

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	639
Proportion (%) of pupil premium eligible pupils	8% 51/639
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A.Allen
Pupil premium lead	L.Hunter
Governor / Trustee lead	M.Egleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,200
Recovery premium funding allocation this academic year	£7,975
Tutoring funding allocation this academic year	£8,586
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£85,793

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 and Pastoral Support Team encouraging, supporting and rewarding attendance and punctuality. Senior Staff are appointed to hold year group meetings with the Class Teachers and 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, individual planning and adaptations are put in place to support and promote the learning journey of the child. Staff are supported in making adaptations to the curriculum so as to be at the child's challenge point and not to narrow their curriculum access and provision.

We have access to a Family Liaison Officer 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. We also run a variety of lunchtime clubs to support children in socialising, communicating, relationships and friendships.

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 focused 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	Pupil Premium children to become more confident and proficient language users by making at least good progress in reading and writing.
2	Pupil Premium children to improve their mental maths and reasoning skills, making at least good progress in mathematics
3	Pupil Premium children starting into EYFS with low attainment on entry (early reading and writing)
4	Pupil Premium children to achieve expected standard in PSC in line with others, in order to ensure pupils have sufficient reading capability to access the whole curriculum
5	Pupil Premium children to be active learners and efficient at metacognition
6	Pupil Premium/disadvantaged children to be supported to thrive in their lives through early help and when Children's Social Care are involved (improving resilience, engagement and self-esteem)
7	Pupil Premium children to have access to appropriate experiences/ opportunities such as trips, technology, clubs

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% (and in line with non PP pupils)

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: £27,445 (HLTA £22,445) Staff training £5k

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Work with the AHT & English Lead to promote Reading for Pleasure including listening to and discussing texts, hearing others read, reading aloud and quietly, engaging in text analysis and book reviews.</p> <p>Curriculum design to reflect need for focus on developing cultural capital for disadvantaged pupils in particular.</p> <p>English Lead to focus on PP pupils during QA activities and target CPD accordingly.</p> <p>In class support for PP pupils during English.</p> <p>School led tutoring sessions for those who are underachieving or whose gaps are widening.</p>	<p>Pupil Premium children to become more confident and proficient language users by making at least good progress in reading and writing.</p> <p>EEF Collaborative Learning, EEF Peer Tutoring, EEF Reading Comprehension strategies and One to One tuition</p> <p>Focused ability guided reading group and whole class teaching of reading sessions to develop key skills and accelerate progress and close gaps.</p> <p>EEF Reading comprehension strategies: High impact for very low cost, based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1

<p>Work with the AHT & Maths Lead and teacher leads to embed Teaching for Mastery across all year groups.</p> <p>Curriculum design to reflect need for focus on developing cultural capital for disadvantaged pupils in particular.</p> <p>In class support for PP pupils during Maths and consistent use of QFT strategies to support and engage PP children.</p> <p>School led tutoring sessions for those who are underachieving or whose gaps are widening</p>	<p>Pupil Premium children to improve their mental maths and reasoning skills, making at least good progress in mathematics</p> <p>EEF Mastery Learning, EEF Individualised instruction and One to One tuition, EEF Small Group tuition</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-subsidised-programme?utm_source=/projects-and-evaluation/projects/mathematics-mastery-subsidised-programme&utm_medium=search&utm_campaign=site_search&search_term=mastery</p>	2
<p>Ensuring staff use evidence-based whole-class teaching interventions and evidenced intervention strategies.</p> <p>Ensuring disadvantaged students have access to good quality texts and an enhanced experience of reading whilst in school.</p> <p>Providing a sound mathematical base for building future learning with a focus on early maths concepts as a strong foundation in line with the revised EYFS curriculum.</p> <p>Supporting families to maintain good attendance with support by the Attendance Lead (EWO), FLO and the PP Lead.</p>	<p>Pupil Premium children starting into EYFS with low attainment on entry (early reading and writing)</p>	3
<p>Provide support for Phonics Lead to ensure an action plan is in place for Phonics teaching (including training), screening and intervention as needed for Year 1 disadvantaged pupils and those children in Year 2 who did not meet the standard in Autumn 2022.</p> <p>CPD provided to teaching and non-teaching staff to support progress of PP pupils in Phonics.</p> <p>Pre-teaching of key words (red words) to PP pupils. [EEF Phonics]</p>	<p>Pupil Premium children to achieve expected standard in PSC in line with others, in order to ensure pupils have sufficient reading capability to access the whole curriculum.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics?utm_source=/projects-and-evaluation/projects/read-write-inc-phonics&utm_medium=search&utm_campaign=site_search&search_term=read</p>	4
<p>Explicit teaching of metacognitive and self-regulatory strategies to encourage</p>	<p>Pupil Premium children to be active learners and efficient at metacognition.</p>	5

<p>PP children to practise and use these skills more frequently in the future.</p> <p>Explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=meta</p>	
<p>Provide in class support to increase engagement through QFT and QFT SEN toolkit strategies Use feedback and praise/rewards to acknowledge effort and determination.</p> <p>Provide whole class and small group teaching of PSHE through Scarf and Social/emotional learning and social skills groups and clubs.</p>	<p>Pupil Premium/disadvantaged children to be supported to thrive in their lives through early help and when Children's Social Care are involved (improving resilience, engagement and self-esteem)</p>	6
<p>Staff CPD</p> <p>£5000</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,

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

Budgeted cost: £32772.54

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Staff in EYFS to develop language and early reading/writing</p> <p>£10,000</p>	<p>Children in EYFS to be targeted to increase vocabulary and early reading/maths to narrow the gap to age-related expectations.</p>	1, 2, 3
<p>National Tutoring Programme</p> <p>£14,000</p>	<p>In school teacher/tutors to narrow the gap and overcome academic barriers</p>	1, 2, 5

Vocabulary Programme - Bedrock £2869.50	Narrowing the vocabulary gap- providing children with a personalised programme to improve and increase their vocabulary. Teachers then tracking data in reading and writing to see an impact if increased vocabulary on the standards in reading and writing.	1, 5
TimesTables Rockstars /Numbots £289.08	Maths data tracking shows ever increasing times table knowledge ready for application to all areas in maths. Maths data tracking shows ever increasing number bond knowledge ready for application to all areas in maths.	2, 5
SLT Mentoring Support £18,213.96	Developing effective relationships with disadvantaged pupils different to 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. A mentoring approach will show an increase in pupils' engagement in active learning, in turn increasing academic achievement. EEF- Mentoring	1, 2, 6, 7

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

Budgeted cost: £33,565.92

Activity	Evidence that supports this approach	Challenge number (s) addressed
Family Liaison Officer £23065.92	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. Post 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	6, 7

<p>Family Funding</p> <p>£5500</p>	<p>Research shows hungry children do not perform as well.</p> <p>We encourage active learning at attending sports clubs to stop the obesity crisis.</p> <p>Pupil Premium children to have access to appropriate experiences/opportunities such as trips, technology, clubs</p> <p>Training given to three members of staff & handbooks bought. Online access available via the Hub for resources</p> <p>KS1 – Fun Friends program</p> <p>KS2 – Friends for Life</p> <p>Families have £100 credit to spend on clubs, activities, lunches (if not FSM) or uniform</p>	7
<p>Life Long Learning</p> <p>£5000</p>	<p>Limited experience of the culture around them and opportunities to develop lifelong learning.</p> <p>Cultural Capital experience/ passport for whilst at Danson.</p>	7

Total budgeted cost: £ 93783.46

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.

Family Funding was really successful enabling parents to have access to funds to purchase school uniform, school meals, clubs, trips and events, meaning the children had the same opportunities as their peers.

Internal school tracking shows that a significant number of PP children made expected progress for the academic year 2021-22 across Reading, Writing and Maths.

Danson was below Bexley in GLD, but higher than Bexley for Year 1 and Year 2 phonic screening. Danson was lower than Bexley in Key Stage 1 SATs, but achieved a combined at Key Stage 2 of 50% for PP children with Bexley being at 46%. At Key Stage 2, Danson had a combined GD outcome of 8.3%, which was higher than Bexley.

The Family Liaison Officer continued to support a wide range of needs/ vulnerable families during the lockdowns, including 'checking in' at regular intervals to ensure wellbeing was maintained. She was able to signpost to a variety of services including foodbanks & mental health services as needed as well as continue to develop successful relationships & help to improve the lives of some of our disadvantaged families. This will need to continue to develop to meet the demand for support as identified coming out of lockdown.

A number of disadvantaged children have benefited from financial support to access clubs & school trips so that they have the same opportunities as their peers.

Our provision of external specialist services was increased to support children including some of our disadvantaged children and their mental health.

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

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?	

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.