



DANESHOLME JUNIOR ACADEMY

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

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| Number of pupils on roll | 380 |
| Total number of pupils eligible for PP funding | 97 (26%) |
| Total amount of PP funding allocated | £131,670 |
| Final allocation 2019-20 | £140 867 |

Review of 2019-2020 Pupil Premium spending. Danesholme Junior Academy closed to pupils on Thursday 19th March 2020, due to the COVID-19 pandemic.

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 | Amount spent |
|--|---|--------------------|--|
| Fully funded breakfast club | Addressing behaviour and attendance | £ 10 000 | Food & drink £3 044.93 (plus some staffing costs included below*) |
| Subsidising the cost of school visits and wider opportunities (e.g. residential, 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 | Educ visits £2 332.85 After school clubs £1045.00 Sports Leader training £450.00 |
| Whole-class instrumental tuition | Meeting individual learning needs High quality teaching for all Whole-school ethos of attainment for all | £9 000 | £3096.00 |
| Partial funding of teaching assistant support. | Meeting individual learning needs Deploying staff effectively | £45 000 | Teaching £24 796.00 *Educ support £68 616.00 |
| 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 | Admin £6 500.00 (administration of Edenred FSM vouchers) |
| 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 | Uniform £1042.46 Travel £6 889.09 Misc £843.00 |
| | | TOTAL SPEND | £118 655.33 |

£20 211.67 was carried forward into the academic year 2020-21 as a result of school closure.

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



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



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 stereotyping 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) | <ul style="list-style-type: none"> 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 | In place, but school assessment cycle was not completed due to COVID-19 school closure. |
| Eliminating barriers to learning through support with necessities – uniform, food and travel costs | <ul style="list-style-type: none"> 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 | No child was disadvantaged due to financial reasons. |

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 | <ul style="list-style-type: none"> 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 | In place. |
| Free breakfast club provision for targeted pupils | <ul style="list-style-type: none"> 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 | Pupil premium pupils were identified to attend breakfast club, based on attendance and social care involvement with the family. Places were reallocated every half term. |

| | | | | |
|--|--|---|------------------------------|--|
| Emotional Intelligence toolkit explicitly taught to all pupils | <ul style="list-style-type: none"> • 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 | In place across the school. |
| Provision of specialist programmes (eg. 'Drawing and Talking and 'Protective Behaviours') to reduce barriers to learning and provide social and emotional support. | <ul style="list-style-type: none"> • 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 | In place. Pupils are able to access small group and 1:1 support as required. |

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 | <ul style="list-style-type: none"> • 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 | The academy has moved away from extensive written feedback, to a whole class feedback model with more emphasis on verbal feedback and responsive teaching and learning. |
| Collaborative learning and peer tutoring are actively employed in classrooms as effective learning tools | <ul style="list-style-type: none"> • 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 | This work was begun, but not completed, so needs embedding. |
| Continue to embed flexible groupings in class | <ul style="list-style-type: none"> • 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 | Whole class feedback books support with this and impact pupil groupings daily. |

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 | <ul style="list-style-type: none"> • 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 | <p>One-to-one tuition (+5 months)</p> <p>Collaborative learning (+5 months)</p> <p>Reading comprehension strategies (+5 months)</p> | £45 000 | In place across the whole school. |
| <p>Subsidising the cost of school visits and wider opportunities (e.g. residential and holiday sports clubs)</p> <p>Whole class instrumental tuition</p> | <ul style="list-style-type: none"> • 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 | <p>£13 500</p> <p>£9 000</p> | No pupil has been disadvantaged due to financial reasons. All pupil premium children have accessed trips, including residential. All pupil premium children have accessed paid after school clubs run by external companies. |

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 | <ul style="list-style-type: none"> • Support and intervention reviewed every term after data capture and pupil progress meetings • Pupils receive targeted support to raise attainment | <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>Continued development – Develop existing strategies still further</p> | Funded through school budget | In place across the whole school. |
| Regular CPD sessions for Teaching Assistants | <ul style="list-style-type: none"> • TAs supporting groups/individuals and positively impacting on learning • TAs developing pupils' independent learning skills | <p>Intermediate - Ensure all strategies are being implemented to a high standard, including through staff training</p> <p>Embedded – share learning between staff</p> | Funded through school budget | In place. |

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 | <ul style="list-style-type: none"> • 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 | <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>Continued development – Develop existing strategies still further</p> | Funded through school budget | In place across the whole school. |

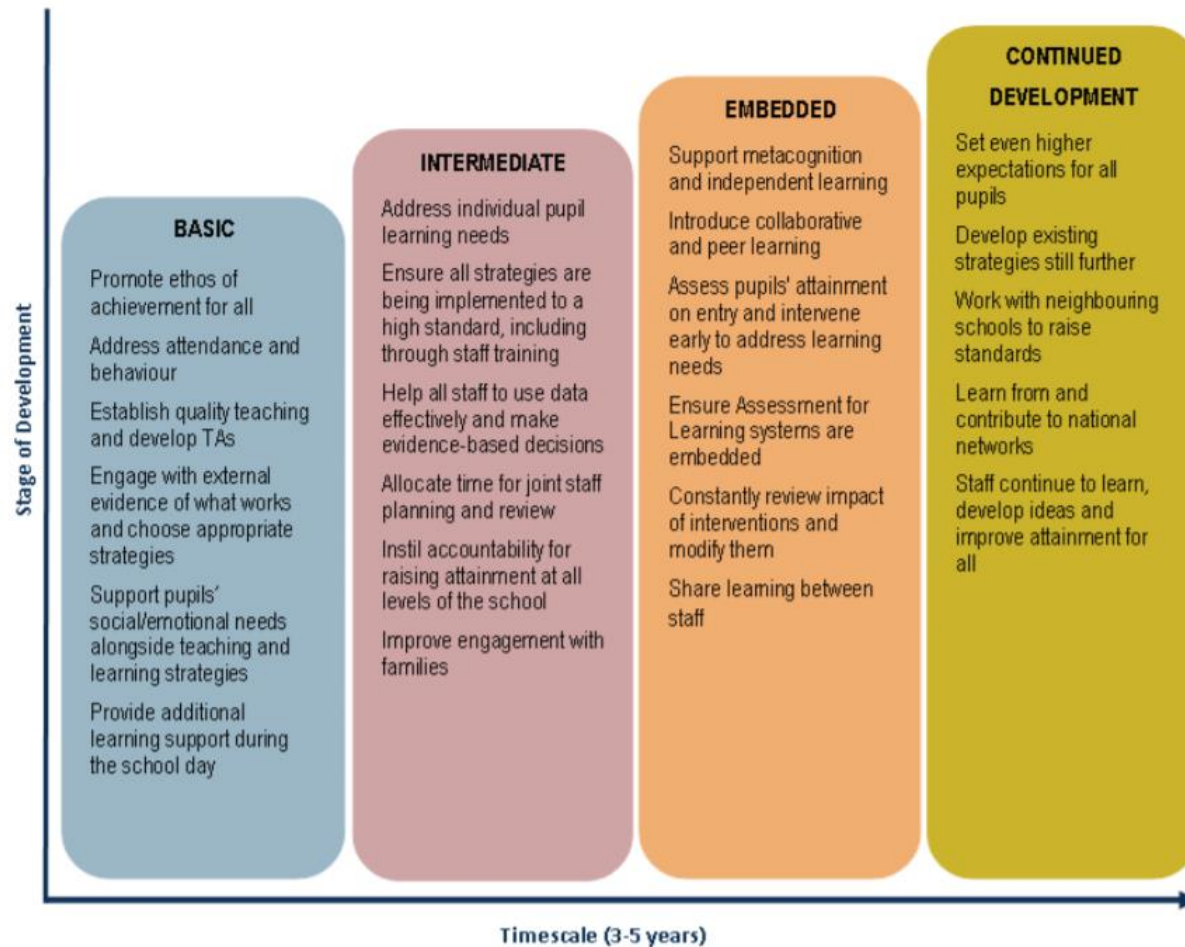
7. **Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

| Action | Intended outcomes | NFER/EEF link | Funding | Impact |
|---|--|--|------------------------------|-----------|
| Performance Management Cycle (PDR – Performance Development Review) | <ul style="list-style-type: none"> • 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 | In place. |
| Data is used to target individual pupils and groups | <ul style="list-style-type: none"> • 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 | In place. |
| Leadership is responsive to monitoring evidence | <ul style="list-style-type: none"> • 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 | In place. |

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).