

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Dukesgate Academy
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Catherine Horton-Hale
Pupil premium lead	Amanda Eldridge
Governor / Trustee lead	Vicky Chadderton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,480
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£186,480



# Part A: Pupil premium strategy plan

## Statement of intent

At Dukesgate Academy we firmly believe that it is our responsibility to find 'the best in everyone'. We understand that some of our pupils face additional challenges and we look to use the Pupil Premium Funding to remove the barriers that stand in their way to ensure there is equity in what all of our pupils can and do achieve.

We know that the term 'disadvantaged' encompasses groups of pupils beyond those who are eligible for Free School Meals and we apply our working practices accordingly.

High quality teaching is at the heart of what we do. We know that this is proven to be the best way to tackle the disadvantaged deficit and improve the learning of all pupils. We have a clear understanding of how we believe lessons should be taught and we provide a focussed, researched based CPD offer for all staff to ensure this is achieved. We use diagnostic data analysis to identify where pupils require support and we use research, best practice and our experience to provide this in a targeted manner.

We believe staff and pupil relationships are key to pupil wellbeing, attendance and academic performance. We therefore use research based approaches to promote positive, restorative, trauma informed, predictable interactions between staff and pupils. We also have a range of nurture, welfare and inclusion resources available to our most vulnerable pupils and families.

Overall we:

- Adopt a whole school approach, where staff/pupils' relationships are at the core of what we do.
- We act early to address pupils educational and social disadvantage at the earliest opportunity.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of Pupil Premium children
2	Some Pupil Premium children in EYFS begin school with language skills below that 'typical' for their age.
3	Reading comprehension in KS2 was not as strong as it could be for PP pupils.

4	The writing attainment of Pupil Premium children in Year 4-6 is below where we want it to be. In some classes the gap between PP children and non-PP children is too wide.
5	Some Pupil Premium children lack the enrichment and cultural experiences that non-Pupil Premium children experience – outdoor and adventurous activity for example.

## 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
Targeted pupils are attending for more than 96%.	<p>For those pupils identified – has their attendance improved?</p> <p>Has the targeted support had an impact on level of persistent absence?</p> <p>Are reports fed back in regular attendance meetings?</p> <p>Is the attendance matter escalated when needed?</p> <p>Is at least 90% of those targeted meeting attending more than 96%?</p>
80% of children achieve the GLD strand for Communication and Language.	<p>Have all home/school visits included questions about speech and language needs?</p> <p>Is the support assistant supporting PP pupils to develop their communication skills?</p> <p>Has the EYFS been supported by a speech and language therapist? What impact is this having?</p> <p>Has training been provided to both staff and parents?</p> <p>Are language/communication skills being appropriately assessed?</p> <p>Has the SENCO attended home visits and ensured early intervention?</p> <p>Are at least 80% of pupils on track to meet the ELG in communication and language?</p>
80% of children achieve ARE in Reading in KS2	<p>Are identified pupils targeted for additional intervention?</p> <p>Had CPD been provided to all staff?</p> <p>Are 80% of children on track to made ARE in reading?</p>
80% of children achieve ARE in writing in KS2	<p>Have the bottom 20% been identified and targeted from week 2?</p> <p>Is handwriting being taught consistently and are expectations high enough?</p> <p>Is focused intervention making a difference?</p> <p>Are 80% of children on track to make ARE in writing?</p>
100% OF Pupil Premium children have access to enrichment and cultural experiences.	<p>What enriched opportunities have Pupil Premium children experienced?</p> <p>What impact has this had on their learning?</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: £76,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language development in EYFS	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2
SENCo support to class teachers in Adaptive Teaching	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2
Experienced Support Staff in EYFS and KS1 to support language development	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	2
CPD and targeted support to teachers of Quality First Teaching – in particular comprehension	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment  EEF Reading Comprehension strategies - +6 months.	3
CPD and targeted support to teachers of Quality First Teaching – in particular writing fluency	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	4

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

Budgeted cost: £76,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions (WELLCOMM and SaLT)	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	1
Targeted interventions/tuition for reading writing and maths – facilitated by Assistant SENCo and Pastoral Lead	EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.  EEF: Small group tuition can add +4 months progress	2 3 4
ELSA training for pupils who require additional emotional support	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	2 3 4
Deployment of Phonics leads to team teach in phonics lessons.	Research shows that supporting continuous and sustained CPD using a balanced approach will support teacher's motivation, technique and embed practice.	2

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

Budgeted cost: £33,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Education Welfare Officer support to families with persistent absence.	EEF Teaching and Learning Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1
Access to extracurricular activities	OEAP: children and young people learn to be healthy and stay safe; children	6



Funded Breakfast club	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	1
Communicating and Supporting parents , both formal and informal, for parents' mental health and well- being.	Research shows that if parents have good mental health then they have more capacity to support their child's learning through providing a safe, consistent and supportive home environment.	1
Attendance activities to promote improved attendance of pupil premium children.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). (EEF)	1

	and young people learn to enjoy and achieve; children and young people learn to make a positive contribution and achieve economic wellbeing.	
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**Total budgeted cost: £186,480**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. Pupil Premium (PP) attendance has shown consistent improvement year on year, increasing from 87.7% in the academic year 2022/23 to 91.4% in 2023/24. This reflects the school's ongoing commitment to supporting attendance and engagement for disadvantaged pupils.

#### **2. Children have access to enrichment and cultural experiences.**

Trips and experiences are mapped out across the year, ensuring all classes have opportunities throughout the year for external enrichment and cultural experiences.

Trips are planned meaningfully to supplement the learning in the classroom. This deepens learning and supports children to strengthen their schemas in the different disciplines.

Trips have included RHS Bridgewater, The Pankhurst Centre, The Lowry Theatre.

Residential have been funded for children who require this providing them with cultural capital.

This continues to be a focus for the Year 2024-25 as we continue to build cultural capital for children who would otherwise not visit any places of interest.

3. *In Year 1, the **attainment of Pupil Premium children in phonics** has also improved year on year, rising from 65% in 2022/23 to 89.5% in 2023/24. This demonstrates the positive impact of targeted interventions and high-quality teaching.*

#### **4. Children make accelerated progress with their language development in EYFS.**

Pre-admission visits included questions about Speech and Language development. Reports from SaLT were requested early for those who were already in the service. The SENCo met parents and children prior to admission in order to understand additional needs better. Language skills were assessed using WELLCOM and interventions were delivered for identified children. Support staff were trained to support language development and worked with targeted children. **93%** of children met the ELG for Communication and Language in 23/24 rising from 73.7% in 2022/23.

This continues to be a focus for the Year 2024/25 as the new cohort also has low starting points. Those who did not meet the ELG for C&L, will be reassessed and

tracked in Y1.



## 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
RWI	Ruth Miskin