

Summary information					
Academy	Danesholme Junior				
Academic Year	2018-2019	Total PP budget	£116 710	Date of most recent PP Review	n/a
Total number of pupils	354	Number of pupils eligible for PP	101	Date for next internal review of this strategy	April 2019

1. Current attainment	
	<i>All PP Pupils</i>
% achieving ARE and above in reading, writing and maths (Combined)	27.4%
% achieving above ARE in reading, writing and maths (Combined)	2.74%
% achieving ARE in and above reading	50.69%
% achieving above ARE in reading	4.11%
% achieving ARE and above in writing	34.25%
% achieving above ARE in writing	2.74%
% achieving ARE and above in maths	43.84%
% achieving above ARE in maths	4.11%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language skills, specifically a limited vocabulary and poor social and emotional literacy
B.	Percentage of pupils who achieve ARE of 'secure' in the summer term
C.	Pupil Premium children with multiple barriers – behaviour, social care involvement, SEND, EAL, poor attendance
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of literacy and numeracy skills in parents
E.	Absence rates for Pupil Premium pupils are high

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral and written language skills for pupils eligible for PP	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
B.	Higher rates of progress across KS2 for all PP pupils	Pupils eligible for PP make rapid progress and attain a 'secure' ARE judgement in the summer term, in line with non-PP pupils.
C.	Pupil Premium children discussed every six weeks at Pupil Progress Meetings, provision reviewed and appropriate intervention identified.	Barriers to learning are reduced for PP children. More PP children achieving age related expectations in Reading, Writing and Maths at the end of KS2.
D.	Reduce barriers for learning for PP parents and provide support for parents to enable them to support their children's learning	PP children have equal access to educational opportunities Increased number of parents accessing adult learning. PP parents attend curriculum workshop events.
E.	Pupil Premium pupils meet the whole school attendance target of 96%.	Persistent absence amongst PP pupils is reduced to 8% (national) or less. Overall attendance for PP pupils meets the whole school attendance target of 96%.

4. Planned Expenditure					
Academic year	2018-2019	Expenditure has been planned based on the Sutton Trust/EEF Toolkit and in response to the DfE/NFER research report 'Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice' (Nov 2015).			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve oral and written language skills for pupils eligible for PP	<ul style="list-style-type: none"> • Embed PiXL vocabulary resources across the curriculum • Teaching pupils to use the Social and Emotional toolkit • Pupils regularly respond to teachers' marking comments to improve their work • Misconceptions being addressed quickly • Regular in depth verbal feedback is given to targeted disadvantaged pupils • Pupils regularly collaborate on learning activities. • Mixed ability peer groupings are used to raise attainment. • Assessment for Learning ensures that pupil learning needs are quickly identified and learning activities carefully matched • Misconceptions being addressed straight away • Teaching assistants deployed across the school 	<p>NFER/EEF link:</p> <p>Feedback (+8 months)</p> <p>Collaborative Learning (+5 months) Peer tutoring (+5 months) Embedded – Introduce collaborative and peer learning</p> <p>Embedded – Ensure Assessment for Learning systems are embedded</p>	<ul style="list-style-type: none"> • Access to Learning Alliance CPD for all staff • Support from GAT advisors • Use of training days and staff meetings to provide Assessment for Learning CPD sessions • Use of training days and staff meetings to provide feedback and marking CPD sessions • Peer coaching and observations 	Principal	December 2018, April and June 2019
B. Higher rates of progress across KS2 for all PP pupils					
Total budgeted cost to include staff training					£10 000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Pupil Premium children discussed every six weeks at Pupil Progress Meetings, provision reviewed and appropriate intervention identified.	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills • Priority reading with TAs if pupils are unable to read at home • Gaps in learning are plugged and pupil confidence is developed 	<p>NFER/EEF link:</p> <p>One-to-one tuition (+5 months)</p> <p>Collaborative learning (+5 months)</p> <p>Intermediate - Help all staff use data effectively and make evidence-based decisions</p> <p>Embedded – constantly review impact of interventions and modify them</p> <p>Intermediate - Ensure all strategies are being implemented to a high standard, including through staff training</p>	<ul style="list-style-type: none"> • Programme of targeted CPD for Teaching Assistants provided by SENCO and Principal • Regular monitoring and evaluation of interventions 	Deputy Principals & Pupil Premium Lead	December 2018, April and June 2019
D. Reduce barriers for learning for PP parents and provide support for parents to enable them to support their children's learning	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Workshops for parents to equip them to support their child's learning at home. • PP families access adult learning opportunities 	<p>NFER/EEF link:</p> <p>Basic – support pupils' social/emotional needs alongside teaching and learning strategies</p>	<ul style="list-style-type: none"> • Pastoral Manager to use links with NCC Adult Learning services and arrange a programme of sessions • SENCO/SLT to develop and deliver a programme of regular support workshops for parents –phonics, spelling, writing, maths etc. 	SENDCO & Deputy Principals	December 2018, April and June 2019
Total budgeted cost to include allocation of teaching assistants and pastoral support					£96 210

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Pupil Premium pupils meet the whole school attendance target of 96%.	<ul style="list-style-type: none"> • Review of procedures and attendance letters • Use of Parent Contracts • Issuing of penalty notices through NCC • Raising parental awareness of the impact of absence • Breakfast club for identified pupils 	Pupils cannot learn and achievement will not improve if pupils are not at school.	Whole staff commitment to reducing absence.	Principal	December 2018, April and June 2019
Total budgeted cost					£10 500
TOTAL					£116 710