

# Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Denaby Main Primary				
Academic Year	20/21	Total PP budget	£104,530	Date of most recent PP Review	October 2020
Total number of pupils	139	Number of pupils eligible for PP	77	Date for next internal review of this strategy	July 21

2. Current attainment - as of 2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% meeting expected standard in reading, writing and maths KS2	35%	20%
% achieving higher standard in reading, writing and maths KS2	0%	0%
progress in reading	52% (4% Greater Depth)	60
progress in writing	57%	60
progress in maths	61%	20

3. Priority Areas of Focus (in response to identified barriers for pupils eligible for PP, including high ability)		
<b>School based areas of focus</b> <ul style="list-style-type: none"> <li>Issues/barriers to be addressed, such as poor oral language skills, <b>stated as a positive outcome e.g. improved oral language skills.</b></li> <li>Please indicate if this is a longer term priority (eg. up to 3 years) by inserting review timescale in final column</li> </ul>		
Desired Outcome	Success Criteria	Timeframe of Priority Area
<b>A.</b> Improved reading in KS1	For pupils in receipt of the pupil premium: Improved Year 1 phonics outcomes for PP from 80% in 2019 Improved KS1 Reading outcomes from PP 44% ARE in 2019	3 year strategic priority
<b>B.</b> Improved writing and reading and maths at KS2 for higher attainers/more able pupils	For pupils in receipt of the pupil premium: Improved KS2 writing/ Reading outcomes from 0% at greater depth in 2020	3 year strategic priority

C.	<i>Improve early language skills across EYFS, KS1 and language/ Vocabulary at KS2</i>	<i>For pupils in receipt of pupil premium: Improved vocabulary and language understanding: Improve reading and writing attainment and progress in EYFS by increasing percentage of PP achieving GLD, KS1 Exp and KS2 Exp</i>	<i>3 year strategic priority</i>
<b>External areas of focus</b> <ul style="list-style-type: none"> <li><i>Issues/barriers which require action outside school, such as low attendance rates, <b>stated as a positive outcome e.g. improved attendance</b></i></li> <li><i>Please indicate if this is a longer term priority (eg. up to 3 years) by entering review timescale in the final column</i></li> </ul>			
<b>Desired Outcome</b>		<b>Success Criteria</b>	<b>Timeframe of Priority Area</b>
D	<i>Improve and sustain behaviour and attitudes including improving learning dispositions leading to decreased exclusions</i>	<i>Significant reduction of exclusions of PP Reduction of high level behaviour and persistent disruption in the classroom and outside areas (playground etc) PP achieve in line with/ above national at KS2 Progress scores from KS1 to KS2 for PP improve</i>	<i>3 year strategic priority</i>
E	<i>Improve/ sustain strong parental links, leading to improved attendance</i>	<i>Reduction of those families with CIN or above involvement Families engage with early help- access is accessible Improved attendance for PP pupils Improved attainment and progress for PP pupils Reduction of Fixed term exclusions</i>	<i>3 year strategic priority</i>

#### 4. Planned expenditure

Academic year

£104,530 PPG

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 (e.g. Professional development, Recruitment and retention, Support for early career teachers)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well e.g. monitoring planned?	Staff lead	When will you review implementation?
Increase % of children at ARE in KS1- 80% pupils achieve expected standard in phonics screening	RWI -consistent teaching of early reading  £1500	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> evidenced that focus on phonics make a positive impact on academic outcomes.	Reading leader to oversee- monitor, track and implement next steps	KP	Assessments every half term Ongoing action plans- written half termly  Annual Evaluation
Improved attainment and progress in KS1/ KS2 in RWM KS2: Reading 50% Writing 50% Maths 59% Combined 50%	Provision of ongoing HLTAs to support across school  £8851	In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>	Regular Assessment checks Pupil Progress Meetings 15:1 interventions	LD/ JB	Every term and Annual Evaluation

<p>increase outcomes in Reading, Writing and Maths at KS1 and KS2</p>	<p>Additional support through qualified TA's across school.</p> <p>Target individual pupils, including the More-Able, through small group and whole-class support to increase outcomes in Reading, Writing and Maths at KS1 and KS2 (see baseline data at end of strategy and in PP review of 2018-19)</p> <p><b>£47,245</b></p>	<p><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> demonstrates that teaching assistants can have a positive impact on outcomes.</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	<p>Regular Assessment checks Pupil Progress Meetings 15:1 interventions</p>	<p>LD/JB</p>	<p>Every term Annual Evaluation</p>
---	--	---	---	--------------	---

<p>increase outcomes in Reading, Writing and Maths at KS1 and KS2 through CPD</p>	<p>Training and CPD for TAs and HLTAs across school-</p> <p>To improve the quality of support from additional staff leading to an improved teaching and learning profile (and outcomes for PP pupils)</p> <p><b>£2000</b></p>	<p>Research has found that teaching assistants can have a positive impact on outcomes – <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></p> <p>- CPD to be provided to ensure this happens.</p>	<p>Monitoring of teaching and learning including planning for/ utilising TA</p> <p>Data tracking/ monitoring.</p> <p>BD monitoring impact of interventions and TA strategies as advised by professionals.</p>	<p>LD/ BD</p>	<p>Every term Annual Evaluation</p>
---	---	---	---	---------------	---

<p>To improve the vocabulary / speech and language skills of pupils, positively impacting on reading and writing outcomes at KS1 and KS2</p>	<p>WELCOMM to be used for pupils entering school to accelerate outcomes for those pupils with known difficulties (particularly in the FS profile). Interventions by Nursery Nurse.</p> <p>£10 000</p>	<p>Over the last few years, children accessing the Speech and Language provision made progress on the programmes. Research also shows that oral language interventions have a positive impact on outcomes:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p>	<p>Welcomm Data EYFS assessments on Tapestry</p>	<p>BD/ KB  (supported by S&amp;L consultant)</p>	<p>Every term Annual Evaluation</p>
<p>To improve pupil engagement and the quality of teaching and learning (measured though an improved profile of teaching and learning, improved attendance and improved outcomes)</p>	<p>Subsidising the cost of school visits, residential and visitors into school to enhance the curriculum.</p> <p>£2000</p>	<p>Due to historical and contextual background there is a need to ensure all pupils have access to school visits to enrich their curriculum and remove the cost barrier. Having a broad range of visits and experiences will also develop SMSC opportunities and develop the acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.  Experiences were subsidised last few year and the attendance of disadvantaged pupils with attendance for PP children being slightly higher than non PP children.</p>	<p>Evaluating impact on attainment and attitudes</p>		<p>Every term Annual Evaluation</p>
<b>Total budgeted cost</b>					<p>£71,596</p>

<b>Proportion of Total Spend</b>					68%
<b>ii. Targeted support (e.g. Structured interventions, Small group tuition, One-to-one 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 eg. monitoring planned?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve speech and language skills across school	Partnership with speech and language (Lingo)  £1500	The education Endowment Fund notes the impact on S&L  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>	SENDCO/ PP co to monitor impact Supported by Lingo consultant Entry and exit assessment data Training for TA's/ teachers delivering	BD	½ term assessments and end of year full review of impact
<b>Total budgeted cost</b>					£1,500
<b>Proportion of Total Spend</b>					1%
<b>iii. Other approaches (e.g. behaviour support, breakfast clubs, attendance initiative, extra-curricular 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 e.g. monitoring planned?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>To sustain the improvement of punctuality and attendance of PP pupils (95.6% attendance in 2018-19) increasing their readiness for learning and academic outcomes</p>	<p>Breakfast club provision</p> <p>£5,800</p>	<p>Disadvantaged children can access breakfast club and ensure a nutritious and punctual start to the day. School combines this with a morning sports coach to support active lifestyle (costed under PE grant spend). Last year, the attendance of PP pupils was 95.6% which was stronger than that on Non-PP pupils (95.1%) and also stronger than that of national PP pupils (94.3%)</p> <p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav</a></p>	<p>Attendance records Behaviour/ exclusion data</p>	<p>KD</p>	<p>Termly</p>
<p>To sustain the decreasing numbers of FT exclusions for disadvantaged pupils</p>	<p>Additional support and interventions for behaviour of targeted pupils (self-esteem, behaviour choices, nurture work, clubs etc) through the work of the Families and Safeguarding Officer and Thrive Practitioner</p> <p>£16,415</p>	<p>Work of the Safeguarding and Families lead increases the capacity for Early Help and Family Interventions, reducing barriers to accessing education. Last year, this support had a positive impact on a reduction in the number of behaviour incidents and exclusions term on term (evident in Behaviour Data Trackers).</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:  <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> This approach is in line with research:  <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></p>	<p>Behaviour trackers/ Behaviour logs Exclusion Data</p>	<p>KD. BD</p>	<p>Every half term Annual Evaluation</p>
<p>To sustain improving attendance figures of PP pupils-</p>	<p>Families &amp; Safeguarding Officer to run social and</p>	<p>Families have access to additional support where necessary, including increased Early Help capacity and bespoke support.</p>	<p>Behaviour trackers/ Behaviour logs Exclusion Data Attendance data</p>	<p>KD</p>	<p>Every term Annual Evaluation</p>



<p>- increase readiness for learning and academic outcomes</p>	<p>emotional interventions and family support. £8,219</p>	<p>This approach is in line with research: <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>  <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> - this is in line with the research, improving the quality of teaching and learning of disadvantaged pupils should lead to improved outcomes but also contribute to the improved attendance figures due to more positive engagement by pupils with the curriculum.</p>	<p>Safeguarding tracker information</p>		
<p>To improve pupil engagement and outcomes (measured though improved attendance and outcomes)</p>	<p>Celebration of achievements through events/ rewards e.g. the Year 6 end-of-year celebrations.  £1,000</p>	<p>Last few years, the school recognised and rewarded outstanding effort and attitude of pupils – focusing on the REACH dispositions – this led to improved KS2 attainment for disadvantaged pupils in Reading, Writing and Mathematics.</p>	<p>Behaviour logs/ Twitter celebrations Assessment data- gl assessments, 15:1 data</p>	<p>BD behaviour lead</p>	<p>Every term Annual Evaluation</p>
<b>Total budgeted cost</b>					31,434
<b>Proportion of Total Spend</b>					31%