

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the next three academic years) 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	21-22	22-23	23-24
School name	Dixons Trinity Chapeltown		
Number of pupils in school	711	832	
Pupil Premium %	39.7%	44.5%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years		
Date this statement was published	December 2021		
Date on which it will be reviewed	December 2024		
Statement authorised by	Natalie Brookshaw		
Pupil premium lead	Ashley Jacob		
Governor / Trustee lead	Helen Sykes / Sue Richardson		

Funding overview

Detail	21-22	22-23	23-24
Pupil premium funding allocation this academic year	£324,403	£409,505	
Recovery premium funding allocation this academic year	£35,525	£72,072	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£359,928	£481,577	

Part A: Pupil premium strategy plan

Statement of intent

Dixons Trinity Chapeltown aims to eradicate social and educational disadvantage and ensure that all students succeed at university, thrive in a top job and have a great life, irrespective of background. Our pupil premium strategy 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.

Teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Ensuring quality, face to face teaching is of particular importance in light of the pandemic and lost learning through lockdowns and isolations – which we know nationally hit disadvantaged students hardest. Therefore, we develop teacher talent by investing in practice and coaching. In each phase, we practise key techniques collectively as a staff twice every week during morning meetings using data collected from weekly performance walks. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all student facing 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 positive 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.

Targeted Academic Support

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 Secondary, in addition to our 33 50-minute lessons, we run five 25-minute-long morning meetings, five x 35-minute reading sessions each afternoon, and two hours of electives in sport and the arts per year group over the course of the week. In Year 9 and 10, students also have one or two dedicated preparatory sessions which is used for highly tailored intervention and revision of key learning. A number of students are also expected to attend intervention after school. 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 mathematics, we ensure all students have a sound understanding of core mathematical concepts through the Mathematics Mastery programme. Learning is scaffolded to ensure that prior 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. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and students who have fallen behind receive tutoring in the core subjects from the Tutor Trust.

Wider Strategies

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. We know that the pandemic has affected the mental health and well-being of all young people nationally, but particularly those students from disadvantaged backgrounds. Persistent absenteeism has risen as a result of COVID-19 anxiety. Overcoming the barriers these students face is of the highest priority. For example, we have employed mountain rescue mentors, a trained counsellor and pastoral 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. We have invested heavily in technology to ensure all students are able to access their lessons from home, via Microsoft Teams, even if they are self-isolating or unable to attend school. Our curricula booklet strategy also means students are able to learn from home and we make sure all students have a device in their home should they need to learn remotely.

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, each 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.

Challenges

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

Challenge number	Detail of challenge
1	English: The attainment on entry for our disadvantaged students in English is below that of non-disadvantaged students. KS2 assessments indicate that our Pupil Premium students, on entry to year 7, have a scaled score that is approximately 3% lower than students who are not pupil Premium. In EYFS, less than 10% of disadvantaged students met the expected level on entry in literacy. This is approximately 3% less than non-disadvantaged students.
2	Mathematics: The attainment on entry for our disadvantaged students in Mathematics is below that of non-disadvantaged students. KS2 assessments indicate that our Pupil Premium students, on entry to year 7, have a scaled score that is approximately 3% lower than students who are not pupil Premium. In EYFS, less than 27% of disadvantaged students met the expected level on entry in mathematics. This is approximately 13% less than non-disadvantaged students.
3	Reading: Baseline assessments and teacher observations show that disadvantaged students at DTC, on entry in Year 7, arrive with reading ages on average 4 months ahead of their chronological age. It is a very similar picture for non-pupil premium students who arrive on average 5 months ahead of their chronological age. In EYFS, less than 10% of

Challenge number	Detail of challenge
	disadvantaged students meet the expected level on entry in literacy. This is approximately 15% less than non-disadvantaged students.
4	Attendance: Nationally, attendance of PP students is significantly below that of non-Pupil Premium students. Although at DTC disadvantaged students attend school in line with other students, it is important to continue to intervene and maintain the attendance. At DTC our PP student persistent absenteeism is at 23.9% and attendance at 93.4% (slightly lower than all students). Our target for attendance for all students is 97% which highlights the scale of the challenge.
5	Mental Health: Our student surveys, information from CPOMS and triaging from the Mountain Rescue Team, as well as discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased. A large number of pupils (many of whom are disadvantaged) currently require additional support with social and emotional needs, with 25 (majority of whom are disadvantaged) currently receiving small group interventions.
6	GLD: On entry, our disadvantaged students enter reception well below non-disadvantaged students. Attainment of disadvantaged students on entry in EYFS has ranged from 0 to 14% ARE (at baseline) in comparison to non-disadvantaged students which has ranged from 0 to 24% ARE (at baseline).

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
<i>Excellent academic performance in English for disadvantaged students, exceeding or in line with performance of non-disadvantaged students in KS4 / KS2 national assessments</i>	By 2024/25: All disadvantaged students make better than expected progress from their reception baseline in KS2 in reading and writing Disadvantaged students achieve a progress 8 score of +1.5 in English

Intended outcome	Success criteria
<i>Excellent academic performance in Mathematics for disadvantaged students, exceeding or in line with performance of non-disadvantaged students in KS4 / KS2 national assessments</i>	<p>By 2024/25:</p> <p>All disadvantaged students make better than expected progress from their reception baseline in KS2 Mathematics</p> <p>Disadvantaged students achieve a progress 8 score of +1.5 in Mathematics</p>
<i>Improved Reading across all peaks and phases of the Academy for disadvantaged students and all gaps on entry closed</i>	<p>By 2024/25:</p> <p>All disadvantaged students in lower, middle and upper peak will be reading in line with their chronological reading age and with all other students in the academy.</p>
<i>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</i>	<p>By 2024/25:</p> <p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in extra-curricular and enrichment opportunities, particularly among disadvantaged pupils.
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<p>By 2024/25:</p> <ul style="list-style-type: none"> • The attendance of all students will not be below 97%, with no gap between disadvantaged and non-disadvantaged students • The percentage of all pupils who are persistently absent will be below 5% with no difference between disadvantaged and non-disadvantaged students
<i>Students in Early Years achieve a Good Level of Development by the time they enter KS1</i>	<p>By 2024/25</p> <ul style="list-style-type: none"> • 100% of students achieving GLD at the end of EYFS

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: £ 160,653

Activity	Evidence that supports this approach	No addressed
<i>Maximise the effectiveness of DEAR through advisory system so students read widely / often</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
<i>Embed Reading Reconsidered across the curriculum focusing on comprehension</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
<i>Employ graduate co-teachers to enable teachers to deliver greater and more impactful same day feedback</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	All
<i>Design and implement a bespoke CPD programme underpinned by development of a practice culture</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1-3,
<i>Employ additional staffing to work with under achieving disadvantaged students in the core subjects</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1-3
<i>Develop and embed oracy talk protocols</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 5

Activity	Evidence that supports this approach	No addressed
<i>and public speaking through Stretch projects and CPD</i>		

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

Budgeted cost: £ 145,500

Activity	Evidence that supports this approach	No addressed
<i>Develop our relationship with the Tutor Trust to ensure targeted and timely external tutoring, in the core, for students across KS2 and 3</i>	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1-3
<i>Develop staff expertise through training in early identification, intervention and prevention in Early Years</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	6
<i>Extra staff for small group interventions in Early Years lead by EY specialist including handwriting, conversation tracker and phonics</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	6

Activity	Evidence that supports this approach	No addressed
<i>Embed Fresh Start for students who are under achieving in literacy in Year 7</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3
<i>Provide highly tailored catch-up and revision sessions to Year 11 during half-term/weekend</i>	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	All
<i>Provide subsidies to reduce barriers for e.g. revision guides and learning resources, uniform and equipment</i>	Experience has taught us over the past year or so that we need a contingency fund to ensure that no student is held back as a result of financial hardship. This includes offering to subsidise uniforms and revision guides and providing equipment for those who need it.	All
<i>Embed effective Morning Mastery in the EBacc to support underachieving disadvantaged students</i>	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	All

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

Budgeted cost: £ 175,434

Activity	Evidence that supports this approach	No addressed
<i>Employ a librarian to further develop the reading culture in the academy</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy Reading for pleasure - DfE	3
<i>Invest in training for the Senior Mental Health Lead in schools to further support the MR tea, staff and students</i>	https://www.gov.uk/guidance/senior-mental-health-lead-training	5
<i>Employ a Pastoral / Behaviour mentor to support with students struggling to access the curriculum as a result of issues with self-regulation</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5
<i>Develop the role of the behaviour and attendance officer including training and targeted support to reduce persistent absenteeism and raise levels of attendance</i>	DfE's Improving School Attendance	4
<i>Provide subsidies for residential and day expeditions to provide wider experiences</i>	http://learningaway.org.uk/wp-content/uploads/Learning_Away_Summary_Brilliant_Residentials_and_their_impact_Feb_2017.pdf https://files.eric.ed.gov/fulltext/EJ1031445.pdf	5

Activity	Evidence that supports this approach	No addressed
<i>and enrichment opportunities</i>		
<i>Further develop the extra curricular and co curricular offer with more external specialists including subsidised music tuition</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

Total budgeted cost: £481,577

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 2021 to 2022 academic year.

At the end of Cycle 3, all secondary students sat the Dixons Academies Trust common assessment in the EBacc. The outcomes demonstrate some clear successes with our pupil premium strategy including clear and robust evidence that we are closing the disadvantaged gap:

In Secondary, progress of disadvantaged students in the current Y11 is in line with, or working towards that of, all students. Students in the current Y10, disadvantaged students, on average, made more progress than non-disadvantaged students. Students in the current Y9, on average, made more progress than non-disadvantaged students. Students in the current Y8, on average, made progress in line with or above that of non-disadvantaged students. The average progress of students in the current Y11, Y10 and Y9 is the highest in the Trust,

In Primary, progress of disadvantaged students in the current Y5 is 9% above that of non-disadvantaged for reading, 10% above that of non-disadvantaged in maths. Attainment in writing for disadvantaged and non-disadvantaged is in line. In the current Y2, reading progress is 16% lower for disadvantaged compared to non. Progress in maths was higher by 9% and attainment in writing was 13% higher for disadvantaged pupils.

Our relentless focus on attendance, including: home visits, daily phone calls, well-being calls home from mentors and advisors has resulted in high levels of attendance for our disadvantaged students. Disadvantaged students are currently attending more often than non-disadvantaged students, though not significantly.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health has continued to provide challenges. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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
TT Rockstars	Maths Circle Limited
Hegarty Maths	Hegarty Maths
Mathematics Mastery	Ark Curriculum +
Accelerated Reader	Renaissance
Read, Write, Inc	Ruth Miskin
Fresh Start Phonics	Ruth Miskin