

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Dixons Cottingley Academy
Number of pupils in school	820
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jason Patterson
Pupil premium lead	Katie Knighton
Governor / Trustee lead	Cassandra Macdonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,905
Recovery premium funding allocation this academic year	£43,065
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£320,970

Part A: Pupil premium strategy plan

Statement of intent

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 weekly during in after school CPD. 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, every term parents receive a personalised report. 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. 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.

Highly tailored interventions and more time

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year 7, and deploy our best teachers to help close these gaps. In addition to our 28 55-minute lessons, we run five half hour period 1 and five half hour reading sessions mid-morning over the course of the week. Students also have a dedicated revision session in Year 11 which is used for highly tailored intervention and revision of key learning. 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 attendance officers and a range of therapeutic interventions 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. 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 Cottingley Academy is that ALL students are going to university or a higher-

level apprenticeship. We provide all students with a broad range of CIEAG advice and guidance to support them with their future career aspirations and what they need to achieve their goal. As an academy we subsidise a range of external educational visits to broaden students understanding of the curriculum and world around us outside of the classroom.

Challenges

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

Challenge number	Detail of challenge
1	In-school on entry attainment gaps in English and Mathematics
2	Disadvantaged students often start Dixons Cottingley Academy with less understanding of their aspirations and how to achieve them
3	Ensuring disadvantaged students develop and maintain strong learning habits
4	Attendance and persistent absenteeism of disadvantaged students
5	Building strong relationships can be more complex and an emphasis on families is important

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
Disadvantaged students attainment and progress is inline with or above other students nationally and that all students have an academic curriculum which prepares them for Post 16 and University,	<ul style="list-style-type: none"> • The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least matches or is improving towards that for other low prior attaining students nationally • The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least matches or is improving towards that • The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least matches or is improving towards that for other high prior attaining students nationally for other middle prior attaining students nationally • The percentage of disadvantaged students achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally • The percentage of disadvantaged students achieving a grade 5 or better in both

Intended outcome	Success criteria
	<p>English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other students nationally</p> <ul style="list-style-type: none"> • The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for other students nationally
Improvement of attendance for disadvantaged students	<ul style="list-style-type: none"> • The attendance of disadvantaged students, at least, matches that for other students nationally
Improvement in student's behaviour for disadvantaged students across the academy	<ul style="list-style-type: none"> • The average number of corrections for disadvantaged students is no higher than 1 per student, per week
Reduction in the NEET figures for disadvantaged students	<ul style="list-style-type: none"> • All disadvantaged students participate in, at least, 1 CEIAG event
Engagement of disadvantaged students in an enrichment experience which broadens their experience beyond academic.	<ul style="list-style-type: none"> • 100% of students attend a residential or enrichment activity

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed schemes of learning across the EBacc from Dixons Academies Outstanding Schools	EEF – Mastery learning (14)	1
Embed marking and feedback models from the MAT and adapt to DCO	EEF – Feedback (6) EEF – Mastery learning (14)	1
Embed the new home learning strategy to ensure 100% of students complete regular homework	EEF – Homework (5)	1/3/4
Improve classroom routines through 'practice perfect' of 100%, no opt out, tracking and full sentences	EEF – Behaviour interventions (4) Teach Like a Champion – Doug Lemov	3
Embed extended writing across all year groups and subjects within the academy to improve student literacy	EEF - Feedback (9) EEF - Learning styles (13)	1/3
Embed skillful questioning to draw out what scholars understand and deepen the knowledge of all	EEF - Feedback (9) EEF – Individualised Instruction (12)	1/3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximise the effectiveness of Lexia reading scheme for students reading below chronology in Y7	EEF – Reading comprehension strategies (6) EEF – Oral language interventions (6) EEF – Phonics (5) EEF – Small group tuition (4) EEF – Teaching assistant interventions (4)	1/2
Employ additional staffing to work with under achieving disadvantaged students in English	EEF – Reducing class size (2)	1/2
Employ additional staffing to work with under achieving disadvantaged students in mathematics	EEF – Reducing class size (2)	1/2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional staffing to work with under achieving disadvantaged students in science	EEF – Reducing class size (2)	1/2
Employ additional staffing to work with under achieving disadvantaged students in French	EEF – Reducing class size (2)	1/2
Employ additional staffing to work with under achieving disadvantaged students in humanities	EEF – Reducing class size (2)	1/2
Embed intervention and prevention documentation to ensure gaps are identified and closed	EEF – Feedback (6) EEF – Individualised instruction (4) EEF – Within class attainment grouping	1/2
Introduce data progress summits with a focus on disadvantaged students	EEF - Feedback (6)	1/2
Embed and utilise newly designed Knowledge Navigators so they are effectively used for home learning	EEF - Mastery Learning (14)	1/2
Introduce Y7 & 8 Stretch Lectures and Projects	EEF - Arts Participation (1) EEF - Aspiration Events (2)	1/2/5
Embed additional literacy and numeracy lessons at KS3	EEF - Reading comprehension (25) EEF – One to One Tuition (17)	1/2
Improve reading ages using literacy interventions e.g. McGraw-Hill, Skills/Comprehension Builder	EEF - Reading comprehension (25) EEF - Reduced class sizes (26) EEF – One to One Tuition (17)	1/2
Embed effective Period 1 strategy to develop knowledge retention for students	EEF – Mastery learning (14)	1/2/3/5
Embed intervention for PP Y11 by: extending the school day from Mon to Fri and holding Saturday and Holiday School	EEF - Small group tuition (30)	1/2/3/5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver whole-year group DEAR to model the reading of challenging texts and promote a love of literature	EEF – Reading comprehension strategies (6) EEF – Oral language interventions (6)	1/2/3
Offer subsidies for uniform	EEF – Parental engagement (4)	3/4/5
Provide targeted support to improve attendance, behaviour and links with families where these are barriers	EEF – Parental engagement (4)	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use 'positive framing' in student interactions, using DCO values, including addressing negative behaviour	Teach Like a Champion – Doug Lemov	3/4/5
Embed a culture of practice for staff	Teach Like a Champion – Doug Lemov	5
Students in Y11 given key texts and revision guides for home study; KS3 given home learning texts and revision guides	EEF – Homework (5) EEF – Mastery learning (5)	1/2/3/5
Additional targeted parental engagement evenings in Y11 to support students in preparing their child to learn	EEF – Parental engagement (4)	1/2/5
Access to talk services, including counsellors, youth workers and a range of therapeutic support groups	EEF – Parental engagement (4) EEF – Social and emotional learning (4)	2/4/5
Part Time education social worker and a part-time home / school liaison officer	EEF – Parental engagement (4)	4/5
Full time child protection and safeguarding officer to monitor student wellbeing	EEF – Parental engagement (4)	4/5
Full time attendance officer to monitor attendance and punctuality	EEF – Parental engagement (4)	4/5
Part time Educational Psychologist and Clinical Psychotherapist to support with delivering therapeutic interventions	EEF – Parental engagement (4) EEF – Social and emotional learning (4)	4/5
Part Time YIM Counselling Services to focus on providing bespoke counselling to students	EEF – Parental engagement (4) EEF – Behaviour interventions (4) EEF – Social and emotional learning (4)	4/5
Safer Schools Police Officer to meet the needs of students inside and outside of school to reduce any risks.	EEF – Parental engagement (4) EEF – Behaviour interventions (4)	4/5
Each year group has a Deputy Director of Curriculum Phase (pastoral – non-teaching) member of staff to focus on students' wellbeing	EEF – Parental engagement (4) EEF – Behaviour interventions (4) EEF – Social and emotional learning (4)	2/4/5
Each year group has a Director of Curriculum Phase to focus on students' academic progress	EEF – Parental engagement (4) EEF – Behaviour interventions (4)	1/2/3
Raise aspirations through visiting the University of York for students in Year 7 and Year 8	EEF – Social and emotional learning (4) EEF – Outdoor adventure learning EEF – Aspiration interventions	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a wide range of free co-curricular electives to raise self-esteem and foster good relationships	EEF – Social and emotional learning (4)	2
Subsidise a Y7 visit to the Black Hills in order to reinforce our core values and drivers	EEF – Social and emotional learning (4) EEF – Outdoor adventure learning EEF – Aspiration interventions	2/3
Subsidise a Y11 revision residential to the High Adventure in order to prepare students for their GCSE examinations	EEF – Small group tuition (4) EEF – Extending school time (3)	1/2/3
Subsidise compelling recognition visits designed to motivate students to develop good learning habits	EEF – Social and emotional learning (4) EEF – Outdoor adventure learning EEF – Aspiration interventions	2/3

Total budgeted cost: £ 320,970

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

This is currently being reviewed on the old Pupil Premium Strategy template

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
National Tutoring Programme	The Access Project
1-1 Counselling	Youth In Mind
Educational Psychology	PEACES
Tutoring	Tutor Trust

Further information

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.
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

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
				extensive evidence.
16	£ £ £ £ £	★★★★★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	£ £ £ £ £	★★★★★	+ 1 Months	Low impact for low cost, based on limited evidence.
23	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	£ £ £ £ £	★★★★★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
		★		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.