

# Pupil premium strategy statement – *Dixons Trinity Chapeltown*

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                                                                                                                           | Data                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Number of pupils in school                                                                                                                                                       | 967                                                                        |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 47.3%                                                                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2027                                                                  |
| Date this statement was published                                                                                                                                                | November 2025                                                              |
| Date on which it will be reviewed                                                                                                                                                | Annually                                                                   |
| Statement authorised by                                                                                                                                                          | Emma Hickey                                                                |
| Pupil premium lead                                                                                                                                                               | Angelique O'Garro (Head of Primary)<br>Emma Hickey (All Through Principal) |
| Governor / Trustee lead                                                                                                                                                          | James Barron                                                               |

## Funding overview

| Detail                                                                                                                                                                             | Amount   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                                | £523,898 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £0       |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )                                                                                    | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £523,898 |

# Part A: Pupil premium strategy plan

## Statement of intent

Dixons Trinity Chapeltown aims to challenge social and educational disadvantage and ensure that all students succeed at university or a real alternative, thrive in a top job and have a great life, irrespective of starting points. Our pupil premium strategy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) to allocate funding to activities that are most likely to maximise achievement.

- All teaching meets the needs of each learner through quality first teaching, significant investment in teacher development and harnessing the power of feedback.
- Highly tailored targeted academic support focuses on closing gaps through swift intervention and maximising every minute of lessons.
- Barriers to achievement are minimised through well targeted support, adaptive teaching and the implementation of a range of wider strategies to improve attendance, behaviour, social and emotional wellbeing and strengthen parental engagement.

Quality first teaching and adaptive teaching are fundamental to our approach, and we understand the importance of ensuring that all teaching meets the needs of each learner through being responsive to common challenges and individual need. Our approach is to significantly invest in teacher talent by delivering a robust and bespoke programme of practice and coaching using data collected from weekly lesson observations and drop-ins. In every lesson across our academy, students are supported to self-reflect and improve in response to feedback. The best way to ensure students make progress is to harness the power of feedback so each day has feedback time built into it. This is when the class teacher works with children either one-to-one or in small groups with the aim that no child goes home with a misconception.

Our most important assessment data comes from specific and daily formative assessment which we use to help inform our teaching and shape our students learning. Our academy works in 3 cycles where each phase is a cycle of highly effective teaching and assessment used to diagnose areas to improve. This is how we tailor teaching and support through a process known as intervention prevention. In addition to using formative assessment data, we use summative data to gather a snapshot of student attainment which is key to knowing where our students are in their learning and to identifying the best way to reliably inform us of the gaps we need to close. Identifying the gaps and planning the ways that we will support students to close them takes time and effort so this is built in and protected within each planning cycle.

The academy 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 keep high aspirations on track, 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 have the potential to go to university or a real alternative. Teachers continually talk to students about what they are doing each day to climb their mountains on their educational journey. We expose students to as many inspiring careers, experiences and ideas to support their aspirations and show them the route map to broadening their knowledge and understanding of the world.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p>Assessments indicate that many of our students, particularly our most disadvantaged, have <b>communication and language skills</b> that are underdeveloped.</p> <p>On entry, our disadvantaged students enter reception well below non-disadvantaged students.</p> <p>KS2 English assessments indicate that a significant proportion of our disadvantaged students, on entry to year 7, are below the average scaled score.</p>                                                                         |
| 2                | <p>Assessments confirm that disadvantaged students generally have greater difficulties with <b>reading</b> than their peers. Whilst historically, a high proportion of students met the expected standard in the PSC, our most disadvantaged students need significant intervention in order to achieve.</p>                                                                                                                                                                                               |
| 3                | <p>Internal and external assessments indicate that <b>maths</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class many students arrive below age-related expectations. This gap narrows but remains significant to the end of KS2.</p> <p>Based on KS2 maths assessments on entry to year 7, a large proportion of disadvantaged pupils scored below the average scaled score, compared to non-disadvantaged students.</p> |
| 4                | <p>Nationally, <b>attendance</b> 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.</p>                                                                                                                                                                                                                                     |

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|   | <p>At DTC our persistent absenteeism of disadvantaged students for the academic year 2024-25 was 28.9% (compared to 22.2% non-disadvantaged) and overall attendance was 91.8% but attendance of disadvantaged students was 90.4%, compared to 92.7% for non-disadvantaged students.</p> <p>Our target for attendance for all students is 97% which highlights the scale of the challenge. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 5 | <p>Our student surveys, information from CPOMS and triaging from the Mountain Rescue Team, as well as discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils, such as anxiety, depression and low self-esteem. Over the last 5 years, teacher referrals for support have markedly increased. Many students (many of whom are disadvantaged) currently require additional support with social and emotional needs.</p>                                           |
| 6 | <p>The changing cohort, most likely due to the cost-of-living crisis and increasingly stretched local services, have led to an uptick in community challenges as per concerns logged on CPOMS. Additionally, there is an increase in behavioural challenges related directly to self-regulation for which disadvantaged students are disproportionately represented.</p>                                                                                                                                         |

## 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                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved oral language skills and vocabulary among disadvantaged pupils. Students in Early Years achieve a Good Level of Development by the time they enter KS1 | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>65-70% of students achieving GLD at the end of EYFS</p> |
| Improved Reading across all peaks and phases of the Academy for disadvantaged students and all gaps on entry closed                                             | <p>KS2 reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.</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>                                |

|                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                          |
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| Excellent academic performance in English for disadvantaged students, exceeding or in line with performance of non-disadvantaged students in KS4 / KS2 national assessments     | <p>All disadvantaged students make better than expected progress from their reception baseline in KS2 in reading and writing.</p> <p>Disadvantaged students achieve a progress 8 score of +1.5 in English</p>                                                                                                                                                                            |
| Excellent academic performance in Mathematics for disadvantaged students, exceeding or in line with performance of non-disadvantaged students in KS4 / KS2 national assessments | <p>KS2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>Disadvantaged students achieve a progress 8 score of +1.5 in Mathematics</p>                                                                                                                                                                                          |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                                                               | <p>The attendance of all students will not be below 97%, with no gap between disadvantaged and non-disadvantaged students.</p> <p>The percentage of all pupils who are persistently absent will be below 5% with no difference between disadvantaged and non-disadvantaged students.</p>                                                                                                 |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.                                                                                | <p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> |

## 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: £ 174,886

| Activity                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Maximise the effectiveness of DEAR through advisory system so students read widely / often            | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>                                                                                                                                                                                                                        | 2                             |
| Embed Reading Reconsidered across the curriculum focusing on comprehension                            | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>                                                                                                                                                                                                                        | 2                             |
| Ensure all teachers and associate teaching staff deliver greater and more impactful same day feedback | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>                                                                                                                                                                                                                                                  | All                           |
| Design and implement a bespoke CPD programme underpinned by development of a practice culture         | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> | 1-3, 6                        |
| Employ additional staffing to work with under achieving disadvantaged students in the core subjects   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>                                                                                                                                                                                                                                                  | 1-3, 6                        |
| Develop and embed oracy talk protocols and public speaking through Stretch                            | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>                                                                                                                                                                                                                                  | 1, 3, 5                       |

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| projects and EYFS CPD                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                     |         |
| <p>Purchase of Primary standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>                                                                                                            | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>                                                                                                                                                                                                | 1, 2, 3 |
| <p>RWI training to secure stronger phonics teaching for all pupils.</p>                                                                                                                                                                                                | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>                                                                                                                                                                 | 2, 4    |
| <p>Implementation of evidence informed strategies for teaching writing with a focus on direct instruction (sentence level and vocabulary development)</p>                                                                                                              | <p>Writing approaches have a strong evidence base that indicates a positive impact on direct instruction and modelling of writing.</p> <p><a href="#">Improving Literacy at KS2</a></p> <p><a href="#">Improving Literacy at KS1</a></p> <p><a href="#">Preparing for Literacy (EYFS)</a></p>                                                                                                       | 1       |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD (including Maths Mastery and White Rose Hub).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 3       |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional</p>                                                                                             | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>                                                                           | 5, 6    |

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| development and training for staff. |  |  |
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £137, 213

| Activity                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.                      | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a> | 2                             |
| Develop staff expertise through training in early identification, intervention and prevention in Early Years           | <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>                                                                           | 1                             |
| Small group interventions in Early Years lead by EY specialist including handwriting, conversation tracker and phonics | <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>                                                                                                   | 1, 2, 3                       |
| Embed Ruth Miskin Fresh Start for students who are under achieving in literacy in Year 7                               | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>                                                                                                                           | 1, 3                          |
| Provide highly tailored catch-up and revision sessions to Year 11 during half-term/weekend                             | <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>                                                                                                                                                             | All                           |
| Provide subsidies to reduce barriers for e.g. revision guides                                                          | 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                                                                                                                                                                                                   | All                           |

|                                                                                                                                                   |                                                                                                                                                                                                                                                                                                         |     |
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| and learning resources, uniform and equipment                                                                                                     | financial hardship. This includes offering to subsidise uniforms and revision guides and providing equipment for those who need it.                                                                                                                                                                     |     |
| Embed effective Morning Mastery in the EBacc and evidenced based Primary intervention programmes to support underachieving disadvantaged students | <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="https://educationendowmentfoundation.org.uk/toolkit-strand">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | All |

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

Budgeted cost: £211, 799

| Activity                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                            | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Invest in training for the Senior Mental Health Lead in schools to further support the MR team, staff and students</i>                         | <a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a>                                                                                                     | 5                             |
| <i>Invest in CPD and teaching resources to support delivery of a specific NHS backed evidence informed SEMH programme</i>                         | <a href="https://educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF</a>                                                           | 5                             |
| <i>Employ Pastoral/ Behaviour mentors to support with students struggling to access the curriculum as a result of issues with self-regulation</i> | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> | 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 <a href="#">Improving School Attendance</a>                                                                                                                                                                                                                                                                                                                                      | 4 |
| <i>Provide subsidies for residential and day expeditions to provide wider experiences and enrichment opportunities</i>                                                  | <a href="http://learningaway.org.uk/wp-content/uploads/Learning_Away_Summary_Brilliant_Residentials_and_their_impact_Feb_2017.pdf">http://learningaway.org.uk/wp-content/uploads/Learning_Away_Summary_Brilliant_Residentials_and_their_impact_Feb_2017.pdf</a><br><br><a href="https://files.eric.ed.gov/fulltext/EJ1031445.pdf">https://files.eric.ed.gov/fulltext/EJ1031445.pdf</a> | 5 |
| <i>Further develop the extra curricular and co curricular offer with more external specialists including subsidised music tuition</i>                                   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>                                                                                                                                                  | 5 |

**Total budgeted cost: £ 523, 898**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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.

P8 score for our disadvantaged cohort has been consistently above national across all buckets compared to national P8 score for the disadvantaged cohort and our P8 score for our disadvantaged cohort has been consistently above national non-disadvantaged P8 score. The P8 disadvantaged gap has decreased year on year.

A8 and EBacc A8 for our disadvantaged cohorts has been consistently above national A8 for the disadvantaged cohort, despite having a student demographic with a high proportion of low prior attainers.

In our outgoing Y6 Primary cohort, 53% of disadvantaged pupils met the expected standard in reading. 67% of disadvantaged pupils made expected or better progress. This suggests that interventions and teaching strategies are having a positive impact on learning growth for disadvantaged pupils.

62% of disadvantaged pupils made expected or better progress in writing, which matches their attainment rate.

35% of disadvantaged pupils met the expected standard in maths and 48% of disadvantaged pupils made expected or better progress, suggesting that interventions are helping pupils catch up, even if they haven't yet reached age-related expectations.

Our relentless focus on attendance has resulted in high levels of attendance for our disadvantaged students. Disadvantaged students are currently attending in line with our non-disadvantaged students and our disadvantaged attendance is currently higher than the national average attendance for disadvantaged students.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme             | Provider                 |
|-----------------------|--------------------------|
| TT Rockstars          | Maths Circle Limited     |
| Sparx Maths           | Sparx Maths              |
| Mathematics Mastery   | Ark Curriculum +         |
| Accelerated Reader    | Renaissance              |
| Read, Write, Inc      | Ruth Miskin              |
| Fresh Start Phonics   | Ruth Miskin              |
| The Write Stuff       | The Training Space       |
| My Happy Mind         | My Happy Mind            |
| Maths Mastery         | The White Rose Maths Hub |
| Learning with Parents | Learning with Parents    |
| SATs bootcamp         | SATs bootcamp            |
| SHINE intervention    | Rising Stars             |
| Carousel Learning     | Carousel Learning Ltd    |
| Century Learning      | Century Tech             |
| Flash Academy         | Learning Labs            |
| Up Learn              | Up Learn Limited         |
| Numeracy Ninjas       | Tau Learning Lab Ltd     |