

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	345
Proportion (%) of pupil premium eligible pupils	31% (108 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023 September 2023
Statement authorised by	Nikki Lamond
Pupil premium lead	Karen Rolf
Governor / Trustee lead	Vicci Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 192, 290
Recovery premium funding allocation this academic year	£ 17, 835
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	£ 210, 125

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

- 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 attend school regularly and on time.
- Pupils have access to cultural capital through trips, visits, clubs and events
- Pupils are mentally healthy.

For the period of this strategy plan, we have identified the key challenges for our disadvantaged pupils as:

- Widening learning gaps created by partial school closures and national lockdowns (as a response to the Coronavirus pandemic);
- Lower levels of regular attendance at school and increased levels of persistent absence;
- Limited access to cultural capital opportunities – trips, visits, events, clubs.
- Impact on pupils' physical and mental wellbeing as a result of restrictions put in place as a response to the Coronavirus pandemic.

To ensure our strategies are effective, we will:

- Be responsive to both common challenges and our pupils' individual needs;
- Use diagnostic assessment to identify gaps in learning and target intervention;
- Ensure disadvantaged pupils are challenged in the work they are set;
- Work with families to overcome wider barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Attainment. Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. EEF research evidence
2	Attendance Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better attendance and punctuality.

	2021-22 attendance summary:				
		Attendance	Authorised Absence	Unauthorised Absence	Persistent Absence
	All (353)	93.23%	5.07%	1.70%	18.41%
	Pupil Premium (111)	91.04%	5.71%	3.24%	24.32%
	Non-Pupil Premium (242)	94.23%	4.78%	0.99%	15.70%
	(All figures in this table are impacted by Covid-19 absence for the 2021-22 academic year)				
3	Limited cultural experiences and access to wider opportunities.				
4	<p>Mental Health.</p> <p>Pupils' reduced physical well being, social and emotional wellbeing and increased anxiety as a result of restrictions brought about in response to the Coronavirus pandemic.</p> <p>Children In Need Covid19 impact report</p>				

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
Pupils are assessed as working at age related expectations.	Children are assessed as working at ARE, across all subjects, at the end of the summer term in year 3-6. Evidence is shown in books, formal assessments and moderation.
Gaps in learning in the core subjects of reading, writing and maths are significantly reduced for disadvantaged learners.	<p>PiXL QLA analysis is used to target pupils for quality intervention in reading, writing and maths.</p> <p>PiXL QLA analysis over time shows a reduction in learning gaps.</p> <p>End of Key Stage outcomes show disadvantaged learners attain in line with non-disadvantaged pupils nationally.</p>
Improved and sustained attendance and punctuality.	Attendance is consistently at 98% or above. Parents engage with attendance lead and attendance contracts.
Pupils have access to events, trips, visits and clubs.	Disadvantaged pupils have equality of opportunity.
Pupils are mentally healthy and barriers to learning are reduced.	Individual pupils and groups of pupils are supported by the Learning Mentor and Emotional Literacy Support Assistant, so barriers to learning are reduced.

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: **£ 86, 485**

Activity	Evidence that supports this approach	Challenge Number (s) addressed
<p>Develop a culture of reading across the school – tracking pupil progress carefully whilst fostering a love of reading for pleasure. CPD for staff.</p>	<p>DfE research evidence on reading for pleasure: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>EEF phonics, +5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF reading comprehension strategies, +6 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF Improving Literacy in Key Stage 2 – recommendations summary:</p> <ul style="list-style-type: none"> • Support pupils to develop fluent reading capabilities. Evidence strength – Moderate. • Teach reading comprehension strategies through modelling and supported practice. Evidence strength – Very Extensive. 	1, 3, 4
<p>Novel-led literacy using quality texts embedded across the academy. Jane Considine approach to writing is embedded. CPD for staff.</p>	<p>EEF Improving Literacy in Key Stage 2 – recommendations summary:</p> <ul style="list-style-type: none"> • Develop pupils’ language capability to support their reading and writing. z Evidence strength – Extensive. • Teach writing composition strategies through modelling and supported practice. • Evidence strength – Extensive <p>https://www.janeconsidine.com/jane-considine-TWOnline-training</p>	1, 3

<p>Adopt a mastery approach to the teaching and delivery of White Rose. CPD for staff.</p>	<p>EEF Mastery Learning, +5 months: Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>https://whiterosemaths.com/professionaldevelopment/case-studies/</p> <p>https://whiterosemaths.com/who-we-are/about-whiterose-maths/</p>	1
<p>Cultural experiences, trips and visits are planned into the curriculum in each year group. Access is available for all pupils and finance is not a barrier.</p>	<p>EEF Arts participation, + 3 months</p> <p>https://educationendowmentfoundation.org.uk/news/learning-about-culture</p> <p>https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips</p>	1, 3

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

Budgeted cost: £ 56, 062.50 + £ 17, 835

Activity	Evidence that supports this approach	Challenge Number (s) addressed
<p>Use of PiXL QLA evidence to identify individual pupil need and intervention.</p>	<p>EEF diagnostic assessment: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> <p>EEF, within class attainment grouping, +2 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Feedback, +6 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1
<p>Employment of additional teaching staff to deliver interventions</p>	<p>EEF, Individualised Instruction, +4 months Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>EEF, small group tuition, +4 months Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF One-to-One tuition, + 5 months:</p>	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Small group/TA intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions EEF, teaching assistant interventions, +4 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: **£ 49, 742.50**

Activity	Evidence that supports this approach	Challenge Number (s) addressed
Pastoral and wellbeing support for pupils – delivered by Pastoral Manager, Learning Mentor and ELSA (Emotional Literacy Support Assistant).	EEF Social and emotional learning, +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2, 4
Funded access to after school clubs and breakfast club.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 4
Improve attendance to 98%. Parents receive parent contracts, attend attendance review meetings and engage with Pastoral manager. Parents are signposted to support from outside agencies.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement https://attendancemattersmagonline.co.uk/time-to-strengthen-the-home-school-relationship/ https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf https://www.nfer.ac.uk/publications/OUPP01/OUPP01.pdf	2, 1

Total budgeted cost: £192, 290 Pupil Premium Funding

£ 17, 835 Recovery Premium Funding

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 2021 to 2022 academic year.

Activity	Success Criteria	Evaluation July 2022
Improved/sustained attendance	Attendance is consistently at 98% Parents engage with attendance lead and attendance contracts.	Attendance is not consistently at 98% Attendance still impacted by Covid throughout 2021/22 – both staff and pupil absence. Parents engage with pastoral lead and attendance support from EIPT. Parents are responding to support and contracts. Increased support for parents through class teacher involvement as first point of call re lateness and absence.
Equality of success and opportunity	All children take part in trips and residential and barriers are removed to ensure this happens.	All children have been able to take part in trips where they have taken place. Finance plans offered. Financial support. Trips planned to take family finances into account and parent views gathered before trips booked. Staff looking into in school experiences going forward. PE clothing provided for pupils to take part in out of school sport.
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.	Evidence of progress in books, monitoring and pupil discussion/voice. Continue to target and review curriculum provision for disadvantaged PP boys – white British. ELSA + Emotional & Behavioural support, Pupil progress and focuses in class teaching, TA intervention where appropriate, Curriculum that reflects experience – book choices, texts and engagement of tasks, visitors and external opportunities e.g sports and clubs. Remove financial barriers.
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 it has been allowed parents have begun to re-engage with Academy life. Parents have also been offered a range of different ways to suit them and maintain engagement – e.g in person parents evening or a phone call. DOJO has enhanced parental engagement.

	Where children are SEND, parents attend meetings with the SENDCO and engage in suggested programmes	SENDO is in regular contact with families and services. Parent programmes are offered and well attended by DJA parents.
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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