

Pupil premium strategy statement - Denaby Main Primary Academy

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	Denaby Main
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Ann-Marie Mason
Pupil premium lead	Laura Taylor
Local Governance Committee member / Trustee lead	Andrew Crossley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,512
Recovery premium funding allocation this academic year	£15,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£114,512
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Denaby Main, we aim to use the Pupil Premium funding to help break down barriers to learning for children who are disadvantaged. We aim to ensure that all children, regardless of their background, have access to high-quality opportunities so as to ensure that every child has full opportunity to reach their potential. Our strategy is to be inclusive to all children and maintain strong progress for every child in school. Our strategy aims to:

- Address low attainment due to children's historic background;
- Support children with attendance and punctuality;
- Support children with behaviour, social and emotional issues and ensure they are able to form strong friendship groups and positive learning behaviours;
- Develop speech, language and communication of children;
- Provide wider opportunities for children;
- Improve children's self-esteem and emotional literacy;
- Develop children's resilience through wider opportunities.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum which is delivers a positive educational experience that cultivates high self-esteem and ensures that all members of the school community can take advantage of both learning, and leisure opportunities to make good progress and prepare them for the next stage of life.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language skills are low in impacting on reading and phonics within KS1. Due to the pandemic and missing out on so much of their early years education, many of the current KS1 children now require catch up speech and language intervention.
2	Large % of Pupil Premium children whom require additional support in reducing barriers to learning such as those pupils who have Social and Emotional Mental Health Needs - Low self-esteem and self-confidence is an issue for many pupils. Some pupils have additional Special Educational Needs (such as Speech Language and Communication Needs, Autism and Attention Deficit Disorder).
3	Improve outcomes for disadvantaged learners and diminish the difference between disadvantaged learners and their peers
4	Improve attendance rates for disadvantaged pupils and diminish the difference between disadvantaged learners and their peers

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
<p>1. Improve early language skills across EYFS, KS1 and language/ Vocabulary at KS2 <i>3 year strategic priority</i></p>	<p><i>For pupils in receipt of the pupil premium:</i> <i>Improved vocabulary and language understanding:</i> <i>Improve reading and writing attainment and progress in EYFS by increasing percentage of PP achieving GLD, KS1 Exp and KS2 Exp</i></p>
<p>2. Low levels of behavioural incidents to ensure continuity of education through access to targeted support <i>3 year strategic priority</i></p>	<p>Improved Teaching and Learning across the school, leading to improved academic outcomes: Low levels of behavioural incidents in the school evidenced tracking of incidents and/or reduction in exclusions</p>
<p>3. Reading, Writing and Maths. To ensure the percentage of pupils achieving combined ARE in reading, writing and Maths is brought in line with national averages and the gap with their peers is closed.</p>	<p>Improve curriculum planning & delivery in all areas so all groups make Good progress from their starting points</p>
<p>4. Improved attendance to enable pupils to access more learning <i>3 year strategic priority</i></p>	<p>The number of persistent absentees to be reduced amongst those pupils eligible for PP. Improve overall the attendance of PP pupils in order to fall in line with Non-PP pupils 2020-2021 PP 92.2% compared to NPP of 94.6%</p>

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: £3,941 (*3% of spend*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality Teaching across the school. CPD to improve high quality teaching and learning throughout school: To improve pupil engagement and the quality of teaching and learning (measured through an improved profile of teaching and learning, improved attendance and improved outcomes)	<p>https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment shows that the attainment gap has grown as a result of national lockdowns. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p>https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p>	1, 2, 3, 4
Improved access to personalised learning opportunities through the development of teaching and learning in RWI & Phonics – leading to improved academic outcomes and/or learning behaviours. Phonics lead to support staff on a weekly basis, weekly CPD in place. High quality reading books RWI books / resources	To further develop the quality of teaching and learning in English, focused training and development will be provided by an external consultant. Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils The school is aware that pupils are increasingly having lower reading and vocabulary skills on entry, requiring increased levels of reading support. Moving forward, reading interventions will continue and the school will continue to develop the consistency of delivery/ teaching and learning in English. 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.	1, 2, 3,4

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

Budgeted cost: £86,758 (*76% of spend*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved access to personalised learning opportunities leading to improved academic outcomes and/or learning behaviours: - Thrive - Lingo speech - Wellcomm	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. Research also shows that oral language interventions have a positive impact on outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	1 ,2,3
RWI daily intervention – 1:1 tutoring Fresh Start Wellcomm Intervention	Research shows that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	1,2,3
Deploy additional teacher to reduced class size for core subjects in Y5/6.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Reducing class size has a small positive impacts of +2 month, on average.	3

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

Budgeted cost: £24,096 (*21% of spend*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support to secure low levels of behavioural incidents to ensure continuity of education through access, including individual 1:1 support from outside agencies: Additional support and interventions for behaviour of targeted pupils (self-esteem, behaviour choices, nurture work, clubs etc) through the work	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. 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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ This approach is in line with research: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	2

of the Families and Safeguarding Officer and Thrive Practitioner		
Families have access to additional support where necessary, including increased Early Help capacity and bespoke support. Families & Safeguarding Officer to run social and emotional interventions and family support.	To support disadvantaged pupils and their families where possible and needed to enable pupils (and their parents / carers) to access a range of educational experiences. Good attendance is also listed in the top approaches for disadvantaged pupils in the report Pupil Premium – How schools are spending the funding	2, 3, 4
Improved wellbeing of children through the provision of breakfast club.	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: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#	2,3,4

Total budgeted cost: £115,887

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and the Dfe have stated that 2020 to 2021 results will not be used to hold schools to account. Given this, in school data and tracking has been used to populate the impact section where possible.

End of KS2 internal data shows that gaps remain between the attainment of disadvantaged and non-disadvantaged pupils. 29% (15 pupils) of disadvantaged pupils achieved age related expectations in reading, writing and maths compared to 100% (3 pupils) of non-disadvantaged pupils.

Summer 2021 attendance data shows that attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils at 91.4% compared to 94.4%.

These remain priority areas for the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI	Ruth Miskin
Primary Knowledge Curriculum	Knowledge Schools Trust
Charanga Music	Charanga
TT Rockstars	Maths Circle
Literacy Tree	The Literacy Curriculum
Seesaw Learning	Seesaw
Thrive Online	The Thrive Approach

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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