

1. Summary information					
Academy	Danesholme Infant Academy				
Academic Year	2018-2019	Total PP budget	£61,490	Date of most recent PP Review	
Total number of pupils	264	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 2019

1. Current attainment YEAR 2		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving in reading, writing and maths (Combined)	7% Ever 6 43% non-Ever 6	
% making expected standard reading	58% Ever 6 58% non-Ever 6	75%
% making expected standard in writing	16% Ever 6 48% non-Ever 6	70%
% making expected standard in maths	37% Ever 6 58% non-Ever 6	76%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Oral language skills in Reception are lower for pupils eligible for Pupil Premium than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for Pupil Premium at risk of not converting to GLD or Age related at KS1.
C.	Improving % of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1.
D.	Inconsistent use of precision, care and accuracy in all academic areas resulting in simple errors, mistakes and poor presentation in Year 1 and 2.
E.	PP children with multiple barriers – behaviour, child in need, SEND, EAL, gender, attendance.

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Attendance rates for pupils eligible for PP are 91% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.
G.	Parental engagement is generally poorer for our Pupil Premium– both at parent meetings and school events

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for Pupil Premium in Reception class.	Pupils eligible for Pupil Premium in Reception class make rapid progress by the end of the year so that all pupils eligible for Pupil Premium meet age related expectations. Speech links language programme to be used for these children.
B.	Higher rates of progress across KS1 for high attaining pupils eligible for Pupil Premium. Providing targeted intervention for Able and G&T pupils in Year 1 and Year 2.	Pupils eligible for Pupil Premium identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 in maths, reading and writing. Measured in Y2 by teacher assessments and successful moderation practices established across trust.
C.	Improving % of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1.	More Pupil Premium children achieving age related expectations in Reading, Writing and Maths at the end of KS1. Pupils identified as needing extra support will be identified and placed in small intervention groups.

D.	Inconsistent use of precision, care and accuracy in all academic areas resulting in simple errors, mistakes and poor presentation in Year 1 and 2..	Interventions identified and PP children monitored within these group. Evaluated regularly. Vulnerable children make good progress
E.	Pupil Premium children with multiple barriers – behaviour, summer born, child in need, SEND, EAL, gender, attendance.	More Pupil Premium children achieving age related expectations in Reading, Writing and Maths at the end of KS1. Pupils identified as needing extra support will be identified and placed in small intervention groups.
F.	Attendance rates for pupils eligible for Pupil Premium are (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.	Reduce the number of persistent absentees among pupils eligible for Pupil Premium to 10% or below. Overall PP attendance improves from 91% to 97% in line with 'other' pupils.
G.	Parental engagement improved.	Improved communication with these parents. Teachers to make regular contact with these parents. Family Support Worker also available and aware of their needs.

4. Planned Expenditure

Academic year	2018-2019
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved oral language skills in Reception</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improving % of children achieving Age Related Expectations (ARE) in Reading at the end of KS1.</p> <p>E. Providing target intervention for vulnerable pupils across the Academy who were at risk of falling behind or identified as making slower progress</p>	Staff implementing training	We want to invest some of the Pupil Premium in longer term change which will help all pupils. Many different evidence sources, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the Academy.	Peer observation of attendees' classes after the course, to embed learning. Lessons from training embedded in school feedback policy.	Pupil Premium Coordinator	<p>December 2018 – staff have all received CPD on developing children's language skills.</p> <p>February 2019 – new reading implementation monitored and evaluated showing reading across the Academy is improving (Evidence Spring 1 data capture.</p> <p>July 2019 – to evaluate CPD and plan for new Academic Year.</p> <p>(£2530)</p>
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils. Talk for Writing Jane Considine	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Inclusion lead to monitor interventions that have been planned and identify, lead and support TAs CPD in this area.	PP Coordinator	<p>Jan 2019 – Pie Corbett Talk for Writing having good impact (Evidence Spring 1)</p> <p>July 2019 – evaluate and decide next steps for September 2019</p> <p>(£3075)</p>
Total budgeted cost to include staff training					£5605

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved oral language skills in reception</p> <p>B. Improved progress for high attaining pupils</p>	<p>121 and small group provision of Speech Links Language Intervention for children in Reception.</p> <p>Revision books for Y1 & Y2 Phonics</p>	<p>Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>Reception class teachers. Year 1 teachers</p>	<p>December 2018 – SALT taking place at least twice a week – children making progress but needs to continue.</p> <p>March 2019 – programme reviewed – children not progressing quickly enough – to look into more CPD</p> <p>September 2019 – Speech Links training.</p> <p>(£18,900)</p>
<p>C. Improved progress for high attaining pupils</p> <p>D. Improving % of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1,</p> <p>E. Providing target intervention for vulnerable pupils across the Academy who were at risk of falling behind or identified as making slower progress</p>	<p>Weekly small group sessions in maths, reading and writing for high attaining pupils with Teaching assistants.</p> <p>Reading for pleasure</p> <p>Breakfast club booster Y2 SATs weeks</p> <p>Investment in comprehension materials for PP children to access at home.</p> <p>Reading Heroes supporting targeted children.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly trained teaching assistants have been shown to be effective.</p> <p>Subsidising purchasing of a book for all children at the annual book sale.</p> <p>Ensuring children taking tests have had a relaxed start to the day, that they are in school and that they have had conversations with staff.</p>	<p>Extra teaching time and preparation time paid for out of Pupil Premium budget.</p> <p>Impact overseen by assessment coordinator. CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Pupil Premium Coordinator</p>	<p>December 2018 – reading has improved for our high attaining children</p> <p>Breakfast club offered to Year 2 children – good uptake – awaiting results of SATs.</p> <p>Reading Eggs bought – March 2019 – success – questionnaires form parents very positive</p> <p>(£12985)</p>

Total budgeted cost to include allocation of teaching assistants and pastoral support					£31,885
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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Increased attendance rates	Family support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school.	Thorough briefing of teachers about existing absence issues. Pupil Premium coordinator, family support worker, Principal etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	December 2018 – attendance is improving slowly although still below NA March 2019 – new systems in place and attendance figures still rising but not yet at NA Review July 2019 (£3800)
G. Parental engagement improved.	Identify which parents aren't engaging with the Academy. Family support worker to monitor with class teachers. Breakfast Club	'Parent involvement and student academic performance: A multiple mediational analysis' research showed that Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Supporting families in returning to work as well as providing a time for children to develop social skills, eat healthily and participate in pre-school activities.	Ensure non engaging parents are identified. Monitor the effects of involvement with the academy. Register kept of parents and children who are accessing breakfast club.	All teachers and family worker. Breakfast Club staff. PP coordinator.	October 2018 – parents invited to parent's evenings – all parents either attended or were telephoned by teacher. March 2019 – all parents invited to class assemblies and a follow up in the class- 60%-70% attendance. (£3900) October 2018 – regular invites sent out but numbers fluctuate (£6100)

	Snacks for booster clubs and EYFS. Milk for under 5s	Providing food that helps children to maintain concentration and develop social skills.	Booster club registers kept.	All staff. PP coordinator	October 2018 – staff invite children to booster clubs reflecting their data – March 2019 – children attending booster clubs are making good progress (Intervention evidence) July 2019 – evaluative after school boosters and lunchtime booster sessions
	Trips and Residentials	Exposing children to a range of academic and sporting experiences that they might not have the opportunity to participate in outside of school.			(£10,200)
Total budgeted					£24,000

5. Review 2017-2018

Previous Academic Year		2017 to 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

Teachers ensure tasks set allow for all pupils to achieve ARE □ 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 A greater proportion of pupils achieve ARE by the end of the year

Setting aspirational targets for specific groups of pupils based on achieving Age Related Expectations (ARE)

- National Curriculum ARE used as the starting point for planning expectations.
- ARE data collected half termly.
- Pupil Progress meetings held half termly – tracking pupils and identifying pupils for intervention and additional support.
- ARE for all year groups shared with parents and discussed at parents' evenings.
- 'Family Fridays' successfully encouraged parental engagement in the classroom.
- ARE increased across the school from 2017 to 2018:

2017:

	EXS and Above
Reading	49%
Writing	28%
Maths	35%

Phonics Year 1	73%
GLD	65%

2018:

	EXS and Above	GDS
Reading	57%	13%
Writing	40%	1%
Maths	52%	3%

Phonics Year 1	83%
GLD	65%

Continue to set aspirational targets for specific groups. Monitor PP children more vigorously next year- continue to have half termly pupil progress meetings.

<ul style="list-style-type: none"> • Specialist trained staff support individual pupils • Nurture provision available for identified pupils Specialist trained staff support families 	<p>Provision of individual and family support to reduce barriers to learning and provide social and emotional assistance.</p>	<ul style="list-style-type: none"> • 4 pupils with complex needs were supported 1:1. • 10 pupils accessed 1:1 Speech and Language sessions. • Nurture provision was accessed in the afternoons to address needs identified through BOXALL profiles. <p>Dedicated Family Support Worker in post to support families.</p>	<p>This to continue. Nurture provision- Data shows improved Boxall scores. Reduction in whole school exclusions from 3% in 2016/2017 to 0.003% in 2017/2018</p>
<p>☐ Pupils regularly respond to teachers' marking comments to improve their work ☐ Misconceptions being addressed quickly Regular in depth verbal feedback is given to targeted disadvantaged pupils</p>	<p>Feedback is precise and targeted at pupils' next steps in learning</p>	<ul style="list-style-type: none"> • Marking and feedback sharpened and monitored regularly. Targeted groups received regular teacher intervention and feedback. 	<p>Marking and Feedback has improved. Marking and Feedback policy to remain in place for next year. Teachers need to monitor pupil premium children more regularly.</p>
<ul style="list-style-type: none"> • Assessment for Learning ensures that pupil learning needs are quickly identified and learning activities carefully matched • misconceptions being addressed straight away • greater challenge for higher achieving pupils 	<p>Flexible groupings used in all classrooms</p>	<ul style="list-style-type: none"> • Assessment for Learning used more effectively during and between lessons. • Misconceptions addressed at the soonest possible point. ☐ More pupils achieved Greater Depth in 2018 than 2017. CPD for teachers and teaching assistants on effectively impacting learning in the classroom. 	<p>This has been more effective this year. Increased SATs and phonics results support this. CPD for Teachers and Teaching Assistants on effectively impacting learning in the classroom to continue due to change over in staffing.</p>

<ul style="list-style-type: none"> Regular monitoring activities mean leaders have a clear picture of teaching and learning Leaders are responsive to monitoring evidence and use it to plan staff CPD 	<p>Leadership is responsive to monitoring evidence</p>	<ul style="list-style-type: none"> 'Statement of Action' for the Academy written termly and reviewed regularly in light of monitoring evidence. Monitoring linked responsively to CPD. 	<p>The statement of action has supported the school development. Key areas for improvement have been addressed through CPD.</p> <p>In 2017/18 the statement of Action was monitored and regularly adapted to ensure it meets the needs of the school development.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	
<ul style="list-style-type: none"> 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) Support within lessons to improve understanding of learning in reading, writing and maths Consolidation of learning completed in classes – time for practise and application of skills Priority reading with TAs if pupils are unable to read at home 	<p>Teaching Assistant support in classes and focused interventions</p>	<ul style="list-style-type: none"> Regular Pupil Progress Meetings identified pupils for targeted support. More rigid systems for teaching reading and phonics introduced to enable all pupils to make good progress. <p>Continuous provision model introduced to Year 1 to provide regular opportunities for practise and application of skills.</p>	<p>Regular pupil progress meetings were held during the academic year 2017-18 in order to provide targeted intervention for identified pupils. Support for individuals varied dependent on need, but included additional support from the reading, focused maths/ English interventions. Some small group intervention resulted in accelerated progress, but this was not substantial or sustained enough to impact on Key Stage one outcomes. Continuous provision in Year 1 has supported consolidation of learning in year 1. Provision will be used in Year 2 next year.</p>	

<p><input type="checkbox"/> Pupils make accelerated progress Outcomes at Key Stage 1 improve</p>	<p>Purchasing resources to support whole school priorities and individual learning needs</p>	<p><input type="checkbox"/> Whole school reading resources purchased to support rapid progression in reading. Significant investment in EFYS and outdoor learning in particular.</p>	<p>Though some progress has been made it is not enough to be in line with national. New schemes/ Concepts will be put in place next year to raise attainment- White Rose Maths, Pie</p>
<p><input type="checkbox"/> Support and intervention reviewed every six weeks after data capture and pupil progress meetings Pupils receive targeted support to raise attainment</p>	<p>Data is used to target pupils for additional support and intervention</p>	<p>Introduction of a new online tracking system for class teachers to easily input and access data. Data reviewed half termly in pupil progress meetings. <input type="checkbox"/> Pupils identified for additional support and intervention as part of the data/pupil progress meeting cycle</p>	<p>Pupil progress meetings took place half termly. Interventions were reviewed and targeted pupils were reviewed based on Data. Nurture, Speech links and small group interventions to continue next year.</p>
<ul style="list-style-type: none"> • Data is captured every six weeks and is analysed • Data is used to identify pupils and groups who for improved achievement Actions are identified to accelerate progress and raise attainment 	<p>Data is used to target individual pupils and groups</p>	<ul style="list-style-type: none"> • Introduction of a new online tracking system for class teachers to easily input and access data. • Data reviewed half termly in pupil progress meetings. • Pupils identified for additional support and intervention as part of the data/pupil progress meeting cycle. 	<p>Pupil progress meetings took place half termly. Interventions were reviewed and targeted pupils were reviewed based on Data. Nurture, Speech links and small group interventions to continue next year.</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p><input type="checkbox"/> Families are supported in providing school essentials</p> <p><input type="checkbox"/> Families are supported according to need in times of crisis</p> <p>All pupils have equal access to opportunities</p>	<p>Eliminating barriers to learning through support with necessities – uniform, food and travel costs</p>	<p><input type="checkbox"/> Pupil Premium pupils have been financially supported to access trips.</p> <p>A number of families have been supported with uniform and travel costs in times of crisis.</p>	<p>The academy's Family Support Worker provides support for families where pupils have barriers to learning, including attendance. The Family Support Worker's case load for 2017-18 was constantly changed according to the needs of the children, with families all accessing different levels of support. Families also received support financially with funding for uniform, food and travel costs</p>	
<p><input type="checkbox"/> Free breakfast club provision for targeted pupils</p>	<p>Improved attendance of targeted pupils</p> <p>Reduced lateness of targeted pupils</p> <p>Vulnerable pupils have a healthy breakfast and are ready to learn</p>	<p><input type="checkbox"/> 30 pupils accessed breakfast club provision 2017-18.</p>		

<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips □ Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and teamwork are developed through participation in group activities 	<p>Subsidising the cost of school visits and wider opportunities (e.g. music tuition, residentials and holiday sports clubs).</p>	<ul style="list-style-type: none"> □ All pupils accessed trips and visits, irrespective of financial contribution. All year groups planned trips and visits to enhance their curriculum provision. 	<p>All year groups had visitors and/ or trips to enhance learning. As part of the schools Artsmark children had an Orchestra assembly. There were also 2 free after school sports clubs during the summer term for children to develop their physical and PSHE skills.</p>
<ul style="list-style-type: none"> • Data is collected and analysed every six weeks • Regular (six weekly) Pupil Progress Meetings help teachers to identify learning needs of individuals and groups of pupils within their class • Teachers plan appropriate learning activities, 	<p>Pupil Progress Cycle impacts individuals' achievement</p>	<ul style="list-style-type: none"> • Introduction of a new online tracking system for class teachers to easily input and access data. • Data reviewed half termly in pupil progress meetings. • Pupils identified for additional support and intervention as part of the data/pupil progress meeting cycle. 	<p>O-Track has supported teachers and leaders to analyse data more effectively. This has enabled staff to identify additional support for pupils and design specific, relevant intervention.</p>

interventions and

<ul style="list-style-type: none"> • All staff are accountable for raising achievement • Culture of high expectations for all pupils <p>Teachers and Teaching Assistants have PDR targets linked to disadvantaged pupils' achievement</p>	<p>Performance Management Cycle (PDR – Performance Development Review)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PDR cycle in place for all teachers and support staff. PDR evidence linked to pay progression. <input type="checkbox"/> 	<p>The PDR cycle took place in 2017-2018 with all members of staff. Targets linked to pupil premium achievement.</p>	
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