

## 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	346
Proportion (%) of pupil premium eligible pupils	32% (110 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	March 2024 September 2024
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	<b>£ 174, 600</b>
Recovery premium funding allocation this academic year	<b>£ 15, 950</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 190, 550</b>

## 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. <a href="#">EEF research evidence</a>
2	Attendance Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better attendance and punctuality.

	2022-23 attendance summary:				
		Attendance	Authorised Absence	Unauthorised Absence	Persistent Absence
	All (354)	93.36%	4.13%	5.51%	19.49%
	Pupil Premium (120)	90.35%	5.35%	4.30%	36.67%
	Non-Pupil Premium (234)	94.93%	3.49%	1.58%	10.68%
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><a href="#">Children In Need Covid19 impact report</a></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: **£ 81, 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: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>EEF phonics, +5 months: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>EEF reading comprehension strategies, +6 months: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>EEF Improving Literacy in Key Stage 2 – recommendations summary:</p> <ul style="list-style-type: none"> <li>• Support pupils to develop fluent reading capabilities. Evidence strength – Moderate.</li> <li>• Teach reading comprehension strategies through modelling and supported practice. Evidence strength – Very Extensive.</li> </ul>	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"> <li>• Develop pupils’ language capability to support their reading and writing. Evidence strength – Extensive.</li> <li>• Teach writing composition strategies through modelling and supported practice.</li> <li>• Evidence strength – Extensive</li> </ul> <p><a href="https://www.janeconsidine.com/jane-considine-TWOnline-training">https://www.janeconsidine.com/jane-considine-TWOnline-training</a></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: <a href="https://educationendowmentfoundation.org.uk/mastery-learning/">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://whiterosemaths.com/professionaldevelopment/case-studies/">https://whiterosemaths.com/professionaldevelopment/case-studies/</a></p> <p><a href="https://whiterosemaths.com/who-we-are/about-whiterose-maths/">https://whiterosemaths.com/who-we-are/about-whiterose-maths/</a></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><a href="https://educationendowmentfoundation.org.uk/news/learning-about-culture">https://educationendowmentfoundation.org.uk/news/learning-about-culture</a></p> <p><a href="https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips">https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips</a></p>	1, 3

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

Budgeted cost: £ 43, 365 + £ 15, 950

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: <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p> <p>EEF, within class attainment grouping, +2 months <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Feedback, +6 months: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1
<p>Employment of additional teaching staff to deliver interventions</p>	<p>EEF, Individualised Instruction, +4 months <a href="https://educationendowmentfoundation.org.uk/individualised-instruction/">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF, small group tuition, +4 months <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF One-to-One tuition, + 5 months:</p>	1

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

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

Budgeted cost: **£ 49, 750**

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 <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	2, 4
Funded access to after school clubs and breakfast club.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	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.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement</a>  <a href="https://attendancemattersmagonline.co.uk/time-to-strengthen-the-home-school-relationship/">https://attendancemattersmagonline.co.uk/time-to-strengthen-the-home-school-relationship/</a>  <a href="https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf">https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf</a>  <a href="https://www.nfer.ac.uk/publications/OUPP01/OUPP01.pdf">https://www.nfer.ac.uk/publications/OUPP01/OUPP01.pdf</a>	2, 1

**Total budgeted cost: £174, 600 Pupil Premium Funding**

**£ 15, 950 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 2022 to 2023 academic year.

Activity	Success Criteria	Evaluation July 2023																				
Improved/sustained attendance	<p>Attendance is consistently at 98%</p> <p>Parents engage with attendance lead and attendance contracts.</p>	<p>2022-23 attendance summary:</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Authorised Absence</th> <th>Unauthorised Absence</th> <th>Persistent Absence</th> </tr> </thead> <tbody> <tr> <td>All (354)</td> <td>93.36%</td> <td>4.13%</td> <td>5.51%</td> <td>19.49%</td> </tr> <tr> <td>Pupil Premium (120)</td> <td>90.35%</td> <td>5.35%</td> <td>4.30%</td> <td>36.67%</td> </tr> <tr> <td>Non-Pupil Premium (234)</td> <td>94.93%</td> <td>3.49%</td> <td>1.58%</td> <td>10.68%</td> </tr> </tbody> </table> <p>In 2022-23 we have seen a decrease in authorised absence, as a result of the removal of Covid self-isolation periods, and a rise in unauthorised absence due to increased rates of term-time holiday absence. We have also seen a rise in Emotionally Based School Avoidance (EBSA) which has impacted persistent absence rates. Parents engage with the Pastoral Manager and attendance support from EIPT. Parents are responding to support and contracts. Pupils who are classed as persistently absent have personalised plans that are put in place in partnership with families.</p>		Attendance	Authorised Absence	Unauthorised Absence	Persistent Absence	All (354)	93.36%	4.13%	5.51%	19.49%	Pupil Premium (120)	90.35%	5.35%	4.30%	36.67%	Non-Pupil Premium (234)	94.93%	3.49%	1.58%	10.68%
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Equality of success and opportunity	<p>All children take part in trips and residentials and barriers are removed to ensure this happens.</p>	<p>Trips are carefully planned to support our wider curriculum and with consideration of the impact on families given the ongoing cost-of-living crisis. Finance plans and financial support is offered to support with the cost of all trips and visits.</p> <p>Trips and visits offered in 2022-23:  Y6 Duxford Imperial War Museum;  Y3&amp;4 Castle Theatre;  Y4 Sea Life Centre;  Y6 residential;  Other local visits were organised, within walking distance to keep costs to a minimum:  Y4, Y5, Y6 Kingswood woods; Y4 St. Michael's Church Great Oakey.</p> <p>All children have been able to take part in trips where they have taken place.</p>																				

<p>Pupils are assessed as working at age related expectations in year 3 and beyond.</p>	<p>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.</p>	<p>Evidence of progress in books, monitoring and pupil discussion/voice. We continue to target and review curriculum provision for disadvantaged PP boys – white British. Pastoral support is in place from the Learning Mentor and ELSA to reduce barriers to learning. Regular pupil progress meetings are held and focus groups are identified with class teachers. Our curriculum promotes reading and vocabulary development through the use of quality texts.</p>
<p>Improved engagement with parents to support children at home.</p>	<p>Parents attend informal meetings arranged by the Academy – subject meetings, parent events.</p> <p>Parents regularly engage in parents' evenings.</p> <p>Where children are SEND, parents attend meetings with the SENDCO and engage in suggested programmes</p>	<p>With the removal of Covid restrictions, parents have been able to re-engage with Academy life.</p> <p>DOJO has enhanced parental engagement and provides the opportunity for informal messaging.</p> <p>Parent programmes are offered, eg '1,2,3 Magic' and are well attended by DJA parents.</p> <p>SENDO is in regular contact with families and wider professionals and services.</p>

## Externally provided programmes

Programme	Provider
Comparative Judgement	No More Marking
The Write Stuff	Jane Considine
Read Write Inc	Ruth Miskin Literacy
Rising Stars Spelling	Rising Stars UK
Reading Eggs	3P Learning
Times Table Rock Stars	Maths Circle
White Rose Maths	White Rose Maths