | + 5 Months     | High impact for high cost, based on extensive evidence.                  |
| 18       | Oral language interventions        | £ £ £ £ £     | ★★★★★             | + 5 Months     | High impact for very low cost, based on extensive evidence.              |
| 19       | Outdoor adventure learning         | £ £ £ £ £     | ★★★★★             | + 4 Months     | Moderate impact for moderate cost, based on moderate evidence.           |
| 20       | Parental involvement               | £ £ £ £ £     | ★★★★★             | + 3 Months     | Moderate impact for moderate cost, based on moderate evidence.           |
| 21       | Peer tutoring                      | £ £ £ £ £     | ★★★★★             | + 5 Months     | High impact for very low cost, based on extensive evidence.              |
| 22       | Performance pay                    | £ £ £ £ £     | ★★★★★             | + 1 Months     | Low impact for low cost, based on limited evidence.                      |
| 23       | Phonics                            | £ £ £ £ £     | ★★★★★             | + 4 Months     | Moderate impact for very low cost, based on very extensive evidence.     |
| 24       | Physical environment               | £ £ £ £ £     | ★★★★★             | 0 Months       | Very low or no impact for low cost based on very limited evidence.       |
| 25       | Reading comprehension              | £ £ £ £ £     | ★★★★★             | + 6 Months     | High impact for very low cost, based on extensive evidence.              |
| 26       | Reducing class size                | £ £ £ £ £     | ★★★★★             | + 3 Months     | Moderate impact for very high cost, based on moderate evidence.          |
| 27       | Repeating a year                   | £ £ £ £ £     | ★★★★★             | - 4 Months     | Negative impact for very high cost based on moderate evidence.           |
| 28       | School uniform                     | £ £ £ £ £     | ★★★★★             | 0 Months       | Very low or no impact for very low cost, based on very limited evidence. |
| 29       | Setting or streaming               | £ £ £ £ £     | ★★★★★             | - 1 Months     | Negative impact for very low cost, based on limited evidence.            |
| 30       | Small group tuition                | £ £ £ £ £     | ★★★★★             | + 4 Months     | Moderate impact for moderate cost, based on limited evidence.            |
| 31       | Social and emotional learning      | £ £ £ £ £     | ★★★★★             | + 4 Months     | Moderate impact for moderate cost, based on extensive evidence.          |
| 32       | Sports participation               | £ £ £ £ £     | ★★★★★             | + 2 Months     | Low impact for moderate cost based on limited evidence.                  |
| 33       | Summer schools                     | £ £ £ £ £     | ★★★★★             | + 2 Months     | Low impact for moderate cost based on extensive evidence.                |
| 34       | Teaching assistants                | £ £ £ £ £     | ★★★★★             | +1 Months      | Low impact for high cost, based on limited evidence.                     |
| 35       | Within-class attainment grouping   | £ £ £ £ £     | ★★★★★             | +3 Months      | Moderate impact for low cost, based on limited evidence.                 |



