DANESHOLME JUNIOR ACADEMY

Pupil Premium funding plan to support disadvantaged pupils' achievement 2019-20

Number of pupils on roll	380
Total number of pupils eligible for PP funding	97 (26%)
Total amount of PP funding allocated	£131,670

Identified barriers for pupil achievement

DJA has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Attendance
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Pupils' ability to talk about their emotions and develop strategies to cope with their emotions
- Development of vocabulary and access to a wide range of reading material
- Parental engagement with school in supporting their child's learning at home
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.

Rationale for expenditure:

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).

Key Planned Expenditure

Area of spend	NFER 'Building Block':	Total allocation
Fully funded breakfast club	Addressing behaviour and attendance	£ 10 000
Subsidising the cost of school visits and wider opportunities (e.g. residentials, holiday sports clubs).	Addressing behaviour and attendance Meeting individual learning needs High quality teaching for all Whole-school ethos of attainment for all	£13 500
Whole-class instrumental tuition	Meeting individual learning needs High quality teaching for all Whole-school ethos of attainment for all	£9 000
Partial funding of teaching assistant support.	Meeting individual learning needs Deploying staff effectively	£45 000
Partial funding of specialist members of staff trained in specific intervention programmes e.g. 'Drawing and Talking' and 'Protective Behaviours'.	Meeting individual learning needs Deploying staff effectively	£47 000
Eliminating barriers to learning through support with necessities, eg uniform and crisis support, eg food and travel costs	Whole-school ethos of attainment for all	£ 7 170

Research undertaken by NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

Department for Education

What are the most effective ways to support disadvantaged pupils' achievement?

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Evidence for Excellence in Education

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

Our action plan for Danesholme Junior Academy is outlined below, linked to these seven areas.

1. **Whole-school ethos of attainment for all**: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

Action	Intended outcomes	NFER/NFER/EEF link	Funding	Impact
Setting aspirational targets for specific groups of pupils based on achieving Age Related Expectations (ARE)	• Teachers have high expectations • Teachers are aware of specific groups of pupils in their classes and their starting points and teaching and learning is responsive • A greater proportion of pupils achieve ARE by the end of the year	Embedded – Ensure assessment for systems are embedded Embedded – Assess pupils' attainment on entry and intervene early to address learning needs Continued Development – Set even higher expectations for all pupils	Funded through school budget	
Eliminating barriers to learning through support with necessities – uniform, food and travel costs	• Families are supported in providing school essentials • Families are supported according to need in times of crisis • All pupils have equal access to opportunities	Basic – support pupils' social/emotional needs alongside teaching and learning strategies	£7 170	

2. **Addressing behaviour and attendance**: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

Action	Intended outcomes	NFER/EEF link	Funding	Impact
Whole school behaviour systems are embedded	• Pupils demonstrate good behaviour at all times • Pupils show positive behaviour for learning	Intermediate – ensure all strategies are being implemented to a high standard, including through staff training Embedded – Support metacognition and independent learning	Funded through school budget	
Free breakfast club provision for targeted pupils	• Improved attendance of targeted pupils • Reduced lateness of targeted pupils • Vulnerable pupils have a healthy breakfast and are ready to learn	Basic – support pupils' social/emotional needs alongside teaching and learning strategies	£10 000	

Emotional Intelligence toolkit explicitly taught to all pupils	• Pupils recognise different emotions • Pupils have the vocabulary to describe different emotions • Pupils have a range of strategies to help them manage their emotions	Social and Emotional learning (+4 months)	Funded through school budget	
Provision of specialist programmes (eg. 'Drawing and Talking and 'Protective Behaviours') to reduce barriers to learning and provide social and emotional support.	• Specialist trained staff support individual pupils • Nurture provision available for identified pupils • Specialist trained staff support families	Basic – support pupils' social/emotional needs alongside teaching and learning strategies	£47 000	

3. **High-quality teaching for all**: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

Action	Intended outcomes	NFER/EEF link	Funding	Impact
Feedback is precise and targeted at pupils' next steps in learning	• Misconceptions are addressed quickly • Regular in depth verbal feedback is given to targeted disadvantaged pupils	Feedback (+8 months) Embedded – Ensure Assessment for Learning systems are embedded	Funded through school budget	
Collaborative learning and peer tutoring are actively employed in classrooms as effective learning tools	• Pupils regularly collaborate on learning activities • Mixed ability peer groupings are used to raise attainment	Collaborative Learning (+5 months) Peer tutoring (+5 months) Embedded – Introduce collaborative and peer learning	Funded through school budget	
Continue to embed flexible groupings in class	• Teachers' assessment for Learning ensures that pupil learning needs are quickly identified and misconceptions are addressed straight away • Targeted use of support staff	Embedded – Ensure Assessment for Learning systems are embedded	Funded through school budget	

4. **Meeting individual learning needs**: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

Action	Intended outcomes	NFER/EEF link	Funding	Impact
Teaching Assistant support in classes and focused interventions	• 1:1 and/or small group interventions planned to cater for individual needs (e.g. phonics, spelling, reading, handwriting) • 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	One-to-one tuition (+5 months) Collaborative learning (+5 months) Reading comprehension strategies (+5 months)	£45 000	
Subsidising the cost of school visits and wider opportunities (e.g. residentials and holiday sports clubs) Whole class instrumental tuition	• Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips and experiences that are carefully planned to enhance the school's curriculum and broaden pupils' knowledge and skills • Social skills, independence, perseverance and team-work are developed through participation in group activities	Basic – support pupils' social/emotional needs alongside teaching and learning strategies	£13 500 £9 000	

5. **Deploying staff effectively**: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

Action	Intended outcomes	NFER/EEF link	Funding	Impact
Data is used to target pupils for additional support and intervention	• Support and intervention reviewed every term after data capture and pupil progress meetings • Pupils receive targeted support to raise attainment	Intermediate - Help all staff use data effectively and make evidence-based decisions Embedded – constantly review impact of interventions and modify them Continued development – Develop existing strategies still further	Funded through school budget	
Regular CPD sessions for Teaching Assistants	• TAs supporting groups/individuals and positively impacting on learning • TAs developing pupils' independent learning skills	Intermediate - Ensure all strategies are being implemented to a high standard, including through staff training Embedded – share learning between staff	Funded through school budget	

5. **Data-driven and responding to evidence**: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

Action	Intended outcomes	NFER/NFER/EEF link	Funding	Impact
Pupil Progress Cycle impacts individuals' achievement	• Data is collected and analysed every term • Regular (termly) Pupil Progress Meetings help teachers to identify learning needs of individuals and groups of pupils within their class • Teachers plan appropriate learning activities, interventions and effective support to cater for the individual needs of pupils	Intermediate - Help all staff use data effectively and make evidence-based decisions Embedded – constantly review impact of interventions and modify them Continued development – Develop existing strategies still further	Funded through school budget	

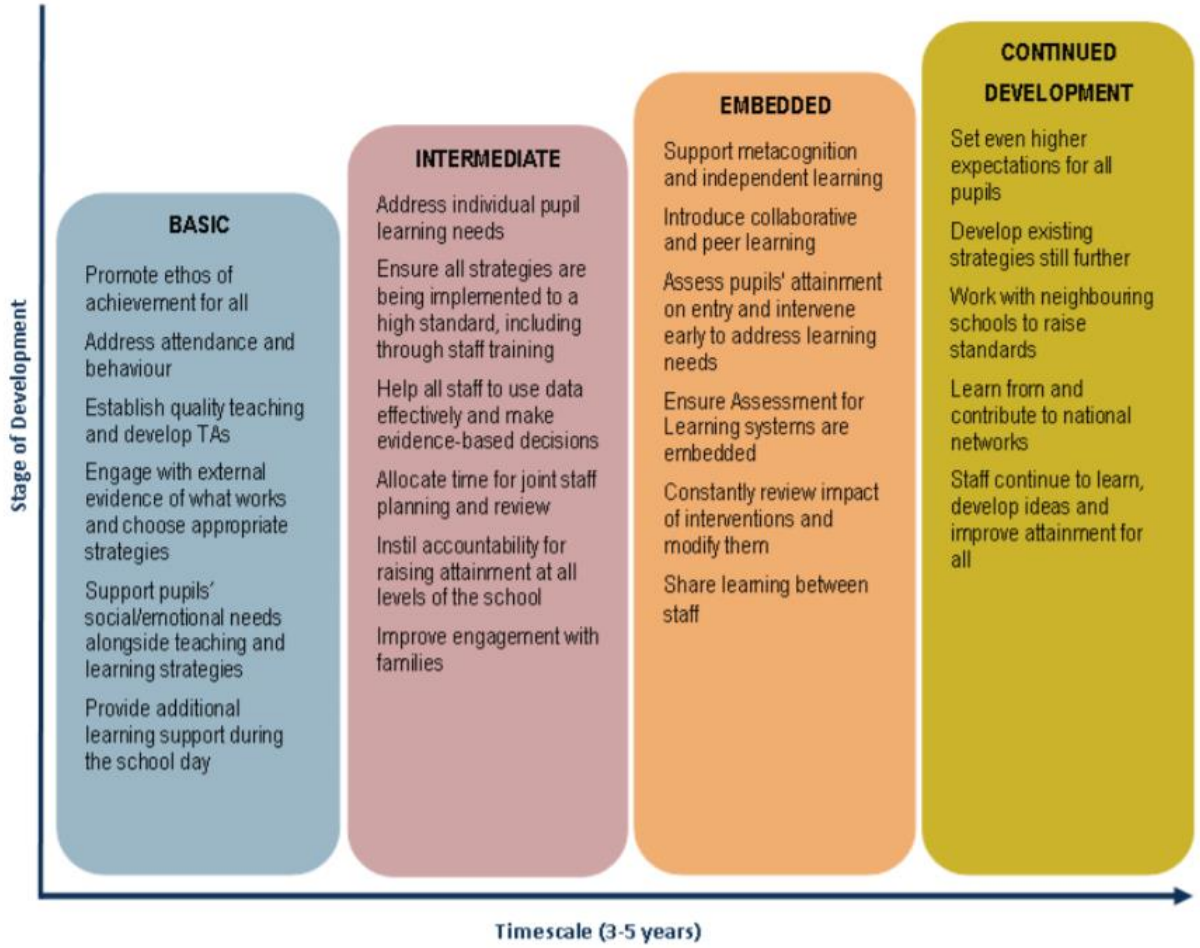
7. **Clear, responsive leadership**: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

Action	Intended outcomes	NFER/EEF link	Funding	Impact
Performance Management Cycle (PDR – Performance Development Review)	• All staff are accountable for raising achievement • Culture of high expectations for all pupils	Intermediate – Instil accountability for raising attainment at all levels of the school	Funded through school budget	
Data is used to target individual pupils and groups	• Data is captured every termly and is analysed • Data is used to identify pupils and groups who for improved achievement • Actions are identified to accelerate progress and raise attainment	Intermediate - Help all staff use data effectively and make evidence-based decisions Embedded – constantly review impact of interventions and modify them	Funded through school budget	
Leadership is responsive to monitoring evidence	• Regular monitoring activities mean leaders have a clear picture of teaching and learning • Leaders are responsive to monitoring evidence and use it to plan staff CPD	Intermediate - Ensure all strategies are being implemented to a high standard, including through staff training Embedded – share learning between staff	Funded through school budget	

How will the academy measure the impact of the Pupil Premium?

At Danesholme Junior Academy, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupil Progress Meetings will take place after every data capture point (three times per year) when the school will review the impact of actions taken and will plan for the next phase.

Figure 26 An illustration of schools' pathways to success in raising the attainment of disadvantaged pupils



Source: page 91 DfE/NFER research report 'Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice' (Nov 2015).