

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Danesholme Junior Academy
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Nikki Lamond
Pupil premium lead	Becky Bond
Governor / Trustee lead	Andrew Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 163,130.
Recovery premium funding allocation this academic year	£ 18,742
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 181,872.

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils:

- To decrease the gap between disadvantaged and non-disadvantaged pupils when measured against both internal and national data.
- Pupils are working at (at least) nationally expected progress (ARE) at the end of their current year, and by the end of year 6, in Reading, Writing and maths.
- Pupils have access to cultural capital through trips, visits, clubs and events.

Achieving The Objectives

- Paid for/subsidised educational visits and residential.
- Year 2/3 Transition support and enhanced transition – strong staff links with Danesholme Infant School
- Planned/customised targeted teaching in the classroom
- Additional teaching through Tutoring
- Additional intervention teaching by the class teacher
- 1:1 Nurture and behaviour support from SENDCO/Pastoral Lead
- Attendance support from attendance lead and pastoral team
- SEND intervention where necessary

What are the key principles of our strategy plan?

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups and ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We ensure that there are no barriers for inclusion in school trips, visits, residential, clubs and school events.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We may allocate the Pupil Premium funding to support any pupil or groups of pupils we identify as being socially disadvantaged.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance
2	Cultural experiences and access to wider opportunities
3	Poor basic reading, maths and writing skills on entry to year 3 - compounded by lock downs.
4	Low levels of academic support at home

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved/sustained attendance	Attendance is consistently at 98% Parents engage with attendance lead and attendance contracts.
Equality of success and opportunity	All children take part in trips and residential and barriers are removed to ensure this happens.
Pupils are assessed as working at age related expectations in year 3 and beyond.	Children are assessed as working at ARE, across all subjects, at the end of the summer term in year 3. Evidence is shown in books, formal assessments and moderation.
Improved engagement with parents to support children at home.	Parents attend informal meetings arranged by the Academy – subject meetings, parent events. Parents regularly engage in parents' evenings. Where children are SEND, parents attend meetings with the SENDCO and engage in suggested programmes.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff to improve skills in decoding. RWI Training for all staff.</p> <p>CPD for All staff to improve skills in comprehension.</p> <p>Parent reading meetings and workshops.</p>	<p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>https://attendancemattersmagonline.co.uk/time-to-strengthen-the-home-school-relationship/</p>	1, 3,4
<p>White Rose Maths training for all staff</p>	<p>https://whiterosemaths.com/professional-development/case-studies/</p> <p>https://whiterosemaths.com/who-we-are/about-white-rose-maths/</p>	3
<p>Increase staff capacity to enable staff to be released – CPD/peer observation/Team Teaching.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3,4

Increase staff capacity to enable teachers to lead intervention.		
Jane Considine approach to writing is embedded across the whole Academy.	https://www.janeconsidine.com/jane-considine-TWS-online-training	3,4
<p>Improve attendance to 98%. Parents receive parent contracts, attend attendance review meetings and engage with Pastoral manager.</p> <p>Parents are signposted to support from outside agencies</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://attendancemattersmagonline.co.uk/time-to-strengthen-the-home-school-relationship/</p> <p>https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf</p> <p>https://www.nfer.ac.uk/publications/OUPP01/OUPP01.pdf</p>	1,2,3,4
Children take part in outdoor learning as part of their curriculum experience.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,3
Cultural experiences, trips and visits are planned into the curriculum in each year group.	<p>https://educationendowmentfoundation.org.uk/news/learning-about-culture</p> <p>https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips</p>	2

<p>Access is available for all pupils and finance is not a barrier.</p> <p>Pupils attend available trips and residential.</p>		
---	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 61,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3,4
Teachers released from class to give one to one and small group support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3,4
Small group/TA intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral/wellbeing 1:1 support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,4
Funded access to after school clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2
Breakfast Club Attendance	https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs	1,4
Trips, visits and residentials	https://educationendowmentfoundation.org.uk/news/learning-about-culture https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips	2,3
Family support worker intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,3,4

Total budgeted cost: £ 181,800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Classrooms are language rich environments. Subject specific vocabulary is on display, as well as incidental vocabulary that is captured on classroom 'word catchers'.
- 'Active reading' is used successfully in years 5&6 and will be implemented in years 3&4 in September 2021.
- Teaching and learning is responsive and whole class feedback books support this, meaning that misconceptions are quickly addressed.
- Pupils are able to talk about their learning and what they have done, or need to do, to improve.
- Focus groups are identified through PiXL QLA analysis and the whole class feedback book. Each year group has had additional teaching support in the mornings, for targeted intervention.
- Staff and pupils are familiar with Microsoft Teams and One Note and used these effectively during the national lockdown period (Jan-Mar 2021).
- The academy has purchased additional laptops for classroom use for 2021-22 to provide wider opportunities for blended learning.
- Provision mapping is in place for all PP pupils
- PP pupils are discussed individually as part of Pupil Progress Meetings.
- The Academy offers a wide range of strategies and works with external agencies to reduce barriers to learning for PP pupils.
- PP provision is regularly reviewed as part of the data cycle – for 2021-22 there is a sharper focus on targeting PP pupils to achieve combined.
- The academy had a positive external PP review in May 2021
- Wider educational activities, such as whole class instrumental tuition, off-site visits and residential were not possible due to the Coronavirus pandemic.

Externally provided programmes

Programme	Provider
Times Table Rock Stars	Maths Circle
Comparative Judgement	No More Marking
White Rose	White Rose Maths
Read Write Inc	Ruth Miskin Literacy
Rising Stars Spelling	Rising Stars UK

