

Summary information					
Academy	Danesholme Junior Academy				
Academic Year	2020-21	Total PP budget	£140 867	Date of most recent PP Review	n/a
Total number of pupils	370	Number of pupils eligible for PP	101 (27%)	Date for next internal review of this strategy	July 2020

1. Current attainment – July 2019 (no 2020 data due to COVID-19)		
	All DJA PP Pupils (34)	National PP Pupils
% achieving ARE and above in reading, writing and maths (Combined)	24%	51%
% achieving above ARE in reading, writing and maths (Combined)	0%	5%
% achieving ARE in and above reading	44%	62%
% achieving above ARE in reading	9%	17%
% achieving ARE and above in writing	65%	68%
% achieving above ARE in writing	0%	11%
% achieving ARE and above in maths	35%	67%
% achieving above ARE in maths	6%	16%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor oral language skills, specifically a limited vocabulary and poor social and emotional literacy
B.	Gaps in learning widening due to lockdown, impacting on number of children achieving the expected standard
C.	Pupil Premium children with multiple barriers – behaviour, social care involvement, SEND, EAL, poor attendance
D.	Limited cultural capital and experiences for pupil premium children
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Absence rates for Pupil Premium pupils are high
F.	To ensure all pupils have the equality of opportunity to continue their work at home

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	PP pupils' vocabulary is broadened and this impacts across the curriculum. PP pupils have speaking and listening skills in line with non PP pupils.
B.	Higher rates of progress across KS2 for all PP pupils	Pupils eligible for PP make rapid progress and attain the expected standard, in line with non-PP pupils. Attainment gap between PP and non PP is narrowed and closer in line with national data.
C.	Barriers to learning are reduced for Pupil Premium children, taking a whole family approach where necessary. Children are discussed individually at Pupil Progress Meetings, provision reviewed and appropriate intervention put in place.	Provision mapping in place for all PP children. 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.	Broaden pupils' life experiences.	PP children have equal access to educational opportunities. The curriculum is carefully planned to broaden all pupils' knowledge, skills and understanding.
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%.
F.	To ensure all pupils have the equality of opportunity to continue their work at home.	In case of partial school closure or future lockdown, all PP children have access to digital devices to access remote learning.

4. Planned Expenditure					
Academic year	2020-21	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"> • Develop a language rich environment. • QFT to provide lots of opportunities to clarify vocabulary, learn subject-specific vocabulary and use in context. • Whole staff communication training 'I Can Talk Primary'. • Teaching pupils to use the Social and Emotional toolkit • Reading comprehension strategies developed across the school – using 'active reading'. 	<p>EEF Oral language interventions + 5 months</p> <p>EEF Social and emotional learning + 4 months</p> <p>EEF Reading comprehension strategies + 6 months</p> <p>NFER High quality teaching for all</p>	<ul style="list-style-type: none"> • Dedicated time for CPD – training days, staff meetings • All staff involved in CPD sessions • Involvement in GAT CAB and LAB. • Peer coaching and observations 	KR SP BB CB DR	December 2020, April and June 2021, alongside AIP review.
B. Higher rates of progress across KS2 for all PP pupils	<ul style="list-style-type: none"> • Pupils regularly respond to teachers' feedback to improve their work • Responsive teaching and learning ensures that pupil learning needs are quickly identified and learning activities carefully matched • Misconceptions are addressed quickly 	<p>EEF Feedback (+8 months)</p> <p>EEF Collaborative Learning (+5 months)</p> <p>EEF Peer tutoring (+5 months)</p> <p>EEF One-to-one tuition (+5 months)</p>	<ul style="list-style-type: none"> • Book scrutinies • Data analysis • Pupil progress meetings • Monitoring PiXL QLA • Subject leader monitoring • GAT RAB • Programme of targeted CPD for 	KR SP BB CB DR	December 2020, April and June 2021, alongside data reviews.

	<ul style="list-style-type: none"> • Focus groups are identified through whole class feedback book • 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. • Staff are deployed effectively across the school • PiXL QLA used effectively across the school to target gaps in learning. • 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 • Catch up Literacy and Maths training for teaching assistants 	<p>EEF Individualised instruction + 3 months</p> <p>NFER – whole school ethos of attainment for all</p> <p>NFER – deploying staff effectively</p> <p>NFER – data driven and responding to evidence</p>	<p>Teaching Assistants</p> <ul style="list-style-type: none"> • Regular monitoring and evaluation of interventions 		
--	---	--	---	--	--

<p>C. Pupil Premium children with multiple barriers – behaviour, social care involvement, SEND, EAL, poor attendance.</p>	<ul style="list-style-type: none"> • PP provision mapping in place in every class. • Pupil progress meetings discuss every pupil premium child individually • PP provision is reviewed regularly as part of the data cycle. • Whole family pastoral support is put in place where wider family issues present a barrier to learning. • Collaborative working with other agencies enables barriers to be reduced. • Eliminating barriers to learning through support with necessities, eg uniform and crisis support, eg food and travel costs. 	<p>NFER – meeting individual learning needs</p> <p>NFER – addressing behaviour and attendance</p> <p>EEF Parental engagement + 3 months</p> <p>EEF Behaviour interventions + 3 months</p> <p>Health deprivation and disability domain - this is amongst the 40% most deprived neighbourhoods in the country.</p> <p>Income deprivation affecting children index - this is amongst the 20% most deprived neighbourhoods in the country.</p> <p>Income deprivation affecting older people index - this is amongst the 50% most deprived neighbourhoods in the country.</p> <p>Barriers to housing and services domain - this is amongst the 20% most deprived neighbourhoods in the country.</p>	<ul style="list-style-type: none"> • Provision mapping reviews • Pupil progress meeting conversations • Pupil interviews 	<p>KR BB SP CB DR TD</p>	<p>December 2020, April and June 2021, alongside data reviews.</p>
<p>D. Broaden pupils' life experiences</p>	<ul style="list-style-type: none"> • Specific curriculum linked experiences for each year group, including trips and visitors. <ul style="list-style-type: none"> • Access to enrichment activities – eg residential visits and after school clubs. • Careers and employability links throughout the curriculum to raise aspiration. • Whole class music tuition (this is currently suspended due to the COVID-19 pandemic). 	<p>NFER – meeting individual learning needs.</p> <p>EEF Arts participation + 2 months</p> <p>Index of multiple deprivation - this is amongst the 40% most deprived neighbourhoods in the country.</p> <p>Income deprivation domain - this is amongst the 40% most deprived neighbourhoods in the country.</p> <p>Education skills and training domain -this is amongst the 30%</p>	<ul style="list-style-type: none"> • Programme of visitors and trips to support curriculum enrichment. • Involvement in local careers events and careers week activities. • Outdoor learning opportunities. 	<p>KR BB SP CB DR TD</p>	<p>December 2020, April and June 2021, alongside AIP review.</p>

		most deprived neighbourhoods in the country. Employment deprivation domain - this is amongst 40% most deprived neighbourhoods in the country.	•		
Total budgeted cost				Partial funding of TAs £45 000 Partial funding of specialist staff £47 000 Staff training £10 000 Resources – £1 000 Music tuition - £6 000 Uniform/crisis support - £9 000 Funding trips and visits - £13 500 £131 500	
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?
E. Pupil Premium pupils meet the whole school attendance target of 96%.	<ul style="list-style-type: none"> • Raising parental awareness of the impact of absence • Breakfast club for targeted pupils • Use of Parent Contracts • Working with NCC Education Inclusion Partnership Team • Issuing of penalty notices through NCC 	To make good progress, children need to be in school on time every day. Poor attendance significantly impacts attainment and gaps in learning develop.	<ul style="list-style-type: none"> • Whole staff commitment to reducing absence. • Weekly attendance figures shared with pupils, staff and families. • Working collaboratively as part of cluster attendance group. 	KR TD	December 2020, April and June 2021, as part of data cycle.
Total budgeted cost				Breakfast Club £10 000 £10 000	

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?
F. To ensure all pupils have the equality of opportunity to continue their work at home.	<ul style="list-style-type: none"> Investment in 40 additional laptops so that all disadvantaged pupils can access a device in case of school closure. Blended learning approaches to be used in school to familiarise pupils with school devices, access to airhead, Microsoft Teams, One Note etc. 				
					*Laptops £20 000
					*£20 000
				Total budgeted cost	
				TOTAL AMOUNT	£141 500

*carried forward from 2019-20 PPG, due to COVID-19 school closure, so not included in total amount.