

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Dukesgate Academy
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs A Eldridge
Pupil premium lead	Mrs L Robinson
Governor / Trustee lead	Miss J Richens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,393
Recovery premium funding allocation this academic year	£19,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£215,313

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium?

Pupil Premium is additional funding allocated to schools to boost attainment of those who are disadvantaged. The Government believes that Pupil Premium is the best way to level up unequal opportunities children from lower income families compared to more wealthy families. The funding is allocated to children who are from lower income families; are registered for free school meals (FSM), have been in care and are children of parents in the armed forces.

How do we use the funding at Dukesgate Academy?

At Dukesgate Academy, all staff have high expectations of all children, including those with pupil premium, and strive to bring out 'the best in everyone'. We ensure that children with pupil premium make strong progress, irrespective of their background or challenges they may face.

Our approach to improving the chances for pupil premium children is underpinned by our six core values and is driven by Quality First Teaching; research shows that this has the greatest impact on closing the gap for those who have a disadvantage. All class teachers and teaching assistants receive high-quality training around effective delivery of the curriculum.

We fund additional leader time out of class to support the further improvement of Quality First Teaching through team teaching and real time coaching which enables a strong focus on the support of pupil premium. We have additional teaching assistants to support those with pupil premium through targeted interventions such as: focused learning intervention groups, speech and language therapy, support with social, emotional, and mental health.

We have a thorough assessment procedure and hold regular progress meetings to monitor the progress of our pupil premium children.

At Dukesgate Academy, we endeavour to provide an education with character and provide a wide range of opportunities, including educational visits and trips, to broaden the pupils' experiences and to encourage them to be ambitious about their prospects.

Challenges

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

Challenge number	Detail of challenge
1	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
2	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.
3	Low baseline of attainment on entry to Early Years impacting on school readiness, language skills, phonics acquisition and early reading.
4	Speech and language development is 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.

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
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.	Effective emotional support ensures that disadvantaged pupils make at least expected progress and achieve their academic targets.
To ensure disadvantaged pupils have access to enriching activities that impacts positively on their engagement in the curriculum and inspires them to learn.	Disadvantaged pupils experience a wide range of enriching activities where otherwise the opportunity would be lacking.

<p>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.</p>	<p>Attainment in early reading and phonics will be at least in line with national comparisons in EYs and KS1</p>
<p>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.</p>	<p>More learners will achieve higher standard in reading and writing in every year group.</p>
<p>To improve the attendance of younger disadvantaged pupils; also, those who arrive in-year with historic poor attendance and eliminate all persistent absences.</p>	<p>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.</p>

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: £ 110,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular CPD ensures high quality first teaching throughout the curriculum. The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting</p>	<p>Regular CPD ensures high quality first teaching throughout the curriculum. The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting</p>	<p>1,3,4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. ELKLAN</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. Rated by the EEF as a high impact strategy. Evidence: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4</p>

<p>Purchase of update training for DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Read, Write, Inc.</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. This is rated as a high impact strategy by the EEF. Evidence: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline for all Reception pupils for Speech & Language.</p> <p>SALT and Motor Skills support staff to complete 1:1 assessment for those pupils identified with a specific need.</p>	<p>There is a strong evidence base that suggests communication and language approaches in Early Years has a positive impact, especially on reading.</p> <p>Evidence: EEF Teaching & Learning Toolkit</p> <p>Oral language interventions</p> <p>Early Years Toolkit</p> <p>Early Years CL interventions</p> <p>The results of the school's SALT programme shows that pupils in Reception are getting the specific support they need to improve their language skills. This system also allows school to identify, at the earliest opportunities, those with a higher level of SLCN.</p>	<p>1</p>

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

Budgeted cost: £ 101,702

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving school attendance advice. This will involve training and release time for attendance officer. We will also continue to pursue the engagement of families with poor attendance in projects/shared activities to develop relationships and raise the awareness of the need for regular attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Challenge 3</p>
<p>Structured programme of enrichment to develop pupils' cultural capital, leadership skills and related vocabulary. We will support the resourcing and staffing of the following:</p>	<p>The Cultural Learning Alliance champions the right to access to Art and Culture for every child.</p> <p>The Sutton trust research project 'Subject To Background' found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age</p> <p>The Social Mobility Commission report An Unequal Playing Field uncovered evidence</p>	<p>Challenge 2 and 4</p>

<p>Breakfast Club After school clubs Subsidised trips and visits (including a 3-day residential trip to in Y6) Pupil Leaders Programme</p>	<p>that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>https://culturallearningalliance.org.uk/briefings/Sutton Trust Report 'Subject To Background' Social Mobility Commission Report 'An Unequal Playing Field' Evidence: EEF Guide to the Pupil Premium</p> <p>Evidence: EEF Teaching & Learning Toolkit</p>	
<p>Behaviour</p>		

Total budgeted cost: £214,983

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 2022 to 2023 academic year.

What is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments during 2022/23 suggest that there is still a disparity in performance of disadvantaged pupils/non-disadvantaged pupils but that this gap narrows in KS2.

Children attaining the ELG's in the Early Years was broadly in line with National Standards.

The percentage of pupils achieving the expected standard in the phonics screening check in KS1 was below that achieved nationally. Although, disadvantaged boys performed in line with national standards. A significantly higher proportion of children in Year 2 who took the Phonics recheck achieved the expected standard compared to nationally.

Our KS1 internal assessments indicate that in Reading disadvantaged pupils perform in line with national standards and for Writing and Maths perform better than national standards. Internal assessments show an improvement in overall attainment from 2022, however, attainment has still not returned to pre-pandemic levels with the exception of maths.

KS2 SAT's tests indicate that the percentage of disadvantaged pupils who achieved the expected standard in Reading, Writing and Maths was above that achieved nationally.

Our internal analysis of attendance demonstrates that disadvantaged pupils attendance was poorer than non-disadvantaged pupils and improving attendance remains a priority for this academic year.

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
SALT- Speech and Language Intervention	In school
Sports Coaching	Active Education Coaches (Salford Community Leisure)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Kagan structures to develop effective behaviour for learning and increase pupil engagement and participation in lessons.
- A strong and progressive planned curriculum with frequent review and retrieval of taught facts and skills means pupil know, remember and can do more.
- Rosenshine's Principles of Instruction inform all teaching, including interventions and 1-2-1 support. This ensures that learning is delivered in a consistent way across subjects, classes, phases within the school. Research shows that there is a solid evidence base to support the effectiveness of this approach.
- Conscious discipline provides a reflective approach to behaviour management. Pupils are taught to be intrinsically motivated: to do the right thing simply because it is the right thing to do.
- Disadvantaged families continue to receive support from school and its charitable partners with food and clothing to ensure that pupils are ready and equipped to learn.