



1. Summary information					
Academy	Danesholme Infant Academy				
Academic Year	2019-2020	Total PP budget	£57,968	Date of most recent PP Review	
Total number of pupils	276	Number of pupils eligible for PP		Date for next internal review of this strategy	December 2019

1. Current attainment YEAR 2		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average 2018)</i>
% achieving in reading, writing and maths (Combined)	41% Ever 6 60% non-Ever 6	
% making expected standard reading	59% Ever 6 74% non-Ever 6	75%
% making expected standard in writing	41% Ever 6 65% non-Ever 6	70%
% making expected standard in maths	59% Ever 6 81% non-Ever 6	76%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
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 as children don't develop more ambitious vocabulary which they could use in writing.
B.	High ability pupils who are eligible for Pupil Premium at risk of not converting to GLD in EYFS or Greater Depth 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, including use of high frequency words in writing. Spelling being a significant barrier.
E.	Pupil Premium children with multiple barriers – behaviour, child in need, SEND, EAL, gender, attendance.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
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.	
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, and then carry this in to year 1 and year 2.	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. New Speech links language programme to be used for these children and all TAs trained in the use of Speechlinks programme.
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. High frequency words taught more effectively so all children can spell and use words effectively in writing.
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 % 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	2019-2020	
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 - Improve oral language skills for pupils eligible for Pupil Premium in Reception class, and then carry this into year 1 and year 2.</p>	<p>Staff implementing training Purchase Speechlinks package and training for all TAs</p>	<p>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.</p>	<p>Peer observation of attendees' classes after the course, to embed learning. Lessons from training embedded in school feedback policy.</p>	<p>Principal</p>	<p>September 2019 – Speechlinks purchased and on - line training completed.</p> <p>December 2019 – staff have all received CPD on developing children's language skills.</p> <p>February 2020 – new reading implementation monitored and evaluated showing reading across the Academy is improving (Evidence Spring 1 data capture.</p> <p>July 2020 – to evaluate CPD and plan for new Academic Year.</p>
<p>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.</p>	<p>Planning to support higher achievers. Pupils responding to marking and improving their work accordingly. Assessment for learning used effectively. Additional adults deployed efficiently.</p>	<p>All children to be given the opportunity to aim high. NFER/EEF link: Collaborative learning (+5 months) Peer marking (+5 months).</p>	<p>Access to learning alliance for CPD for staff. CPD – assessment for learning early September staff meeting. Peer coaching – set September 2019.</p>	<p>Principal</p>	<p>Review at data drops December 2019, April 2020 and June 2020</p>
<p>C - Improving % of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1.</p>	<p>Planning to support higher achievers. Pupils responding to marking and improving their work accordingly. Assessment for learning used effectively. Additional adults deployed efficiently.</p>	<p>All children to be given the opportunity to aim high. NFER/EEF link: Collaborative learning (+5 months) Peer marking (+5 months).</p>	<p>Access to learning alliance for CPD for staff. CPD – assessment for learning early September staff meeting. Peer coaching – set September 2019.</p>	<p>Principal</p>	<p>Review at data drops December 2019, April 2020 and June 2020</p>

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.	Planning to support higher achievers. Pupils responding to marking and improving their work accordingly. Assessment for learning used effectively. Additional adults deployed efficiently.	All children to be given the opportunity to aim high. NFER/EEF link: Collaborative learning (+5 months) Peer marking (+5 months).	Access to learning alliance for CPD for staff. CPD – assessment for learning early September staff meeting. Peer coaching – set September 2019.	Principal	Review at data drops December 2019, April 2020 and June 2020
E - Pupil Premium children with multiple barriers – behaviour, child in need, SEND, EAL, gender, attendance.	Planning to support higher achievers. Pupils responding to marking and improving their work accordingly. Assessment for learning used effectively. Additional adults deployed efficiently.	All children to be given the opportunity to aim high. NFER/EEF link: Collaborative learning (+5 months) Peer marking (+5 months).	Access to learning alliance for CPD for staff. CPD – assessment for learning early September staff meeting. Peer coaching – set September 2019.	Principal	Review at data drops December 2019, April 2020 and June 2020
Total budgeted cost to include staff training					£24,000

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?
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, as children don't develop more ambitious vocabulary which they could use in writing.	1 to 1 and small group work – well planned by teacher and carried out by teacher or TA. Gaps in learning are identified and planned interventions address these. Ensure support in lessons is by additional adult, small group or access to manipulatives.	NFER/EEF links: One to one (+5 months) Collaborative learning (+5 months)	Deputy principal to ensure targeted timetables are followed consistently. Half termly monitoring and evaluation of any interventions used.	Principal	Review at data drops December 2019, April 2020 and June 2020
B - High ability pupils who are eligible for Pupil Premium at risk of not converting to GLD in EYFS or Greater Depth at KS1.	1 to 1 and small group work – well planned by teacher and carried out by teacher or TA. Gaps in learning are identified and planned interventions address these. Ensure support in lessons is by additional adult, small	NFER/EEF links: One to one (+5 months) Collaborative learning (+5 months)	Deputy principal to ensure targeted timetables are followed consistently. Half termly monitoring and evaluation of any interventions used.	Principal	Review at data drops December 2019, April 2020 and June 2020

	group or access to manipulatives.				
C - Improving % of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1.	1 to 1 and small group work – well planned by teacher and carried out by teacher or TA. Gaps in learning are identified and planned interventions address these. Ensure support in lessons is by additional adult, small group or access to manipulatives.	NFER/EEF links: One to one (+5 months) Collaborative learning (+5 months)	Deputy principal to ensure targeted timetables are followed consistently. Half termly monitoring and evaluation of any interventions used.	Principal	Review at data drops December 2019, April 2020 and June 2020
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, including use of high frequency words in writing. Spelling being a significant barrier.	1 to 1 and small group work – well planned by teacher and carried out by teacher or TA. Gaps in learning are identified and planned interventions address these. Ensure support in lessons is by additional adult, small group or access to manipulatives.	NFER/EEF links: One to one (+5 months) Collaborative learning (+5 months)	Deputy principal to ensure targeted timetables are followed consistently. Half termly monitoring and evaluation of any interventions used.	Principal	Review at data drops December 2019, April 2020 and June 2020
E - Pupil Premium children with multiple barriers – behaviour, child in need, SEND, EAL, gender, attendance.	1 to 1 and small group work – well planned by teacher and carried out by teacher or TA. Gaps in learning are identified and planned interventions address these. Ensure support in lessons is by additional adult, small group or access to manipulatives.	NFER/EEF links: One to one (+5 months) Collaborative learning (+5 months)	Deputy principal to ensure targeted timetables are followed consistently. Half termly monitoring and evaluation of any interventions used.	Principal	Review at data drops December 2019, April 2020 and June 2020

Total budgeted cost to include allocation of teaching assistants and pastoral support

£20,000

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?
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F. Increased attendance rates	Family support worker employed to monitor pupils and follow up quickly on absences. First day response provision. Review procedures and ensure letters are used effectively. Issue penalty notice through NCC	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.	Principal	December 2019
G. Parental engagement improved.	Identify which parents aren't engaging with the Academy. Family support worker to monitor with class teachers.	'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.	Ensure non engaging parents are identified. Monitor the effects of involvement with the academy.	All teachers and family worker.	October 2019
	Breakfast Club	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.	Register kept of parents and children who are accessing breakfast club.	Breakfast Club staff. PP coordinator.	October 2019
	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 2019
	Trips and Residential	Exposing children to a range of academic and sporting experiences that they might not have the opportunity to participate in outside of school.			
Total budgeted					£13,968

Review 2018-2019

Academic year 2018-2019

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)
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<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>D - Providing target intervention for vulnerable pupils across the Academy who were at risk of falling behind or identified as making slower progress</p>	<p>Staff implementing training</p>	<p>Speech within the academy is improving but not accelerated with the additional support.</p> <p>Progress is improving but again not at accelerated rates.</p>	<p>Speechlinks full package to be purchased to ensure this training is put in place in September so that all reception children can be assessed.</p> <p>White Rose maths and Talk for Writing were both introduced last academic year and need to embed which will continue to happen during 2019-20.</p> <p>More effective monitoring to be completed to ensure no slippage in intervention groups.</p>
<p>B - Improved progress for high attaining pupils</p>	<p>CPD on providing stretch for high attaining pupils. Talk for Writing Jane Considine</p>	<p>Pupil Progress children did significantly better than 2018. All children made 20% from 2018. However still not at National.</p>	<p>The new strategies will be embedded further and more training given in Autumn term 2019</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>
<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>Limited impact due to lack of training on Speechlinks programme</p> <p>Books bought and children worked with parents at home</p>	<p>All staff to be trained September 2019 on the new Speechlinks programme.</p> <p>To be continued again in 2019-20</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>Although significant new measures were put in place to improve reading these new procedures need to embed. Reading levels have increased by 20% but are still not at National.</p>	<p>Continue to keep reading a high priority during 2019-20.</p> <p>Reading coordinator will ensure monitoring is more intense and evaluate the procedures.</p>
<p>iii. Other approaches</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>
<p>F. Increased attendance rates</p>	<p>Family support worker employed to monitor pupils and follow up quickly on absences. First day response provision.</p>	<p>Although procedures were put in place the impact wasn't significant.</p>	<p>FSW needs to be rigorous in monitoring and this will be ensured 2019-2020 with closer monitoring of FSW by SLT.</p>
<p>G. Parental engagement improved.</p>	<p>Identify which parents aren't engaging with the Academy. Family support worker to monitor with class teachers.</p> <p>Breakfast Club</p> <p>Snacks for booster clubs and EYFS. Milk for under 5s</p> <p>Trips and Residential</p>	<p>Has improved but still hard to reach parents remain hard to reach.</p> <p>Breakfast club not well attended by pupil premium children despite numerous invites.</p>	<p>All teachers to be taught in the use of CPOMs to monitor attendance – any slippage and teachers to approach parents directly.</p> <p>If this isn't successful FSW and Principal to meet with parents on a regular basis.</p>