

Dixons Trinity Chapeltown Pupil Premium Review 2018-21

Allocation, Spend and Impact

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

Allocation	Expected funding								
	2018/19			2019/20			2020/21		
Based on the School Census									
Students in year groups R to 6 recorded as Ever 6 FSM	23	£1,320	£30,360	35	£1,320	£46,200			
Students in year groups 7 to 11 recorded as Ever 6 FSM	52	£935	£48,620	97	£935	£90,695			
Looked-after children (LAC)	0	£2,300	£0	0	£2,300	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	0	£2,300	£0	0	£2,300	£0			
Service Children	0	£300	£0	0	£300	£0			
Total	75		£78,980	132		£136,895			

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

Internal barriers

- In-school on entry attainment gaps in English and mathematics (APS / Scaled Score gaps: Y7 = -0.39).
- In-school on entry attainment gaps in Reception: 0% of all Reception students are at age related expectations on entry.
- Disadvantaged students often start at Dixons Trinity Chapeltown 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.

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 teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. In the secondary phase, we practise key techniques collectively as a staff twice every week during morning meetings. In primary, we practise every Friday afternoon using data collected during lessons to inform our next steps. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all teaching staff. The best way to ensure students make progress is to harness the power of feedback. Each day has feedback time built into it when the class teacher is able to work with children either one-to-one or in small groups with the aim that no child goes home with a misconception. In secondary, there are student appraisals every cycle and every half term parents receive a personalised report, a face-to-face meeting or a telephone call home. In primary, there are formal parent feedback meetings each cycle to discuss progress and attainment, and throughout each cycle teachers regularly communicate face-to-face with parents before and after school. At every morning meeting, after every lunch, at every line-up and afternoon meeting, we reflect back on how the day has gone and the key highlights in learning. Primary students reflect on our values and drivers each week during the Monday values assembly and think about harnessing the value of the week in everything they do, reflecting on this and their learning each day in their classroom afternoon meeting. Each week we host a celebration assembly for all students and their families to recognise students who have displayed the value and worked exceptionally hard each week. Further to this, we incorporate parent workshops on a regular basis to further enhance the quality of the feedback process and parents' knowledge and understanding of school and the curriculum.

Highly tailored interventions and more time

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Reception and Year 7, and deploy our best teachers to help close these gaps. We double-staff, at least, one class in each of the core subjects in each year group throughout the week: the second teacher usually works with the currently lower attaining students, but can also be deployed to support students to challenge the currently higher attaining students. In addition to our 31 50-minute lessons, we run five half hour morning meetings, five half hour reading sessions mid-morning, and two hours of electives in sport and the arts per year group over the course of the week. Students also have a dedicated Preparatory session which is used for highly tailored intervention and revision of key learning. A number of students are also expected to attend morning mastery from 7.30am. The primary timetable is highly tailored to ensure high quality teaching and we maximise every minute by employing graduate co-teachers, allowing the most experienced teachers time with vulnerable students to ensure we are closing the education gap. Formal teaching starts from day 1 in EYFS, with targeted, systematic phonics taught in small groups by highly trained teachers. In addition to this, student progress is assessed daily by the teacher and highly tailored one-to-one interventions are delivered to ensure all students are reading fluently by the age of 6. In maths, we ensure all students have a sound understanding of core mathematical concepts through the Mathematics Mastery programme. Learning is scaffolded to ensure that currently lower attaining students develop their conceptual understanding of key mathematical ideas through the concrete, pictorial, abstract (CPA) approach to teaching. Teacher-led interventions are built into the timetable, enabling teachers to ensure that same day interventions are planned and carried out using formative assessment to ensure all children keep up. Students who are currently learning at a slower pace receive one-to-one catch-up interventions focusing on consolidating their number and place value knowledge. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining in any area are supported to make accelerated progress.

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 mountain rescue mentors and co-teachers to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very professional and offers students elements of choice, but students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain focused at all times.

Keeping aspirations on track and broadening experiences

The school serves a deprived area with families facing significant levels of socio-economic challenge. It is located in a decile 1 area – ranked in the bottom 3% of small areas in the country. Our priority is to support students and their families to sustain high aspirations, encourage young people to have a growth mindset, and to progress on to higher education. The message at Dixons Trinity Chapeltown is that ALL students are going to university. We continuously expose students to university. Before they join the secondary phase, Year 6 students visit the University of Leeds so their first experience with Dixons Trinity Chapeltown is at a Russell Group university. In Year 8, every student visits Oxford University as part of a 3-day camp and then the University of York in Year 9. Like many independent schools, we devote a significant amount of time to all-round development, especially in the sports and the arts. As a result, we spend around £107.70 per student on bought-in curriculum.

Statements of success / impact – YEAR R

Use £46,200 to ensure:

		RAG		
		2018/19	2019/20	2020/21
A	The percentage of disadvantaged students making <i>more than</i> expected progress towards <i>GLD matches or is improving</i> towards that of <i>other students in the school</i>	Dis	50	
		Oth	50	
B	The percentage of disadvantaged students <i>on track to achieve GLD matches or is higher than</i> that of <i>all students nationally (2017/18 national for all = 69%, dis = 54%)</i>	Dis	50	
		Nat	54	
C	For disadvantaged students, progress in <i>reading</i> is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that for <i>other students</i>	Dis	90	
		Oth	100	
D	For disadvantaged students, progress in <i>writing</i> is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that for <i>other students</i>	Dis	100	
		Oth	100	
E	For disadvantaged students, progress in <i>number</i> is substantial (i.e. one or more bands per cycle) and the rate of progress is the same or higher as that for <i>other students</i>	Dis	100	
		Oth	100	
F	The percentage of disadvantaged students making <i>more than</i> expected progress in <i>reading matches or is improving</i> towards that of <i>other students in the school</i>	Dis	90	
		Oth	88	
G	The percentage of disadvantaged students making <i>more than</i> expected progress in <i>writing matches or is improving</i> towards that of <i>other students in the school</i>	Dis	100	
		Oth	81	
H	The percentage of disadvantaged students making <i>more than</i> expected progress in <i>number matches or is improving</i> towards that of <i>other students in the school</i>	Dis	100	
		Oth	91	

Statements of success / impact – YEAR 1

Use £46,200 to ensure:

		RAG		
		2018/19	2019/20	2020/21
A	The percentage of disadvantaged students on track to meet the expected standard in the <i>year one phonics</i> screening check matches that of <i>other students</i> nationally	Dis	100	
		Nat	82	
B	The percentage of disadvantaged students on track to achieve or exceed the expected standard in <i>writing</i> by the end of Year 1 <i>matches or is improving towards</i> that of <i>other students</i> in the school	Dis	67	
		Oth	61	
C	The percentage of disadvantaged students on track to achieve or exceed the expected standard in <i>mathematics</i> by the end of Year 1 <i>matches or is improving towards</i> that of <i>other students</i> in the school	Dis	82	
		Oth	94	
D	The percentage of disadvantaged students making expected progress in reading <i>matches or is improving towards</i> that of <i>other students</i> in the school	Dis	100	
		Oth	94	
E	The percentage of disadvantaged students making expected progress in <i>writing matches or is improving towards</i> that of <i>other students</i> in the school	Dis	100	
		Oth	94	
F	The percentage of disadvantaged students making expected progress in <i>mathematics matches or is improving towards</i> that of <i>other students</i> in the school	Dis	91	
		Oth	100	
G	The <i>attendance</i> of disadvantaged students, at least, <i>matches</i> that for <i>other students nationally</i>	Dis	96	
		Nat	95.9	

Statements of success / impact – YEAR 2

Use £46,200 to ensure:

		RAG		
		2018/19	2019/20	2020/21
A	The percentage of disadvantaged students on track to achieve or exceed the expected standard in <i>writing</i> by the end of Year 2 <i>matches or is improving towards</i> that of <i>other students</i> in the school	Dis		
		Oth		
B	The percentage of disadvantaged students on track to achieve or exceed the expected standard in <i>mathematics</i> by the end of Year 2 <i>matches or is improving towards</i> that of <i>other students</i> in the school	Dis		
		Oth		
C	The percentage of disadvantaged students making expected progress in <i>reading matches or is improving towards</i> that of <i>other students</i> in the school	Dis		
		Oth		
D	The percentage of disadvantaged students making expected progress in <i>writing matches or is improving towards</i> that of <i>other students</i> in the school	Dis		
		Oth		



Statements of success / impact – YEAR 2

Use £46,200 to ensure:

		RAG		
		2018/19	2019/20	2020/21
E	The percentage of disadvantaged students making expected progress in mathematics matches or is improving towards that of other students in the school	Dis		
		Oth		
F	The attendance of disadvantaged students, at least, matches that for other students nationally	Dis		
		Nat		

Statements of success / impact – YEAR 7

Use £90,695 to ensure:

		RAG		
		2018/19	2019/20	2020/21
A	The percentage of low prior attaining disadvantaged students who are Green for progress in English , at least, matches or is improving towards that for other low prior attaining students within school	Dis	55	
		Oth	52	
B	The percentage of middle prior attaining disadvantaged students who are Green for progress in English , at least, matches or is improving towards that for other middle prior attaining students within school	Dis	89	
		Oth	89	
C	The percentage of high attaining disadvantaged students who are Green for progress in English , at least, matches or is improving towards that for other high prior attaining students within school	Dis	89	
		Oth	73	
D	The percentage of low prior attaining disadvantaged students who are Green for progress in mathematics , at least, matches or is improving towards that for other low prior attaining students within school	Dis	38	
		Oth	42	
E	The percentage of middle prior attaining disadvantaged students who are Green for progress in mathematics , at least, matches or is improving towards that for other middle prior attaining students within school	Dis	72	
		Oth	75	
F	The percentage of high prior attaining disadvantaged students who are Green for progress in mathematics , at least, matches or is improving towards that for other high prior attaining students within school	Dis	80	
		Oth	88	
G	The attendance of disadvantaged students, at least, matches that for other students nationally	Dis	96.1	
		Nat	95.9	
H	The average number of corrections for disadvantaged students is no higher than 1 per student, per week	Dis	0.37	
		Oth	0.3	
I	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	Dis	100	
		Oth	100	



Statements of success / impact – YEAR 8

Use £90,695 to ensure:

		RAG		
		2018/19	2019/20	2020/21
A	The percentage of low prior attaining disadvantaged students who are Green for progress in English , at least, matches or is improving towards that for other low prior attaining students within school	Dis		
		Oth		
B	The percentage of middle prior attaining disadvantaged students who are Green for progress in English , at least, matches or is improving towards that for other middle prior attaining students within school	Dis		
		Oth		
C	The percentage of high attaining disadvantaged students who are Green for progress in English , at least, matches or is improving towards that for other high prior attaining students within school	Dis		
		Oth		
D	The percentage of low prior attaining disadvantaged students who are Green for progress in mathematics , at least, matches or is improving towards that for other low prior attaining students within school	Dis		
		Oth		
E	The percentage of middle prior attaining disadvantaged students who are Green for progress in mathematics , at least, matches or is improving towards that for other middle prior attaining students within school	Dis		
		Oth		
F	The percentage of high prior attaining disadvantaged students who are Green for progress in mathematics , at least, matches or is improving towards that for other high prior attaining students within school	Dis		
		Oth		
G	The attendance of disadvantaged students, at least, matches that for other students nationally	Dis		
		Nat		
H	The average number of corrections for disadvantaged students is no higher than 1 per student, per week	Dis		
		Oth		
I	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	Dis		
		Oth		

Plan / Spend

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline									Cost (£)	Lead	RAG		
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21	2018/19			2019/20	2020/21	
Quality first teaching and harnessing the power of feedback												£20,135					
1	Target Show Call strategies such as Good to Great and Own and Track at disadvantaged students	1.2	9	PI	Co Im	→	Rv	→		Rv	→	-	NBr				
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture	1.2	9 16	PI	Co Im	→	Rv	→		Rv	→	-	JOI/ PSa				
3	Further embed intervention and prevention strategies aimed at supporting disadvantaged students	1.2	13			PI	Co Im	→		Rv	→	-	JOI/ NBr				
4	Embed and respond to retrieval practice through MM, Do Now and Review Now	1.2	9			PI	Co Im	→		Rv	→	-	NBr				
5	Employ graduate co-teachers to enable teachers to deliver greater and more impactful same day feedback	1.1 1.2	9		PI Co	Im	→	Rv	Im	→	→	-	JOI				
Highly tailored interventions and more time												£65,135					
6	Maximise the effectiveness of Lexia reading scheme for students reading below chronology in Y7	1.1	18 30	PI	Co Im	→				Rv	→	-	ATu				
7	Employ additional staffing to work with under achieving disadvantaged students in English	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	ATu				
8	Employ additional staffing to work with under achieving disadvantaged students in mathematics	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	CBa				
9	Employ additional staffing to work with under achieving disadvantaged students in science	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	FSi				
10	Employ additional staffing to work with under achieving disadvantaged students in French	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	ACI				
11	Employ additional staffing to work with under achieving disadvantaged students in humanities	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	PSa				



Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	RAG			
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21			2018/19	2019/20	2020/21	
12	Embed effective Morning Mastery in the EBacc to support underachieving disadvantaged students	1.1 1.2	17 30		PI Co	Im	→			Rv	→	→	-	NBr			
13	Firmly embed Prep in the EBacc to support underachieving disadvantaged students	1.1 1.2	17 30		PI Co	Im	→			Rv	→	→	-	NBr			
14	Embed Fresh Start for students who are under achieving in literacy in Year 7	1.1	18 23		PI Co	Im	→			Rv	→	→	-	ATu			
15	Employ and strategically deploy a primary inclusion lead teacher to work with our most vulnerable students	1.1 1.2 2.2	17 23 30	PI Co	Im	Rv	Im	→		Rv	Im	→	-	JOI			
Minimising barriers to achievement												£25,102					
16	Provide breakfast every morning so all students are ready to learn	2.1	3	PI	Im	→				Rv	→		-	NBr			
17	Maximise the effectiveness of DEAR through advisory system so students read widely / often	1.1	18	PI	Co Im	Rv	→			Rv	→		-	ATu			
18	Firmly embed Dream Team feedback and Belay Partnerships to develop student confidence	3.1	20	PI	Co Im	Rv	→		Im	Rv			-	PSa			
19	Strategically deploy a Behaviour and Attendance Officer to target key disadvantaged students	2.1	3	PI Im	→		Rv	→		Rv	→		-	MHa			
20	Targeted use of the MR Mentors to develop disadvantaged students' personal skills	2.2	31 15	PI Co	Im	→	Rv	Im	→				-	PSa			
21	Provide a homework club for disadvantaged students to support learning outside the classroom	2.2	15 30	PI Co	Im	→	Rv	Im	→				-	PSa			
22	Provide a range of revision resources and timetables for students to independently learn outside of the class	2.2	11	PI	PI Co	→			Im	Rv			-	NBr			
23	Provide parental workshops to support with study at home	2.2	11 20	PI	Co Im	→	→		Rv	Im	→		-	PSa/ JOI			



Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline									Cost (£)	Lead	RAG		
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21	2018/19			2019/20	2020/21	
24	Deliver whole-year group DEAR to model the reading of challenging texts and promote a love of literature	2.2 1.3	25 18		PI	PI Co	→			Im	Rv		-	NBr			
25	Embed Reading Reconsidered across the curriculum focusing on comprehension	2.2 1.3	18		PI	PI Co	→			Im	Rv		-	NB/ JOI			
26	Offer subsidies for uniform	3.1	20		Co	→					Rv		-	NB/ JOI			
27	Provide targeted support to improve attendance, behaviour and links with families where these are barriers	3.1	2 3 20		PI Co	Im	→	Rv	Im	→	Rv		-	JOI			
28	Hold frequent meetings with parents of primary students with attendance less than 96%	2.1 3.1	2 3 20			PI Im	Rv	Im	Rv	Im	Rv		-	JOI			
29	Staff the primary Breakfast club with teaching staff to ensure a consistent, positive start to the day	2.1	3	PI	Im	→	→	→	→	Rv	→		-	JOI			
Keeping aspirations on track and broadening experiences												£26,523					
30	Raise aspirations through a visit to the University of Leeds on transition day	2.2	2	PI Im		Rv			PI	Im			-	PSa			
31	Raise aspirations through visiting the University of Leeds for public speaking events	2.2	2	PI	Im		Rv			PI	Im		-	ACI			
32	Provide a wide range of <i>free</i> co-curricular electives to raise self-esteem and foster good relationships	2.2	1 32	PI Co	Im	→	Rv	Im	→				-	NBr			
33	Subsidise a Y7 expedition to the Lake District in order to reinforce our core values and drivers	2.2	19	PI	PI Co	Im	Rv				PI Co		-	PSa			
34	Subsidise compelling recognition expeditions designed to motivate students to develop good learning habits	2.2	2 19				PI	PI Co	→	Im	Rv		-	PSa			



Plan / Spend	AIP Link*	EEF Toolkit**	Implementation Timeline									Cost (£)	Lead	RAG			
			Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21	2018/19			2019/20	2020/21		
35	Offer subsidies for general subject expeditions throughout the year	2.2	19		PI	PI Co	→			Im	Rv		-	PSa			
36	Disadvantaged students to perform and demonstrate mastery in Showcase	2.2	1		Co	→					Rv		-	NBr			
37	Disadvantaged students to participate in Stretch and deliver their presentation to peers and families	2.2	18		Co	→					Rv		-	PSa			
38	Invite aspirational speakers into the academy to present to students (cross-phase)	2.2	2		Im	→	Rv	Im	→				-	NB/ JOI			
39	Provide extra-curricular sport provision for students after school	3.1	32		Im	→	Rv	Im	→				-	NBr			
40	Maintain aspirations in primary through a range of educational expeditions	3.1	19			PI Co	Im	Rv	→	Im	→		-	JOI			
41	Maintain aspirations in primary through frequent contact with parents e.g. workshops for parents, celebration assemblies	3.1		PI Co	Im	→	→	Rv	Im	→	→		-	JOI			
42	Provide wraparound care in the form of extra-curricular after school clubs for primary students	3.1	32		Im	→	Rv	Im	→	Rv	Im		-	JOI			
													£136,895				

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

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

Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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Review of expenditure

Quality first teaching and harnessing the power of feedback

Impact	Lessons Learned
<ul style="list-style-type: none"> Students are provided with excellent wave one teaching and high quality feedback. Progress in secondary phase of disadvantaged in Hi, Sci, En, Re, Fr and Ar is strong and above that of 'other'. On average, disadvantaged students make progress in line with / stronger than that of other students. 100% of primary students passed the phonics screening, from 0% on entry. This is directly due to the rigorous implementation of the RWI programme, weekly feedback and coaching, and 1:1 interventions based on assessment within this programme. 100% of teachers / co-teachers performing at least in-line with professional stage due to CPD and feedback. 	<ul style="list-style-type: none"> Continue to ensure disadvantaged students are a focus for intervention and prevention documents and during 'own and track' particularly in maths to ensure accelerated progress to close any gaps. Continue to ensure disadvantaged students are a focus for intervention and prevention in early reading, writing and mathematics to ensure they make accelerated progress and the gap continues to close.

Highly tailored interventions and more time

Impact	Lessons Learned
<ul style="list-style-type: none"> Prep and morning mastery are firmly embedded in secondary phase as effective interventions that target and reduce gaps. Lexia and Fresh start have been well established and all children, identified on entry, as having gaps have been targeted resulting in strong progress. The Tutor Trust has begun working with targeted students in maths and English during Prep time. Primary teacher interventions are being delivered to a very high standard due to high quality teaching of the graduate co-teacher. This ensures we are closing any gaps in learning. 	<ul style="list-style-type: none"> Expand the use of the Tutor Trust in secondary phase to include other EBacc subjects to help accelerate progress in Sci, Hi and Ge. Ensure more staff are trained to deliver Fresh Start phonics to further close gaps and to be able to provide literacy support to wider group of students. Ensure staff in primary phase receive coaching and feedback on the delivery of interventions to ensure disadvantaged students are receiving high quality interventions.

Minimising barriers to achievement

Impact	Lessons Learned
<ul style="list-style-type: none"> Robust attendance procedures have been refined meaning our attendance figures remain above national (3.9% absence for disadvantaged students – other nationally is 4.1%). Mountain Rescue, homework club and Dream Team have all ensured barriers are minimised for students by providing timely interventions resulting in very low corrections (less than 0.35 on average per week). 100% of students have been involved in whole year group DEAR and the reading culture in the school is strong. 	<ul style="list-style-type: none"> Continue to work with families to help reduce barriers including holding more parental workshops, coffee mornings and information leaflets on key barriers to achievement including attendance; homework; use of technology across the whole academy.

Keeping aspirations on track and broadening experiences

Impact	Lessons Learned
<ul style="list-style-type: none"> All students visited Leeds university at the beginning of the year in order to see the top of their mountain. 30% of the disadvantaged students accessed hardship fund in order to attend the Ullswater expedition which was attended by 95% of students. No children missed the expedition for hardship reasons. 80% of the student body accessed extra-curricular clubs including sports / games / music / public speaking this year. 100% of students took part in Co-Curricular Electives and 100% performed in Showcase or Stretch speeches. 100% of Year 1 students took part in the Cycle 3 Showcase. 100% of primary students attended the primary expeditions. 	<ul style="list-style-type: none"> Continue to provide a broad offer for all students and expand extra-curricular clubs to provide an even more exciting offer for young people across the academy. A plan is in place to introduce a 'summits' booklet for all primary students, explicitly linked to the curriculum to keep aspirations on track.



Appendix 1 Academy Improvement Plan

Priorities for 2019-22

Our key drivers of mastery, autonomy and purpose¹ underpin our priorities for 2019-22:

1. **Mastery:** the urge to get better and better at something that matters
 - 1.1. Demonstrate outstanding progress and achievement
 - 1.2. Ensure learning is rigorous*, engaging and underpinned by meaningful feedback
 - 1.3. Embed a rich and exciting curriculum that embodies the laws of mastery; flow, pain and growth
2. **Autonomy:** the desire to direct our own lives
 - 2.1. Propagate our disciplined and joyful school culture
 - 2.2. Develop confident and self-directed learners
 - 2.3. Cultivate effective, autonomous leaders at every level of the organisation
3. **Purpose:** the yearning to do what we do in the service of something larger than ourselves
 - 3.1. Sustain our genuine three-way partnership between families, students and staff
 - 3.2. Work with the Dixons Academies to replicate best practice and to contribute to continuous improvement
 - 3.3. Further enhance the strong reputation for Dixons Trinity Chapeltown

¹Adopted 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.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.



Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
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.

<http://educationendowmentfoundation.org.uk/toolkit/>

