

| 1. Summary information | | | | | |
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| School | Danesholme Junior Academy | | | | |
| Academic Year | 2018-19 | Total PP budget | £116 710 | Date of most recent PP Review | |
| Total number of pupils | 354 | Number of pupils eligible for PP | 101 | Date for next internal review of this strategy | July 2019 |

| 2. Current attainment KS2 SATs July 2019 | | |
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| | <i>Pupils eligible for PP (ever 6) = 34 pupils</i> | <i>Pupils not eligible for PP (not ever 6) = 57 pupils</i> |
| % achieving expected standard or above in reading, writing & maths | 24% | 65% |
| % making expected progress in reading (as measured in the school) | 44% | 72% |
| % making expected progress in writing (as measured in the school) | 65% | 82% |
| % making expected progress in mathematics (as measured in the school) | 35% | 81% |

| 3. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-19 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Intended action/approach | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| 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 | Fewer pupil premium children than non-pupil premium children met age related expectations at the end of the Key Stage in July 2019, with the largest gap being in Mathematics. However, a | Continue with PiXL targeted resources across the school, but particularly in years 5&6. | £10 000 |

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| | <ul style="list-style-type: none"> • Teaching pupils to use the Social and Emotional toolkit • Pupils regularly respond to teachers' marking comments to improve their work | <p>number of the PP cohort were also SEN pupils (24%).</p> | <p>Continue to explicitly teach emotional vocabulary and strategies for dealing with emotions.</p> | |
| <p>B. Higher rates of progress across KS2 for all PP pupils</p> | <ul style="list-style-type: none"> • 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 effectively across the school. | <p>The impact of the social and emotional toolkit was reflected in a reduction of violent incidents on the playground.</p> | <p>Marking and feedback strategies have been reviewed for September 2019, with the introduction of whole class feedback which is more analytical and supports Assessment for Learning.</p> <p>Many of these strategies take time to embed and will be built on this year.</p> | |

ii. Targeted support

| Desired outcome | Intended action/approach | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>C. Pupil Premium children discussed every six weeks at Pupil Progress Meetings, provision reviewed and appropriate intervention identified.</p> | <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>Pupil premium provision is mapped across the school and pupil premium children are discussed as part of regular pupil progress meetings. Whilst progress is evident for PP pupils, this does not always translate into reaching the age related expectation.</p> | <p>Pupil progress meetings are to be held three times per year, rather than six, in 2019-20 to allow more time for consolidation of skills.</p> <p>Regular reading opportunities for disadvantaged children to be a priority action in the strategy for 2019-20.</p> | <p>£107 305.71</p> |
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iii. Other approaches

| Desired outcome | Intended action/approach | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>D. Reduce barriers for learning for PP parents and provide support for parents to enable them to support their</p> | <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 | <p>Family learning for EAL parents is always well attended. There is a good take up for '1, 2, 3 Magic too'. All trips and visits are accessible to disadvantaged pupils. 'Parent Pop-Ins' have been developed as a starting point to encourage parents</p> | <p>Continue with all these strategies as they are working well. Look at strategies to engage disadvantaged parents with support for home routines.</p> | <p>£9 829.29</p> |
| <p>F. Pupil Premium pupils meet the whole school attendance target of 96%.</p> | <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 | <p>All attendance procedures were reviewed and attendance remained high profile in reporting to parents throughout the year. Whole school attendance rose from 94.7% to 94.9%, but Pupil Premium attendance dropped 0.7% from 92.6% to 91.9%.</p> | <p>Northants attendance cluster worked effectively together and will continue this work to specifically target the improvement of pupil premium attendance.</p> | |

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| TOTAL COST: | £127 135.00 |
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