

Pupil Premium Strategy & Impact Statement 2019 - 2022



Dukesgate Academy

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1. Summary Information					
School	Dukesgate Academy				
Academic Year	2018 - 19	Total Pupil Premium (PP) Budget	£163,680	Date of most recent PP Review	25.9.19.
Number of Pupils	224	Number of pupils eligible for PPG Number of LAC	124 10	Date for next internal review of strategy	Termly
Academic Year	2019 - 20	Total Pupil Premium (PP) Budget	£158,400	Date of most recent PP Review	1.9.2020.
Number of Pupils	232	Number of pupils eligible for PPG Number of LAC	120 7	Date for next internal review of strategy	Termly

2. Achievement 2018 - 2019			
(NB. The 2019 - 20 National Curriculum assessments did not take place due to the coronavirus (Covid-19) pandemic).			
Attainment Year 6 = 16/21			
Number of Pupils in Group	All Pupils Dukesgate (National)	Pupils Eligible for PPG / Disadvantaged	Other Pupils / Not Disadvantaged
Average Scaled Score in Reading	106	106	108
Average Scaled Score in Maths	107	107	110
Average Scaled Score in English GPS	111	109	115
Expected Standard + in Re, Wr & Ma	90%	88%	100%
Expected Standard + in Reading	90%	88%	100%
Expected Standard + in Writing (TA)	90%	88%	100%
Expected Standard + in Maths	100%	100%	100%

Expected Standard + in English GPS	90%	88%	100%
Progress Score in Reading	2.3	+3.1	-0.3
Progress Score in Maths	2.9	+3.4	+1.2
Progress Score in Writing	3.0	+2.9	+3.1

Attainment Year 2 - 2019			
Number of Pupils in Group 15/30	All Pupils Dukesgate	Pupils Eligible for PPG / Disadvantaged	Other Pupils / Not Disadvantaged
Expected Standard + in Re, Wr & Ma	70%	63%	88%
Expected Standard + in Reading	74%	68%	88%
Expected Standard + in Writing (TA)	74%	68%	88%
Expected Standard + in Maths	74%	68%	88%

Attainment in Phonics Y1 – 2019			
Number of Pupils in Group 17/30	All Pupils Dukesgate	Pupils Eligible for PPG / Disadvantaged	Other Pupils / Not Disadvantaged
Working at Expected Standard	80%	77%	85%

Attainment in Phonics Y2 – 2019			
Number of Pupils in Group 19/27	All Pupils Dukesgate	Pupils Eligible for PPG / Disadvantaged	Other Pupils / Not Disadvantaged
Working at Expected Standard	89%	90%	88%

Attainment in Early Years - Good Level of Development (GLD) – 2019			
Number of Pupils in Group 21/30	All Pupils Dukesgate	Pupils Eligible for PPG / Disadvantaged	Other Pupils / Not Disadvantaged
Reaching expected GLD	63%	67%	59%
ELG in CL – Listening & Attention	67%	71%	56%
ELG in CL – Understanding	67%	71%	56%
ELG in CL – Speaking	63%	67%	56%
ELG in Literacy – Reading	63%	67%	56%
ELG in Literacy – Writing	63%	67%	56%

Impact of Pupil Premium Grant

The use of the PPG at Dukesgate has had a significant positive impact on the following:

- Attainment at the end of EYs, Y2 phonics check and Y6
- Progress as measured against national expectations where possible.
- Where there has been a negative gap, this has reflected the national picture.
- Attendance

All of these factors when taken together are narrowing the gaps between disadvantaged pupils and their peers, indicating that the PPG is having a positive impact on achievement.

Due to the impact of the coronavirus pandemic and school closure from March 2020, school will continue with the strategies and approaches identified in section 4 & 5. The barriers to future learning identified in section 3 remain unchanged.

3. Barriers to future attainment (for pupils eligible for PPG including high ability)	
A.	Due to adverse early life experiences, many disadvantaged pupils have low self-esteem, a lack of resilience, underdeveloped emotional regulation, and self-control. These pupils are often not ready to learn due to their poor emotional well-being and do not achieve as well academically.
B.	Due to challenging social and economic factors, including limited life experiences of life beyond their immediate locality, many pupils lack the experiences to build cultural capital such as sports, healthy lifestyles, social skills, and higher order thinking activities.
C.	Low baseline of attainment on entry to Early Years impacting on school readiness, language skills, phonics acquisition and early reading.
D.	Speech and language development are poor resulting in children been less able to verbally explain or express their understanding in all areas of learning. Disadvantaged children do not attain as well academically at the higher levels as their non-disadvantaged peers in all age phases.
E.	Inward mobility of new pupils, often with historic poor attendance, social care involvement and / or complex additional needs.

4. Intended outcomes		Long Term Success Criteria		
		19 / 20	20 / 21	21 / 22
A	To provide effective emotional support for disadvantaged pupils through targeted support and interventions which allows them to achieve as well as their non-disadvantaged peers and ensure positive well-being.	<ul style="list-style-type: none"> Effective emotional support ensures that disadvantaged pupils make at least expected progress and achieve their academic targets. 	<ul style="list-style-type: none"> Effective emotional support ensures that disadvantaged pupils make at least expected progress and achieve their academic targets. 	<ul style="list-style-type: none"> Effective emotional support ensures that disadvantaged pupils make at least expected progress and achieve their academic targets.
B	To ensure disadvantaged pupils have access to enriching activities that impacts positively on their engagement in the curriculum and inspires them to learn.	<ul style="list-style-type: none"> Disadvantaged pupils experience a wide range of enriching activities where otherwise the opportunity would be lacking. 	<ul style="list-style-type: none"> Disadvantaged pupils experience a wide range of enriching activities where otherwise the opportunity would be lacking. 	<ul style="list-style-type: none"> Disadvantaged pupils experience a wide range of enriching activities where otherwise the opportunity would be lacking.

C	To improve Communication and Language skills and Literacy skills in Early Years and KS1 through targeted support and ensure all groups of learners achieve at least in line with national comparisons.	<ul style="list-style-type: none"> • Attainment in early reading and phonics will be at least in line with national comparisons in EYs and KS1. 	<ul style="list-style-type: none"> • Attainment in early reading and phonics will be at least in line with national comparisons in EYs and KS1. 	<ul style="list-style-type: none"> • Attainment in early reading and phonics will be at least in line with national comparisons in EYs and KS1
D	To improve the use and understanding of vocabulary and grammar so that more disadvantaged pupils achieve the higher standards in reading and writing in all age phases. Engagement with reading is high for all groups of pupils.	<ul style="list-style-type: none"> • More learners will achieve higher standard in reading and writing in every year group. 	<ul style="list-style-type: none"> • More learners will achieve higher standard in reading and writing in every year group. 	<ul style="list-style-type: none"> • More learners will achieve higher standard in reading and writing in every year group.
E	To improve the attendance of younger disadvantaged pupils; also, those who arrive in-year with historic poor attendance and eliminate all persistent absences.	<ul style="list-style-type: none"> • Early Years and Year 1 pupils settle quickly following admission to school and attend in line with school averages. • Attendance for targeted disadvantaged pupils will be in line with school and above national averages. 	<ul style="list-style-type: none"> • Early Years and Year 1 pupils settle quickly following admission to school and attend in line with school averages. • Attendance for targeted disadvantaged pupils will be in line with school and above national averages. 	<ul style="list-style-type: none"> • Early Years and Year 1 pupils settle quickly following admission to school and attend in line with school averages. • Attendance for targeted disadvantaged pupils will be in line with school and above national averages.

5. Planned Expenditure for the Academic Years 2019 – 22

Academic Years		2019 – 22			
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Dates?
<p><u>Barrier C & D</u> Fund an additional adult to work across EYs and KS1 to support the delivery of high-quality phonics and the teaching of early reading.</p> <p>Provide CPD for teaching & support staff, ensuring effective and robust delivery of agreed phonics scheme.</p> <p>Additional adult to identify, track & fill gaps in phonics' knowledge through targeted interventions.</p>	<p>The attainment gap will be closed for the proportion of disadvantaged pupils reaching the expected standard in the Y1 Phonics check.</p> <p>All non-SEND pupils reach the expected standard in the phonics' check by the end of KS1.</p> <p>Tracking of pupil progress in phonics is accurate & robust, securing good outcomes in phonics attainment for all groups of children.</p>	<p>EEF Teaching & Learning Toolkit:</p> <p>Phonics +4 Early Years Interventions +5 One to One tuition +5 Small group tuition +4 Teaching Assistants +1</p> <p>Cost: £33,000</p>	<ul style="list-style-type: none"> Monitoring of EY's & KS1 planning Lesson observations and learning walks Tracking & analysis of pupil data Pupil conferencing 	LW / CB & YD	Half Termly
<p><u>Barrier D & B</u> Additional trained adult to deliver high quality phonics and reading catch up programme for</p>	<p>Disadvantaged pupils and those arriving in-year in LKS2 make rapid progress and attain as well as their peers by the end of Y4.</p>	<p>EEF Teaching & Learning Toolkit:</p> <p>Reading comprehension strategies +6</p>	<p>Monitoring of planning Lesson observations Tracking and analysis of pupil outcomes T meetings</p>	YD	Termly at PPM

<p>disadvantaged pupils in Y3 & Y4.</p> <p>Purchase new reading resources linked to stages in Letters and Sounds reading scheme – Jelly and Bean and Rising Stars.</p> <p>Quality first teaching of reading, including comprehension strategies for all pupils, with further small group support for targeted vulnerable pupils in KS2.</p> <p>CPD for all staff so that vocabulary is being taught explicitly through guided reading with a focus on the acquisition of challenging or complex vocabulary and sentence structure.</p>	<p>All pupils have access to quality first teaching of all reading domains; attainment in reading is at least in line with national data, including at the higher levels.</p> <p>All pupils have access to reading material that is closely matched to their phonics’ ability and stage.</p> <p>All pupils experience quality first teaching of reading and attain their academic targets in reading, including at the higher levels.</p>	<p>Phonics +4 One to One tuition +5 Small group tuition +4 Mastery learning +5 Feedback +8 Reading comprehension strategies +6</p> <p>Cost: £15,000</p>	<p>Pupil conferencing</p> <p>Feedback from CPD sessions</p>	<p>DM</p>	
<p>Barrier C</p> <p>Additional adults to work across EYs and KS1 to provide targeted support in small groups and improve language development and vocabulary acquisition.</p>	<p>The proportion of disadvantaged pupils attaining a GLD at the end of reception will be at least in line with national comparisons.</p> <p>The proportion of disadvantaged pupils exceeding their ELGs at the</p>	<p>Oral language interventions +5 Small group tuition +4 Reading comprehension strategies +6</p> <p>Cost: £15,000</p>	<p>Monitoring of planning Lesson observations & learning walks Book scrutiny Data tracking & analysis Pupil voice</p>	<p>LW & JP</p>	

	<p>end of reception will be at least in line with national or Salford comparisons.</p> <p>All groups of pupils at the end of KS1 will attain their academic targets including attaining higher levels in reading and writing.</p>				
3 year budgeted cost				£63,000	
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Dates?
<p><u>Barrier A & E</u></p> <p>Fund and train specialist support staff to deliver bespoke interventions for those pupils with SEMH needs. Provide CPD for all staff to ensure Emotionally Friendly strategies are implemented consistently in all year groups.</p>	<p>Pupils have their emotional needs met throughout the day and are able to engage well in their learning. Pupil engagement in learning is high. Pupils make good progress in their learning and achieve their academic targets.</p>	<p>EEF Teaching & Learning Toolkit: Metacognition & self-regulation +7 Behaviour interventions +3 One to one tuition +5 Small group tuition +4 Social & Emotional Learning +4</p> <p>Cost: £10,000</p>	<p>Lesson observations & learning walks Analysis of the number of behaviour incidents Analysis of Pupils' Attitude to Self & School (PASS) questionnaires. Pupil conferencing Parental feedback</p>	YD	Termly

<p><u>Barrier C & D</u> Provide funding for a Speech and Language Therapist to work one day per week in Early Years throughout the year.</p> <p>Provide CPD and additional resources for all staff to implement Communication Friendly Award strategies through ELKLAN and additional training led by SENCO, S&LT and Head of Inclusion.</p>	<p>Early intervention from SALT impacts positively on children’s progress in CL.</p> <p>All staff demonstrate a high level of skill and are able to implement strategies effectively that impact positively on learners’ oral language.</p>	<p>EEF Teaching & Learning Toolkit: Oral language interventions +5 Early Years interventions + 5</p> <p>Cost: £10, 000</p>	<p>Talc scores Blank scores & analysis Well-Com assessments Feedback from S&LT.</p>	<p>JP & LW/YD</p>	<p>Termly</p>
<p><u>Barrier A</u> Additional hours purchased from School Educational Psychology Department to ensure swift access to specialist support for vulnerable pupils if necessary.</p>	<p>Staff will be confident in applying effective strategies to meet the emotional & learning needs of vulnerable pupils.</p> <p>Disadvantaged pupils arriving in-year will be able to access specialist support in a timely manner if necessary.</p>	<p>EEF Teaching & Learning Toolkit: Social & emotional learning + 4 Metacognition & self-regulation +8 One to one tuition +5 Small group tuition +5</p> <p>Cost: £5,000</p>		<p>YD & LW</p>	<p>Termly</p>
<p><u>Barrier B</u> Contribution towards an additional TA3 to support teachers and learners, ensuring challenge for the more-able pupils in KS2.</p>	<p>Disadvantaged pupils attaining greater depth or higher levels are at least in line with national comparisons.</p>	<p>EEF Teaching & Learning Toolkit: Metacognition +7 Feedback + 8 Small group tuition +5</p>	<p>Pupil data analysis</p>	<p>JG / YD</p>	<p>Termly</p>

		Cost: £10,000			
3 year budgeted cost				£35,000	
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Dates?
<p><u>Barrier A & E</u> Provide a contribution towards funding a Head of Inclusion who will lead on supporting vulnerable families and pupils across the academy.</p> <p>Provide a free breakfast club for vulnerable pupils to ensure all children are fed and settled to learn at the start of the school day.</p>	<p>Pupils eligible for PPG achieve their academic targets. The attendance of non-statutory school age children will be line with national benchmarks.</p> <p>Persistent absence will be eliminated.</p> <p>Pupils settled and ready to learn at the start of the school day.</p>	<p>EEF Teaching & Learning Toolkit: Metacognition & self-regulation +8</p> <p>Behaviour interventions +3</p> <p>Cost: £45,000</p> <p>Cost: £1,000</p>	<p>Attendance data Pupil voice Parental feedback Tracking and analysis of pupil data, including attendance.</p>	YD	Half Termly at PPM & Termly at T meetings
<p><u>Barrier E</u> Subsidise trips, visits and enrichment experiences for all pupils including a Y6 residential to Lledr Hall.</p>	<p>Children experience a wide range of stimulating, rich learning experiences which help them to learn and engage with the curriculum.</p>	<p>EEF Teaching & Learning Toolkit: Outdoor adventure learning +4 Social & emotional learning +4 Sports participation +2 Collaborative learning +5</p>	<p>Pupil data Feedback from questionnaires</p>	YD	Termly

	Outcomes for more able disadvantaged pupils are at least in line with national data, including at the higher levels in each year group.	Arts participation +2 Cost: £10,000			
3 year budgeted cost				£56,000	

Review of Expenditure for Previous Academic Year 2019 - 20			
Actions or Approach <i>What are we going to do?</i>	Rationale <i>Why are we spending the money on this?</i>	Success Criteria <i>What impact are we aiming for?</i>	Cost
Provide a contribution towards funding a Head of Inclusion who will lead on supporting vulnerable families and pupils across the academy.	Emotional support for vulnerable children and their families to ensure they make at least expected progress.	Pupils eligible for PPG achieve academic targets.	£45,000
Fund and train specialist support staff to deliver bespoke interventions and provide classroom support for those pupils with SEMH needs.	Ensure vulnerable children who have experienced trauma or loss are supported emotionally throughout the day; can access their curriculum and engage positively with their learning whereby making expected progress.	Pupils have their emotional needs met during the day. Pupil engagement in learning is high. Pupils make good progress in their learning.	£25,000
Provide a free breakfast club for vulnerable pupils.	Children receive breakfast and have a settled start to the day, enabling immediate access to learning at the start of lessons.	Pupils settled and ready to learn at the start of the school day.	£1,000

Additional hours purchased from School Educational Psychology Department to ensure swift access to specialist support for vulnerable pupils if necessary.	Provide relevant training for staff in emotional coaching & attachment training.	Staff will be confident in applying strategies to meet the emotional needs of vulnerable pupils.	£8,000
Provide a contribution towards funding an additional teacher to work with focus groups in Early Years & KS1.	<p>Target support for vulnerable pupils who are at risk of underachievement to ensure they exceed their ELGs.</p> <p>Target support of vulnerable pupils to ensure they reach the expected standard in the Y1 Phonics' Check.</p> <p>Ensure pupils in Early Years and KS1 are taught in small groups with a high adult: child ratio.</p>	<p>The proportion of disadvantaged pupils exceeding their ELGs at the end of reception will be at least in line with national or Salford comparisons.</p> <p>The attainment gap will be closed for the proportion of disadvantaged pupils reaching the expected standard in the Y1 Phonics check.</p> <p>The proportion of disadvantaged pupils attaining a GLD at the end of reception will be at least in line with national comparisons.</p>	£34,000
Provide a Speech and Language Therapist to work one day per week in Early Years throughout the year.	Baseline data in nursery shows that only 14% of pupils are at ARE in CL on entry with 25% at ARE in CL on entry to reception.	Early intervention from SALT impacts positively on children's progress in CL.	£10,000
Provide CPD and purchase additional resources for all EYs practitioners to implement Communication Friendly School strategies through ELKLAN and additional training led by SENCO and Head of Inclusion	<p>To ensure a high level of skill from all staff.</p> <p>Train x 2 members of EYs staff in ELKLAN accreditation.</p>	<p>Children respond well to interventions and make very good progress in CL.</p> <p>Children in Early Years speak more clearly and can express themselves more deliberately which has a positive impact on the reading, writing and discussions about their work in other curriculum areas.</p> <p>Fewer referrals are made in KS1 to SALT as children's language development improves.</p>	£ 2,500

Contribution towards an additional TA3 to support teachers and learners, ensuring challenge for the more able pupils in KS2.	The proportion of disadvantaged pupils attaining higher levels or greater depth at the end of KS2 is below national averages.	Disadvantaged pupils attaining greater depth or higher levels are at least in line with national comparisons.	£22,000
Subsidise trips, visits and enrichment experiences for all pupils including a Y6 residential.	To provide access to a range of learning experiences that the children may otherwise not have an opportunity to take part in.	Children experience a wide range of stimulating, rich learning experiences which help them to learn and engage with the curriculum.	£16,000
			TOTAL = £163,500

The impact of the PPG strategy is reviewed at frequent intervals to evaluate impact against the stated success criteria – at least half termly at pupil progress meetings and reported on to governors and group at LGB and T meetings.