

# Pupil premium strategy statement (primary)

| 1. Summary information        |                             |   |                                     |   |              |
|-------------------------------|-----------------------------|---|-------------------------------------|---|--------------|
| <b>School</b>                 | Denaby Main Primary Academy |   |                                     |   |              |
| <b>Academic Year</b>          | 17-18                       | <b>Total PP budget</b>                  | (£155,760 published on Dfe website) | <b>Date of most recent PP Review</b>                  | October 2016 |
| <b>Total number of pupils</b> | 208                         | <b>Number of pupils eligible for PP</b> | 118<br>57%                          | <b>Date for next internal review of this strategy</b> |              |

| 2. Current attainment  |   |  |
|--|---|--|
|  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>% achieving expected standard in reading, writing and maths</b> | 63%   | 67%  |
| <b>progress in reading</b>   | -4.11                                       | -2.79  |
| <b>progress in writing</b>   | 4.29  | 0.79   |
| <b>progress in maths</b>   | -10.01                                      | 0.32   |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |   |
|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| <b>A.</b>   | Behaviour for Learning  |
| <b>B.</b>   | Progress gaps from Y3/4 inadequate teaching – reading and mathematics |
| <b>C.</b>   | Quality of Teaching and Learning impacting on attainment              |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>D.</b>   | Exclusion and Attendance of vulnerable children.                      |

| 4. Desired outcomes |   |  |
|---------------------|---|--|
|                     | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>                                      |
| <b>A.</b>           | Improvement in behaviour for learning   | Move all teaching to good / the Astrea Teacher Standard.     |
| <b>B.</b>           | Increase the % of disadvantaged pupils making progress at the expected level through improving the quality of teaching and learning | Increase progress measures from KS1-2 FS2-KS1                |
| <b>C.</b>           | Increase the % of disadvantaged pupils attaining Age Related Expectations (ARE) through improving                                   | Increase % of children reaching expected/on track each term. |

|           |   |   |
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|           | the quality of teaching and learning                              | To improve the % of children attaining ARE at KS1 from 55% in reading, 55% writing and 60% maths. From 63% at KS2 in reading, 75% in writing and 75% in maths.<br>Move all teaching to good / the Astrea Teacher Standard.    |
| <b>D.</b> | Reduced numbers of fixed term exclusions for disadvantaged pupils | Reduce the number of exclusions for disadvantaged pupils which was 7.35% in 2016/17   |
|           | Improved the attendance of pupils in receipt of the pupil premium | Increase in termly/yearly attendance for all and those in receipt of the pupil premium so that this is more in line with their non-Pupil Premium (PP) peers in school (Last year Non-PP attendance was 96.1% vs. PP at 95.2%) |

| 5. Planned expenditure   |   |   |   |            |                                      |
|--|---|---|---|------------|--------------------------------------|
| Academic year  | 2017-2018   |   |   |            |                                      |
| 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? |
| D - Improved attendance of PP children.  | Attendance Lead/SOL<br>Breakfast Club<br>Admin Officer  | Last year the PP pupils had lower attendance than their in-school non-PP peers.<br>Promoting good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>  | Weekly monitoring                           | VG         | Weekly meetings                      |
| B/C – Improved attainment and progress of PP pupils in literacy  | Literacy Programmes<br><br>Read, Write, Inc Training.<br><br>Teaching Assistants<br><br>Highlighting More Able Pupil Premium children and item on Pupil Progress Meetings Agendas | Last year's outcomes (as above) indicated a need to improve provision in reading. For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a><br><br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.<br><br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a> Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups. | Half term reviews/pupil progress meetings.  | SH         | Feb 2018                             |
| B/C – Improved attainment and progress of PP pupils  | Educational visits and enrichment activities  | <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can  | Half term reviews/pupil progress meetings.  | SH         | Feb 2018                             |
| <b>Total budgeted cost</b>   |   |   |   |            | Breakdown attached                   |

| <b>ii. Targeted support</b>         |   |   |  |                   |  |
|-------------------------------------|---|---|--|-------------------|--|
| <b>Desired outcome</b>              | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>                                       | <b>Staff lead</b> | <b>When will you review implementation?</b>  |
| A - Improved behaviour for learning | <p>GEMS SEMH provision</p> <p>Staff Training on supporting SEMH needs</p> <p>Pastoral Support Officer to improve Behaviour for learning and parental engagement.</p> <p>New Behaviour lead role to coordinate provision</p> | <p>There has been an increase in the number of children presenting with Social/Emotional Needs as well as with SEND and/or Safeguarding concerns. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself<br/> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning<br/> <a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a></p> | Headteacher line management of the Vice Principal<br>Tracking and monitoring half termly | VG<br>SH          | Fortnightly team meetings<br>Line management |
| A - Increase Curriculum Engagement  | <p>Active Fusion to promote participation in Sports as well as Music Provision.</p> <p>Enhanced Curriculum time</p>   | <p>Sport boosts confidence - the benefit of Sport on wider learning is outlined at;<br/> <a href="https://www.sportengland.org/research/benefits-of-sport/">https://www.sportengland.org/research/benefits-of-sport/</a></p> <p>Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. <a href="http://www.bbc.co.uk/news/health-28703013">http://www.bbc.co.uk/news/health-28703013</a></p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>  | Review half term through line management   | VG                | Half term                                    |
| <b>Total budgeted cost</b>          |   |   |  |                   | Breakdown attached                           |

| <b>iii. Other approaches</b> |                               |  |  |                   |   |
|------------------------------|-------------------------------|--|--|-------------------|---|
| <b>Desired outcome</b>       | <b>Chosen action/approach</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |
|                              |                               |  |  |                   |   |
|                              |                               |  |  |                   |   |
| <b>Total budgeted cost</b>   |                               |  |  |                   |   |

|                                 |  |  |  |  |
|---------------------------------|--|--|--|--|
| <b>6. Review of expenditure</b> |  |  |  |  |
|---------------------------------|--|--|--|--|

|                               |   |
|-------------------------------|---|
| <b>Previous Academic Year</b> | <b>See attached document (different format)</b> |
|-------------------------------|---|

|                                       |  |  |  |  |
|---------------------------------------|--|--|--|--|
| <b>i. Quality of teaching for all</b> |  |  |  |  |
|---------------------------------------|--|--|--|--|

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|-----------------|------------------------|--|--|------|
|                 |                        |  |  |      |

|                             |  |  |  |  |
|-----------------------------|--|--|--|--|
| <b>ii. Targeted support</b> |  |  |  |  |
|-----------------------------|--|--|--|--|

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|-----------------|------------------------|--|--|------|
|                 |                        |  |  |      |

|                              |  |  |  |  |
|------------------------------|--|--|--|--|
| <b>iii. Other approaches</b> |  |  |  |  |
|------------------------------|--|--|--|--|

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|-----------------|------------------------|--|--|------|
|                 |                        |  |  |      |

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| <b>7. Additional detail</b> |  |  |  |  |
|-----------------------------|--|--|--|--|

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)