

Pupil premium strategy statement

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	Danson Primary
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	8% 53/631
Academic year/years that our current pupil premium strategy plan covers	2021 2022 2023
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	L. Casey
Pupil premium lead	L. Hunter
Governor / Trustee lead	M. Egleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,940
Recovery premium funding allocation this academic year	£9000 (TBC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,975
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,915

Part A: Pupil premium strategy plan

Statement of intent

It is important to consider the context of the school and the challenges faced along with relevant research when making decisions about using Pupil Premium funding. Common barriers to learning for disadvantaged pupils are, but not limited to: weak language and communication skills, lack of confidence, reduced support at home, behaviour difficulties and attendance and punctuality issues. There also may be complex family situations that prevent children from flourishing. There is no one size fits all and we must continue to develop and enhance our relationships with families to know how best to help and support them.

The aim of the use of this fund is to ensure that Pupil Premium children do not have gaps in their achievement that outstretch their peers nationally.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for the pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provisions for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

At Danson Primary School we have a number of strategies to try and meet this goal. All children are met with a warm, welcoming smile every morning as they enter the school with members of both staff and the Senior Leadership Team encouraging, supporting and rewarding attendance and punctuality. Senior Staff are appointed to hold year group meetings along with the Pupil Support Assistants to moderate work samples, discuss barriers to learning as well as how to overcome these and implement targets to ensure progress is being made.

Data tracking takes place half termly and pupil progress meetings occur every term whereby the progress of every Pupil Premium child is tracked and monitored closely.

Where Pupil Premium children have worked alongside the Pupil Support Assistant with a provision, this is recorded and used to support Teacher judgement in pupil progress and for any relevant SEND referrals.

In cases where children have significant gaps in their learning because of an additional need, small group learning takes place. This happens for reading, writing, phonic development and maths when appropriate.

We have access to a Learning Mentor in school in order to support the emotional needs of children, through therapeutic work, some of whom may have attracted the funding. In addition to this, we have Jump Ahead taking place by a qualified Pupil Support Assistant in order to improve fine and gross motor skills for those children who need it. Draw and Talk and Social Stories provisions are planned and led by Pupil Support Assistants under the guidance of the SENCO to support the emotional needs of children. LEGO therapy is another valuable intervention that takes place which supports the development of confidence and participation in group work. We spend our Pupil Premium funding on people believing that it is through high quality first teaching and interactions that children will develop and flourish.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data
- For all disadvantaged pupils in school to meet (or exceed) nationally expected progress rates in order to meet age related expectation at the end of Year 6.

Achieving these Objectives:

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'catch up Teacher' to year groups- providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1:1 support/tutoring
- Additional teaching and learning opportunities provided through trained PSAs or external agencies
- Use of the National Tutoring Programme Tutors
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Transition from primary to secondary and transition internally into EYFS
- Support the funding of specialist learning software
- Enrichment experiences- ensuing our children have first hand experiences to use their learning in the classroom

- Funding for experiences, uniform, clubs- depending on the need of the family
- Behaviour and nurture support during lunchtimes by providing activities/clubs to engage and promote Danson values and thus enhancing learning

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the EYFS
3	Passive learners and not efficient at metacognition
4	Vocabulary bank and range available weak and make less progress in writing
5	Family lives that have Social Services involvement
6	Covid-19 gaps in understanding and missed opportunities

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
Progress in Reading	Achieve in line/ above National Average progress scores in Reading
Progress in Writing	Achieve in line/ above National Average progress scores in Writing
Progress in Mathematics	Achieve in line/ above National Average progress scores in Mathematics
Phonics	Achieve in line/ above National Average expected standard in Phonics Screening
Other	Ensure attendance of disadvantaged pupils is above 95%

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: £128,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teacher in EYFS- to ensure communication needs can be addressed</p> <p>£24,681</p>	<p>Weak Language and Communication skills. Most children are having difficulty in expressing themselves verbally or having the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>Higher than average children entering EYFS needing specific support with speech and language.</p>	1, 2, 6
<p>Catch Up Teachers across all year groups</p>	<p>Across the school disadvantaged children are not working in line with non-disadvantaged.</p> <p>Catch up teachers will provide targeted support in small groups or smaller classes thus improving opportunities for effective teaching and accelerated progress.</p>	1,2,3,4, 6
<p>Staff CPD</p> <p>£3000</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p>Courses, Guest Speaker (INSET September 2021) National College Membership.</p> <p>All staff to lead effectively are also released weekly.</p>	1,2,3,4,5, 6

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

Budgeted cost: £29,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Recovery Teacher</p> <p>£24, 681</p>	<p>Children in Year 1 to be targeted to increase vocabulary and early reading to narrow the gap to age-related expectations.</p>	1,3,4

<p>Year 2 Recovery Teacher</p> <p>£16,454</p>	<p>Current Year 2 cohort missed the most in terms of EYFS and early learning experiences due to the pandemic.</p> <p>Writing decrease following the pandemic-writing opportunities not taken up during lockdown activities.</p> <p>Low uptake on home learning during lockdown 1 and missing online early reading/writing/maths extended catch up gap when compared to other cohorts.</p>	<p>1,3,4</p>
<p>National Tutoring Programme</p> <p>£ 1822.50</p>	<p>To continue recovery and gaps in pupil's curriculum knowledge to reach previous summative expectations.</p> <p>School-Led tutoring support programmes for Year 4,5,6 (reading and maths- depending on need)</p>	<p>1,3,4, 6</p>
<p>Vocabulary Programme - Bedrock</p>	<p>Narrowing the vocabulary gap- providing children with a personalised programme to improve and increase their vocabulary.</p> <p>Teachers then tracking data in reading and writing to see an impact if increased vocabulary on the standards in reading and writing.</p>	<p>1,3,4, 6</p>
<p>TimesTables Rockstars /Numbots</p>	<p>Maths data tracking shows ever increasing times table knowledge ready for application to all areas in maths.</p> <p>Maths data tracking shows ever increasing number bond knowledge ready for application to all areas in maths.</p>	<p>2,3, 6</p>
<p>SLT Mentoring Support</p>	<p>Continue to enhance effective relationships with disadvantaged pupils different with their class teacher so that barriers to learning can be spotted, discussed and overcome. Not limited to: confidence and relationships, to develop resilience and character or raise aspirations, rather than to develop academic skills or knowledge.</p> <p>A mentoring approach will show an increase in pupils' engagement in active learning, in turn increasing academic achievement.</p>	<p>1,3,4,5, 6</p>

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

Budgeted cost: £42,228.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor £16,077	With the additional increase in Social Services involvement, it is essential that we know our children and can spot triggers which will affect learning. Lunchtime games enable pupils opportunities to socialise, increase vocabulary and develop positive relationships.	1,5
Family Liaison Officer £20,851.16	With COVID- home issues and safeguarding concerns have increased, we have needed to extend our safeguarding team to support the social services referrals and involvement. Additional DSL	5
Family Funding £5300	Research shows hungry children do not perform as well. We encourage active learning at attending sports clubs to stop the obesity crisis. Families have £100 credit to spend on clubs, activities, lunches (if not FSM) or uniform	1,3,5

Total budgeted cost: £200,490.16

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 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Mathematics Mastery	
Bedrock Vocabulary	Bedrock
BugClub	Pearson
TimesTables/Rockstars & Numbots (EYFS/KS1)	

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.