

1. Summary information					
Academy	Danesholme Infant Academy				
Academic Year	2020-2021	Total PP budget	£52,725	Date of most recent PP Review	15/7/2020
Total number of pupils	230	Number of pupils eligible for PP	47	Date for next internal review of this strategy	16/9/20

1. Current attainment YEAR 2 (Summer 2019 figures due to figures not available Summer 2020, COVID- 19)		
	<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)	
In-school barriers (<i>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.	Lower percentage of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1 for PP in comparison to NPP children
D.	Limited cultural capital and experiences for PP children

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

E.	Attendance rates for many Pupil Premium children are significantly below acceptable attendance percentage (95%)																			
F.	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.	Improved oral language skills for pupils eligible for Pupil Premium in Reception class, and then carry this in to year 1 and year 2. Progress to be track and measure using Infant language link programme	Pupils eligible for Pupil Premium whom are identified as behind in their oral language skills to show excelled progress- to be measured using Infant language link. <i>The current year 1 cohort had baselines of CLL which were all below 40-60 E showing 100% of children were behind on their oral language skills. By Spring this figures improved to 30%; though improved this figure still shows a need for an oral language intervention.</i>																		
B.	Progress of individual all PP children to show that children remain on track and in some cases excel to reach Greater Depth in KS1	<p>The 2020 Year 2 cohort had the following figures at the end of EYFS for exceeding.</p> <table border="1" data-bbox="1120 518 2072 667"> <thead> <tr> <th>Groups</th> <th>GLD Exc</th> <th>% Exc Reading</th> <th>% Exc Writing</th> <th>% Exc Number</th> </tr> </thead> <tbody> <tr> <td>Ever 6 (9)</td> <td>0% (0)</td> <td>0% (0)</td> <td>0% (0)</td> <td>0% (0)</td> </tr> <tr> <td>nEver 6 (67)</td> <td>0% (0)</td> <td>15% (10)</td> <td>1% (1)</td> <td>7% (5)</td> </tr> </tbody> </table> <p>Currently no PP children are on track to achieve Greater depth. Evidence of excelled progress towards greater depth in year 2 and Exc for current reception children will be a key determinate.</p>				Groups	GLD Exc	% Exc Reading	% Exc Writing	% Exc Number	Ever 6 (9)	0% (0)	0% (0)	0% (0)	0% (0)	nEver 6 (67)	0% (0)	15% (10)	1% (1)	7% (5)
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C.	Percentage of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1 have improved and are in line with comparative NPP figures if not narrowed.	<p>More Pupil Premium children achieving age related expectations in Reading, Writing and Maths at the end of KS1 in comparison to their GLD figures. The gap between PP and NPP will narrow. The 2020 Year 2 cohort had the following figures at the end of EYFS</p> <table border="1" data-bbox="1120 965 2072 1077"> <thead> <tr> <th>Groups</th> <th>GLD</th> <th>% Reading</th> <th>% Writing</th> <th>% Number</th> </tr> </thead> <tbody> <tr> <td>Ever 6 (9)</td> <td>44% (4)</td> <td>33% (3)</td> <td>44% (4)</td> <td>56% (5)</td> </tr> <tr> <td>nEver 6 (67)</td> <td>64% (43)</td> <td>67% (46)</td> <td>64% (43)</td> <td>73% (49)</td> </tr> </tbody> </table>				Groups	GLD	% Reading	% Writing	% Number	Ever 6 (9)	44% (4)	33% (3)	44% (4)	56% (5)	nEver 6 (67)	64% (43)	67% (46)	64% (43)	73% (49)
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D.	Children will receive a rich curriculum designed with lots of opportunities to explore concepts in a hands on way. Children will gain a love for learning through an enriched curriculum which takes into account the difference experiences of our learners. Pupil voice and interviews will outline pupil engagement alongside lesson observations.	The differences in cultural capital between learners will be evened out through school experiences, children will be able to articulate this in pupil voice questionnaires																		
E.	Pupil premium children whom initially have low attendances rates show improvement as the year goes by. PP attendance rates in comparison to NPP attendance rates narrow.	<p>2019-2020 Attendance (before lockdown)</p> <table border="1" data-bbox="1120 1300 1892 1412"> <thead> <tr> <th>Group</th> <th>Pupils in group</th> <th>Attendances</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>72</td> <td>91%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>207</td> <td>94%</td> </tr> </tbody> </table>				Group	Pupils in group	Attendances	Pupil Premium	72	91%	Not Pupil Premium	207	94%						
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		Individual Attendance percentages term upon term to show improvement or to be at least 95%. 2019-2020 gap to close.
F.	Parental engagement improved; relationships with class teachers, attendance lead, PP lead, FSW. Children's attendance improves and parents attend more workshops and engage in school life more	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 **2020-2021**

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?
A - Improved oral language skills for pupils eligible for Pupil Premium in Reception class, and then carry this in to year 1 and year 2.	<p>Develop a language rich environment across the school. QFT to provide the children with lots of experiences to develop language through hands on learning.</p> <p>December 2020 – staff have all received CPD on developing children's language skills; talk for writing and FANTASTICS January 2020- CPD for improving attainment for HAP</p> <p>Visitors in, Trips and Residential to support learning and to provide hands on experience to develop language acquisition</p> <p>All PP children to have their own copies of key</p>	<p>We want to invest some of the Pupil Premium in longer term change which will help all pupils by developing the QFT of our staff. Evidence that oral language and vocabulary building in lessons improve children's progress has been reflected upon in many studies such as the oral language curriculum, culture and assessment toolkit 2015 and bridging the vocabulary Gap 2010.</p> <p>We want to engage parents with the story-led curriculum. We want to bridge home and school learning-</p>	<p>Infant language link progress</p> <p>Book scrutiny- evidence of language in writing</p> <p>Pupil voice</p> <p>Parent voice</p>	<p>Mrs Intwala and Mrs Harris</p> <p>All teaching staff</p>	<p>Half termly review using Infant language links progress assessments half termly PP assurance board meetings</p>

	school texts to develop language skills at home-topic focussed	<i>'For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes'- Working with parents to support children's learning guidance report EFF 2019</i>			
<p>B - Progress of individual all PP children to show that children remain on track and in some cases excel to reach Greater Depth in KS1</p> <p>C- Percentage of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1 have improved and are in line with comparative NPP figures if not narrowed.</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>QFT effectively differentiates to extend all learners including HAP pupil- <i>'Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning.'</i>- EEF collaborative learning toolkit</p>	<p>Book scrutiny, assessments, lesson observations.</p>	<p>Mrs Intwala, Mrs Harris, Miss Sellars</p>	<p>Review at data drops December 2020, April 2021 and June 2021</p>

D- Children will receive a rich curriculum designed with lots of opportunities to explore concepts in a hands on way. Children will gain a love for learning through an enriched curriculum which takes into account the difference experiences of our learners	QFT has planned in opportunities to enriched activities including trips, residential, visitors. CPD- middle leader development/ curriculum Forest school	Department for Culture, Media and Sport: March 2016 The Culture White Paper- highlights the importance of culture and the research that shows how giving children opportunities to explore culture enhances their life EEF- Outdoor learning toolkit- <i>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'</i>	Pupil voice Middle leader meetings/ dialogue Pupil voice	All middle leaders, pupil premium champions Mrs Intwala Mrs Malcomson and Miss Simcoe	Half termly pupil voice/ parent voice Half termly PP assurance board meetings
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Total budgeted cost to include staff training

Visitor/ Trips- 50 pupils x £120 each=£9000
CPD- supply costs- £1500
Forest school-£1000
Topic reading books- £2000

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 - Improved oral language skills for pupils eligible for Pupil Premium in Reception class, and then carry this in to year 1 and year 2.	1 to 1 and small group work – well planned, led by the FSW using infant language links and speech links. All PP children to be baselined on Infant language links	<i>'Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics (there are fewer studies at secondary level or for other subjects). Effects on pupils from disadvantaged backgrounds also tend to be particularly positive'- EEF one to one tuition. 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. '- EEF the attainment gap report 2018</i>	Half termly review using Infant language links and speech link progress assessments Deputy Principal to ensure targeted timetables are followed consistently Half termly monitoring and evaluation of any interventions used.	FSW- Miss Simcoe Deputy Principal- Mrs Intwala	Half termly review using Infant language links progress assessments
C- Percentage of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of	1 to 1 and small group work intervention for reading and phonics to be planned in as part of the FSW timetable	<i>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. '- EEF the attainment gap report 2018</i>	Deputy principal to ensure targeted timetables are followed consistently. Half termly monitoring and evaluation of any interventions used.	Deputy Principal- Mrs Intwala	Review at data drops December 2020, April 2021 and June 2021 and half termly PP assurance board meetings

KS1 have improved and are in line with comparative NPP figures if not narrowed.	Teachers to plan in their own interventions for PP children for M and W based on current levels and assessments PP after school reading club for Year 1 and Year 2	<i>'EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.'</i> - EEF the attainment gap report 2018 We want all our children to enjoy the 'pleasure of reading' beyond the school environment	Teachers to create a clear timetable for their TA's which states when PP intervention is to take place Attendance of clubs to be monitored	All class teachers and Teaching assistants Family support worker	
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Total budgeted cost to include allocation of teaching assistants and pastoral support

FSW salary (% of timetable)- £10,000
 Infant language links/ speech links- £605
 TA Intervention wage- £10,000
 Reading club resources- £500

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?
E. Pupil premium children whom initially have low attendances rates show improvement as the year goes by. PP attendance rates in comparison to NPP attendance rates narrow.	Attendance officer 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 All PP children to have access to breakfast club from October 2020 onwards All PP children to have access to the walking bus from October 2020 onwards	We cannot improve attainment for children if they aren't actually attending school NFER- What are the most effective ways to support disadvantaged pupil 2015	Half termly meetings with the Pupil premium assurance board. Attendance officer to pass this information to the year group PP champions. Attendance officer to keep a detailed record of all PP children Half termly whole school sharing of information to all key stake holders. Attendance to be monitored Attendance to be monitored	Mrs Tanser Mrs Intwala Mrs Intwala	Half termly PP assurance board meetings Half termly PP assurance board meetings Half termly PP assurance board meetings

<p>F. Parental engagement improved; relationships with class teachers, attendance lead, PP lead, FSW. Children's attendance improves and parents attend more workshops and engage in school life more</p>	<p>Identify which parents aren't engaging with the Academy. Family support worker to monitor with class teachers and from the half termly PP assurance board meetings</p> <p>Termly parent voice/ PP meetings to engage parents</p> <p>Day to day interactions with parents before and afterschool to take place where possible</p> <p>To create a family room space to support PP families</p>	<p>'Parent involvement and student academic performance: A multiple mediational analysis 2010' research showed that Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance.</p> <p><i>'Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively and avoid widening gaps'</i> Working with parents to support children's learning guidance report EFF 2019</p> <p>Providing food that helps children to maintain concentration and develop social skills.</p> <p>An inviting space will make parents feel more welcomed into school</p>	<p>Monitor the effects of involvement with the academy.</p> <p>Register kept of parents and children who are accessing PP questionnaire and meetings</p> <p>Half termly pupil premium assurance board meetings outlining parental engagement</p> <p>Once created- monitor usage of it</p>	<p>All teachers and family support worker.</p> <p>Mrs Intwala</p> <p>All staff, PP champions to monitor</p> <p>Miss Simcoe</p>	<p>Half termly PP assurance board meetings</p>
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Total budgeted

Attendance officer- £5,000
Parent workshop resources £1000
Walking bus- £2400
Breakfast club- £5,000
Family room/ resources- £3,000

Review 2019-2020

Academic year

2019-2020

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)

<p>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.</p>	<p>Staff implementing training Purchase Speechlinks package and training for all TAs</p>	<p>Speech within the academy is improving but not accelerated with the additional support.</p>	<p>Speechlinks has not been effectively monitored a driven this term. This needs to be effectively led in order for it to have the desired impact. Speech links to continue next year, but with further CPD for TA's and have a lead person; FSW</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>Due to COVID 19 there has been no statutory assessment of this cohort. QFT has improved with the support of talk for writing, FANTASTICS, white rose and the HAP maths year 2 groupings. Interventions were less successful.</p>	<p>Continue to work on quality first teaching in differentiation for HAP through effective CPD. Literacy and Maths lead to lead on this</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>Progress is evident in books for some pupils but not all. Due to COVID- 19 there is no end of year data to assess a full years progress.</p>	<p>Continue to focus on this; deployment of adults to be a key area in regards to afternoon interventions and continue CPD to improve QFT particularly RWI training</p>
<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.</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>Presentation is still an area for development. Kinetic letters has not fed through particularly well in the school. Responsive marking is taking place but outcomes are hard to measure due to COVID-19. Progress is evident in books for some pupils</p>	<p>Approach to this problem was maybe not as tight as hoped in order to have desired impact. The new introduction of RWI will support presentation in the next academic year and will entwine writing, phonics and presentation more tightly. Response marking will still be used to support learners.</p>

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.	Interventions have showed some progress but not significant. Attendance is still a significant barriers to out PP children.	Attendance is a key issue for many PP children and this need to remain as an area for focus. Further CPD on QFT to support all pupils is required. Interventions needs to be tightened and regular to show significant progress.
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ii. Targeted support

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)
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.	Staff implementing training Purchase Speechlinks package and training for all TAs	Speech within the academy is improving but not accelerated with the additional support.	Speechlinks has not been effectively monitored a driven this term. This needs to be effectively led in order for it to have the desired impact. Speech links to continue next year, but with further CPD for TA's and have a lead person; FSW

<p>B - High ability pupils who are eligible for Pupil Premium at risk of not converting to GLD in EYFS or Greater Depth at KS1.</p>	<p>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</p>	<p>Interventions have showed some progress but not significant. Attendance is still a significant barriers to out PP children so interventions were not always being carried out</p>	<p>Continue to monitor and focus on attendance. QFT CPD for develop HAP to be in the CPD plan for both literacy and maths.</p>
<p>C - Improving % of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1.</p>	<p>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.</p>	<p>Interventions have showed some progress but not significant. Attendance is still a significant barriers to out PP children so interventions were not always being carried out</p>	<p>Continue to monitor and focus on attendance. QFT CPD for develop HAP to be in the CPD plan for both literacy and maths.</p>

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.	Children with more than one barriers to learning still have attainment gaps particularly SEND children and those with attendance issues. Attendance has been the biggest issue this year and needs to be addressed.	Tighter links need to be made with all stakeholders involved in order to make the PP funding more effective
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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)
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	. There has been some successes of improved improvement but the majority of PP children are still attending below 95% of the time.	Systems for attendance are now in place the school but need to be further driven to embed and to take full effect. Further liaison and positive relationships need to be built with these families in order for attendance to increase.
G. Parental engagement improved.	Identify which parents aren't engaging with the Academy. Family support worker to monitor with class teachers. Breakfast Club	Has improved but still hard to reach parents remain hard to reach. Breakfast club not well attended by pupil premium children despite numerous invites.	Half termly meetings with the FSW, attendance lead, PP lead and class teachers to take place to ensure all stakeholders are aware of the current and arising issues. PP lead to make early contact with parents in regards to PP funding and how this supports their child. PP lead, FSW and attendance lead to build positive relationships with parents from the beginning to engage them Snacks and milk to remain part of supporting children to come to school

	<p>Snacks for booster clubs and EYFS. Milk for under 5s</p> <p>Trips and Residentials</p>	<p>Snacks do have a positive impact on the well being of our most vulnerable students supporting them to be ready to learn. Attendance of booster clubs were not always well attended though.</p> <p>Due to covid 19 no trips of residentials have taken place</p>	<p>Trips and residentials to continue for next year to provide more cultural experiences to the most vulnerable..</p>
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