

Pupil premium strategy statement – Denaby Main Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Kay Godfrey
Pupil premium lead	Ann-Marie Mason
Governor / Trustee lead	Andrew Crossley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,210
Recovery premium funding allocation this academic year	£ 15,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 138,210
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£138,210

Part A: Pupil premium strategy plan

Statement of intent

At Denaby Main, we will use the Pupil Premium and Recovery Funding to help break down barriers to learning for children who are disadvantaged. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is a no “one size fits all” approach. We aim to use our Pupil Premium and Recovery Funding to narrow and ultimately close the attainment gap over time.

As a school, we face many challenges in ensuring all children make good progress. These have been exacerbated by COVID-19 and partial school closures. These include the increasing SEMH needs of many children and children with poor attitudes to attendance and school life. As a school we also face increasing numbers of safeguarding issues and families requiring support on the Early Help Framework. These have increased overtime as the impact of the current economic situation impacts.

High-quality teaching and personal development are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support using Recovery Funding to target pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will

- 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 can 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 in receipt of pupil premium funding, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum which 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	Historically poor attendance of the disadvantaged pupil cohort.
2	Communication and language skills are low impacting on reading and phonics within KS1 and reading and writing across KS2.
3	The social, emotional, and mental health needs of pupils throughout school have increased.
4	Historically poor attitudes towards learning.
5	Many children have limited opportunities to read and engage in all text types at home. They can lack the necessary support in comparison with their peers and this therefore has a negative effect on their early reading skills and their attitudes towards reading.
6	Many children have limited extra-curricular, cultural experiences outside of school.

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. To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children.</p>	<p>Sustained high attendance leading up to 2025.</p> <p>Over time, this shows:</p> <ul style="list-style-type: none"> • Whole school attendance is in line or above National expectation of 96% • Reduced number of persistent absentees among pupils eligible for PP. • Improved overall PP attendance and fall in line with non-PP pupils.
<p>2. To close the attainment gap between PP (all children) and National.</p>	<ul style="list-style-type: none"> • We aim to narrow the gap for all children towards National. • Pupils achieve at least in line with the national average in EYFSP. • Phonics outcomes are at least in line with the national average. • Pupils achieve above national average progress scores in KS2 Reading. • Pupils achieve above national average progress scores in KS2 Writing. • Pupils achieve above national average progress scores in KS2 Mathematics • Pupils achieve at least in line with national average in Y4 Multiplication Test.
<p>3. The SEMH needs of pupils are met through targeted interventions.</p> <p>Provide support to vulnerable families to support the SEMH needs of identified pupils.</p>	<ul style="list-style-type: none"> • Strengthen school's pastoral team through increasing capacity and accessing specific training. • Pastoral page on school website signposting parents to support available in school. • The school's Early Help Practitioner has identified and supported families through the

	<p>Early Help Assessment Framework.</p> <ul style="list-style-type: none"> The PD Lead has carried out a Pupil Disposition survey termly and analysed to identify trends in pupil voice. Identified trends and issues incorporated and actioned within the School Development Plan. <p>The school's Thrive practitioner will have</p> <ul style="list-style-type: none"> Accessed training requirements to sustain accreditation Worked with Behaviour Lead to coordinate the use of Thrive Class assessment and action planning. Carried out diagnostic assessments using Thrive Online and create personal or group Thrive Action Plans to support identified pupils.
<p>4. Attitudes towards learning improve.</p>	<ul style="list-style-type: none"> Developed pupil pride in achievements through recognition and reward systems. Measured through Pupil Voice. Developed pupil memory of and articulation of knowledge, Measured through Pupil Voice.
<p>5. Increase the % of children regularly reading at home (4 times per week) Increase the number of parents attending reading sessions</p>	<ul style="list-style-type: none"> Increased % of pupils involved in Reading Challenge. Strategies such as Read at Bedtime and Doncaster Reading Miles to encourage home reading show more involvement. More parents attend morning reading sessions with their children. Children who are not reading at home are regularly reading with an adult at school.
<p>6. Increase opportunities for children to participate in extra-curricular activities</p>	<ul style="list-style-type: none"> Children's University established and increasing % of children graduating.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programme of CPD implemented. (Use of LA, Trust courses, meetings programme)</p> <p>Introduce language of pedagogy across the school.</p> <p>Improve child to adult ratio increase in support staff. (UKS2 LSA)</p> <p>Develop subject knowledge and leadership across the school.</p> <p>Phonics, Maths and English Leads to support staff on a weekly basis. (release time.)</p> <p>Improve pupil engagement through use of pupil recognition initiatives and develop pupil's understanding of personal success.</p> <p>Measured though an improved profile of teaching and learning (100%- GOOD) improved attendance</p>	<p>High quality staff CPD is essential to follow EEF principles.</p> <p>This is followed up during Staff meetings and INSET.</p> <p>Education Endowment Foundation EEF</p> <p>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/wpcontent/uploads/2011/09/2teachers-impact-reportfinal.pdf</p> <p>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-</p> <p>successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p>	<p>1 2 3 4 5</p>

(in line with national average) and improved outcome.		
<p>Improve teaching of early reading.</p> <p>Improve access to personalised learning opportunities through the development of teaching and learning in RWI & Phonics – leading to improved academic outcomes and learning behaviours.</p> <p>Phonics Lead to support staff on a weekly basis. (release time.)</p> <p>Weekly CPD in place. (release time.)</p> <p>High quality reading books sourced.</p> <p>Develop parent support for reading through workshops, reading mornings and the reading challenge</p>	<p>To further develop the quality of teaching and learning in English, focused training and development will be provided by Astrea Phonics Lead and Astrea English Lead.</p> <p>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.</p> <p>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 to remove this barrier to learning is effective.</p>	2,5

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved access to personalised learning opportunities leading to improved academic	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.</p>	2 4 5

<p>outcomes and/or learning behaviours: Thrive (0.5 LSA) Lingo speech Phonics 1-1 Reading 1-1</p>	<p>Research also shows that oral language interventions have a positive impact on outcomes: https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/oral-languageinterventions/</p>	
<p>RWI daily intervention-increase in staffing to support this. 1:1 tutoring Fresh Start (KS2) Y34 individual and small group support. (0.5 LSA)</p>	<p>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/evidencesummaries/attainment-gap/</p>	<p>2 4 5</p>

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

Budgeted cost: £ 38,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support to secure low levels of behavioural incidents Gather pupil evidence in order to gain individual 1:1 support from outside agencies. Implement additional</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-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/evidencesummaries/teaching-learning-toolkit/social-and-emotional-learning/ This approach is in line with research:</p>	<p>3 4 6</p>

<p>support and interventions for behaviour of targeted pupils (self-esteem, behaviour choices, nurture work, clubs etc) through the work of the Safeguarding Lead, Behaviour Lead and Thrive Practitioner</p>		
<p>Families have access to additional support where necessary, including increased Early Help capacity and bespoke support. Safeguarding Lead to run social and emotional interventions and family support.</p>	<p>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 https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>1 3</p>
<p>Improved wellbeing of children through the provision of breakfast club.</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: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-break</p>	<p>1 3</p>
<p>Improved attitudes to learning and pride in achievements through the Children's</p>	<p>https://www.childrensuniversity.co.uk/about-us/what-we-do-and-why/ A 2017 evaluation by the Education Endowment Foundation (EEF) shows a direct link between participation in Children's University and increased attainment in reading and maths. Children in Children's University schools made two additional months' progress in reading and maths compared to children in the other schools.</p>	<p>4 6</p>

University scheme.		
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Total budgeted cost: £ 138,210

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2021- 2022

Aim 1

Improve early language skills across EYFS, KS1 and language/ Vocabulary at KS2

EYFS children made good progress from their starting points.

Transition into school was smooth as was movement from FS1 into FS2. 69% of pupils reached a good level of development including .62% of PP children. 3 children accessed the Lingo language programme and have made good progress.

Year 1 children received intensive support to catch up on missed phonic learning. As a result, 81% passed the phonic screen including 93% of PP children.

50% of Year 2 children who did not pass the phonic screen in Year 1 passed the screen in Year 2 including 82% of PP children passed the screen.

Year 6 children's attainment in reading increased from 11% at baseline to 58% in July 22. % 58% of Pupil Premium children reached expected in reading.

Aim 2

Low levels of behavioural incidents to ensure continuity of education through access to targeted support.

The introduction of a consistent behaviour policy and rewards and consequence strategy has significantly improved behaviour across the school including that of PP children. In Autumn 1 no child had been suspended from school.

The suspension reduction plan demonstrates a decrease in suspensions for individual pupils over the course of the year.

Individual pupil needs are being met through targeted support such as Thrive, anti-bullying programme or 1-1 support plans

Aim 3

Improve outcomes for disadvantaged learners and diminish the difference between disadvantaged learners and their peers

Key Stage assessments based on NTS papers (reading and maths) and teacher assessment (writing.)

Year 3	All %	PP %
Reading	41%	75%
Writing	14%	75%
Maths	41%	75%
Year 4	All %	PP %
Reading	62.5%	23%
Writing	38%	28%
Maths	44%	11%
Year 5	All %	PP %
Reading	54%	33%
Writing	42%	33%
Maths	1.5%	33%
Year 6	All %	PP %
Reading	58%	58%
Writing	32%	32%
Maths	26%	26%

Aim 4

Improve attendance rates for disadvantaged pupils and diminish the difference between disadvantaged learners and their peers

Individual children's attendance has improved.

Attendance gap is -1.4%

Pupil Premium Children 89.9%

Non-Pupil Premium Children 91.3%

Externally provided programmes

Programme/ Provider

Read Write Inc
Primary Knowledge Curriculum
Arc Maths
Charanga Music
Kapow DT and French
TT Rockstars
Sumdog
Literacy Tree Literacy Curriculum
No More Marking

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

NA

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.