



# DANESHOLME INFANT ACADEMY

## **Pupil Premium funding plan to support disadvantaged pupils' achievement 2017-18**

Number of pupils on roll	247
Total number of pupils eligible for PP funding	39 (16%)
Total amount of PP funding allocated	£51 480

### **Identified barriers for pupil achievement**

DIA has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Attendance
  - Behaviour – pupils with specific social and emotional needs which affect their learning
- Pupils' ability to talk about their emotions and develop strategies to cope with their emotions
  - Development of vocabulary and access to a wide range of reading material
  - Parental engagement with school in supporting their child's learning at home
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.

### Rationale for expenditure:

Expenditure has been planned based on the Sutton Trust/EEF Toolkit and in response to the DfE/NFER research report 'Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice' (Nov 2015).

### Key Planned Expenditure

Area of spend	NFER	Total allocation
Funding breakfast club	Addressing behaviour and attendance	£ 5 000
Subsidising the cost of school visits and wider opportunities	Addressing behaviour and attendance Meeting individual learning needs	£ 3 000
Partial funding of teaching assistant support.	Meeting individual learning needs	£20 000
Partial funding of specialist members of staff: Family Support Worker and Learning Mentor.	Meeting individual learning needs Addressing behaviour and attendance	£17 500
Eliminating barriers to learning through support with necessities – uniform, food and travel costs	Whole-school ethos of attainment for all	£ 2 500
Resources to support academic progress	Meeting individual learning needs	£3 480

Research undertaken by NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

Our action plan for Danesholme Infant Academy is outlined below, linked to these seven areas.

**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

Action	Intended outcomes	NFER/NFER/EEF link	Funding	Impact
Setting aspirational targets for specific groups of pupils based on achieving Age Related Expectations (ARE)	<ul style="list-style-type: none"> <li>• Teachers ensure tasks set allow for all pupils to achieve ARE</li> <li>• Teachers are aware of specific groups of pupils in their classes and their starting points and carefully plan learning tasks to allow these pupils to achieve</li> <li>• A greater proportion of pupils achieve ARE by the end of the year</li> </ul>	Intermediate – Instil accountability for raising attainment at all levels of the school		
Eliminating barriers to learning through support with necessities – uniform, food and travel costs	<ul style="list-style-type: none"> <li>• Families are supported in providing school essentials</li> <li>• Families are supported according to need in times of crisis</li> <li>• All pupils have equal access to opportunities</li> </ul>	Basic – support pupils’ social/emotional needs alongside teaching and learning strategies	£2 500	

**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

Action	Intended outcomes	NFER/EEF link	Funding	Impact
Whole school behaviour systems are embedded	<ul style="list-style-type: none"> <li>• Pupils demonstrate good behaviour at all times</li> <li>• Pupils show positive behaviour for learning</li> </ul>	Intermediate – ensure all strategies are being implemented to a high standard, including through staff training		
Free breakfast club provision for targeted pupils	<ul style="list-style-type: none"> <li>• Improved attendance of targeted pupils</li> <li>• Reduced lateness of targeted pupils</li> <li>• Vulnerable pupils have a healthy breakfast and are ready to learn</li> </ul>	Basic – support pupils’ social/emotional needs alongside teaching and learning strategies	£5 000	
Provision of individual and family support to reduce barriers to learning and provide social and emotional assistance.	<ul style="list-style-type: none"> <li>• Specialist trained staff support individual pupils</li> <li>• Nurture provision available for identified pupils</li> <li>• Specialist trained staff support families</li> </ul>	Basic – support pupils’ social/emotional needs alongside teaching and learning strategies Intermediate – improve engagement with families	£17 500	

3. **High-quality teaching for all:** Schools emphasise ‘quality teaching first’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

Action	Intended outcomes	NFER/EEF link	Funding	Impact
Feedback is precise and targeted at pupils’ next steps in learning	<ul style="list-style-type: none"> <li>• Pupils regularly respond to teachers’ marking comments to improve their work</li> <li>• Misconceptions being addressed quickly</li> <li>• Regular in depth verbal feedback is given to targeted disadvantaged pupils</li> </ul>	Feedback (+8 months) Basic – establish quality teaching and develop TAs		
Flexible groupings used in all classrooms	<ul style="list-style-type: none"> <li>• Assessment for Learning ensures that pupil learning needs are quickly identified and learning activities carefully matched</li> <li>• misconceptions being addressed straight away</li> <li>• greater challenge for higher achieving pupils</li> <li>• targeted use of support staff</li> </ul>	Basic – establish quality teaching and develop TAs Embedded – Ensure Assessment for Learning systems are embedded		

4. **Meeting individual learning needs:** Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

Action	Intended outcomes	NFER/EEF link	Funding	Impact
Teaching Assistant support in classes and focused interventions	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</li> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> </ul>	Basic – establish quality teaching and develop TAs Basic – provide additional learning support during the school day Intermediate – address individual learning needs One-to-one tuition (+5 months)	£20 000	

	<ul style="list-style-type: none"> <li>• Priority reading with TAs if pupils are unable to read at home</li> </ul>	Reading comprehension strategies (+5 months)		
Purchasing resources to support whole school priorities and individual learning needs	<ul style="list-style-type: none"> <li>• Pupils make accelerated progress</li> <li>• Outcomes at Key Stage 1 improve</li> </ul>	<p>Basic – establish quality teaching and develop TAs</p> <p>Basic – provide additional learning support during the school day</p> <p>Intermediate – address individual learning needs</p>	£3 480	
Subsidising the cost of school visits and wider opportunities (e.g. music tuition, residential and holiday sports clubs).	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school’s curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities</li> </ul>	Basic – support pupils’ social/emotional needs alongside teaching and learning strategies	£3 000	

**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.

Action	Intended outcomes	NFER/EEF link	Funding	Impact
Data is used to target pupils for additional support and intervention	<ul style="list-style-type: none"> <li>• Support and intervention reviewed every six weeks after data capture and pupil progress meetings</li> <li>• Pupils receive targeted support to raise attainment</li> </ul>	<p>Intermediate - Help all staff use data effectively and make evidence-based decisions</p> <p>Embedded – constantly review impact of interventions and modify them</p>		
Regular CPD sessions for Teaching Assistants	<ul style="list-style-type: none"> <li>• TAs supporting groups/individuals and positively impacting on learning</li> <li>• TAs developing pupils’ independent learning skills</li> </ul>	Intermediate - Ensure all strategies are being implemented to a high standard, including through staff training		

		Embedded – share learning between staff		
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**5. Data-driven and responding to evidence:** Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

Action	Intended outcomes	NFER/NFER/EEF link	Funding	Impact
Pupil Progress Cycle impacts individuals’ achievement	<ul style="list-style-type: none"> <li>• Data is collected and analysed every six weeks</li> <li>• Regular (six weekly) Pupil Progress Meetings help teachers to identify learning needs of individuals and groups of pupils within their class</li> <li>• Teachers plan appropriate learning activities, interventions and effective support to cater for the individual needs of pupils</li> </ul>	<p>Intermediate - Help all staff use data effectively and make evidence-based decisions</p> <p>Embedded – constantly review impact of interventions and modify them</p>		

**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

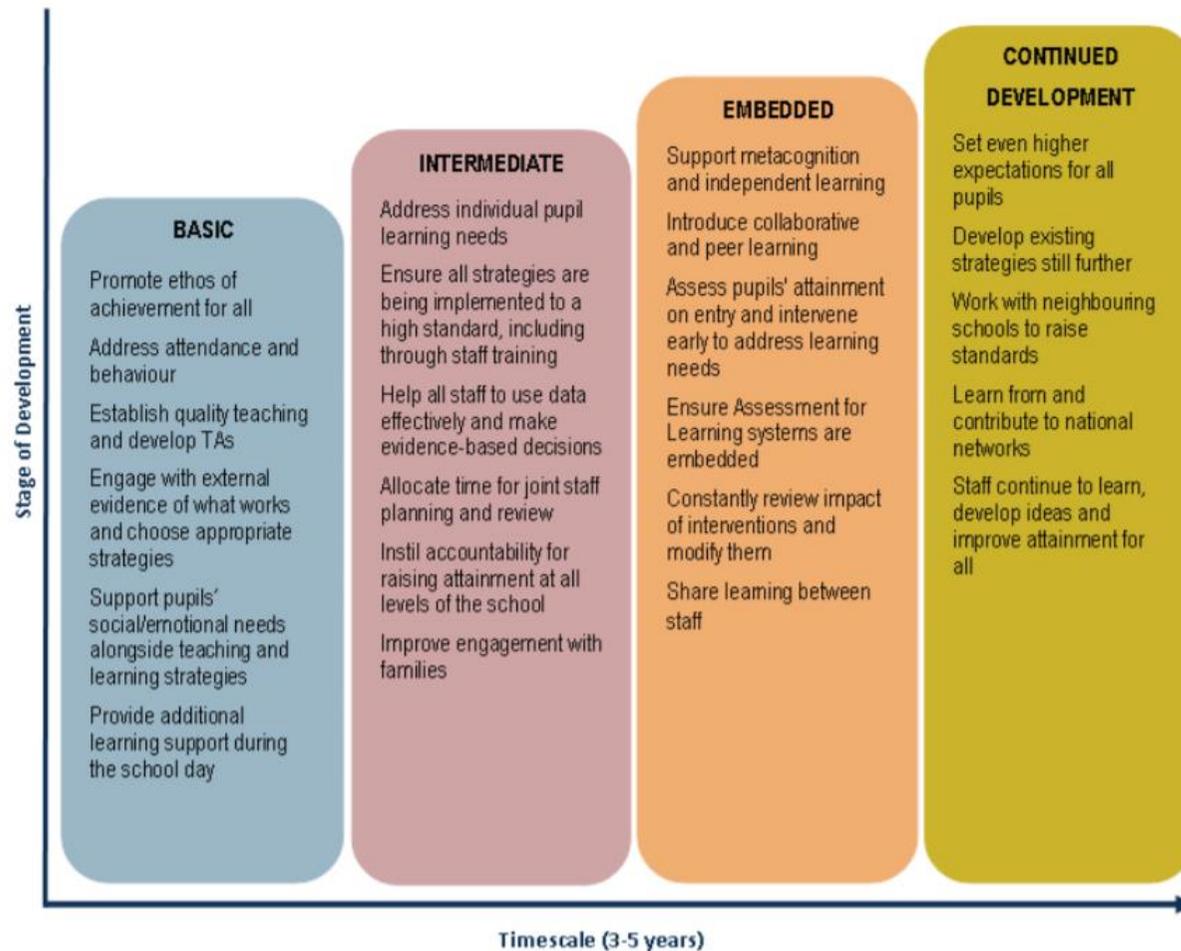
Action	Intended outcomes	NFER/EEF link	Funding	Impact
Performance Management Cycle (PDR – Performance Development Review)	<ul style="list-style-type: none"> <li>• All staff are accountable for raising achievement</li> <li>• Culture of high expectations for all pupils</li> <li>• Teachers and Teaching Assistants have PDR targets linked to disadvantaged pupils’ achievement</li> </ul>	<p>Intermediate – Instil accountability for raising attainment at all levels of the school</p>		
Data is used to target individual pupils and groups	<ul style="list-style-type: none"> <li>• Data is captured every six weeks and is analysed</li> <li>• Data is used to identify pupils and groups who for improved achievement</li> <li>• Actions are identified to accelerate progress and raise attainment</li> </ul>	<p>Intermediate - Help all staff use data effectively and make evidence-based decisions</p> <p>Embedded – constantly review impact of</p>		

		interventions and modify them		
Leadership is responsive to monitoring evidence	<ul style="list-style-type: none"> <li>• Regular monitoring activities mean leaders have a clear picture of teaching and learning</li> <li>• Leaders are responsive to monitoring evidence and use it to plan staff CPD</li> </ul>	Intermediate - Ensure all strategies are being implemented to a high standard, including through staff training Embedded – share learning between staff		

**How will the academy measure the impact of the Pupil Premium?**

At Danesholme Infant Academy, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupil Progress Meetings will take place after every data capture point (approximately every 6 weeks) when the school will review the impact of actions taken and will plan for the next phase.

**Figure 26 An illustration of schools' pathways to success in raising the attainment of disadvantaged pupils**



Source: page 91 DfE/NFER research report 'Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice' (Nov 2015).