

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Danesholme Infant Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	September 2022 51 (23.9%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	01.09.2022 (updated 23.01.2023)
Date on which it will be reviewed	01.03.2023
Statement authorised by	Nikki Lamond
Pupil premium lead	Carol May
Governor / Trustee lead	Mike Hamblin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,485 PLAC (£4,820)
Recovery Premium funding allocation this academic year	£9,280
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	£98,585

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our Academy that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, and expectations. Our approach will be responsive to both common challenges and our pupil's individual needs, rooted in robust diagnostic assessment not assumptions about the impact of disadvantage.

Our expectations at Danesholme Infant Academy are that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils to excel period. To ensure they are effective we will:

Ensure disadvantaged pupils are challenged in the work that their set.

Act early to intervene at the point need is identified.

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupil's communication and language skills are significantly below age related expectations – particularly on entry to school.
2	Quality first teaching needs to be excellent across all classes regardless of phase.
3	Attendance of disadvantaged students
4	Pupil's attainment is below age related
5	Parental engagement.

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
To improve disadvantaged pupil's communication and language skills.	Communication and language are at least in line with National Expectations despite the low baseline. EYFS and Year 1 pupils make accelerated progress in communication and language skills. Teacher's assessment of pupil's oral language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers.
To improve vocabulary for disadvantaged pupils, so they become 'language rich'.	Disadvantaged pupils have a language rich environment to work in.
To ensure our disadvantaged children leave Danesholme Infant Academy as strong, confident readers.	RWI assessments throughout the year reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. Add % KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. Add %
To improve quality first teaching across the Academy.	Lessons are planned and delivered effectively in line with each subject's intent. Children enjoy their learning and build knowledge progressively which they retain over time. Greater capacity within the Academy to release leaders for quality CPD.
Improve attendance of disadvantaged children.	Attendance percentages are in line with National data for all groups of learners. Attendance records document sustained and targeted work with families where improvements are not forthcoming.
To ensure disadvantaged children perform as equally well as their peers.	The gap between disadvantaged children and all pupils in all year groups is diminished.
To ensure parents feel skilled to provide educational and emotional support to their children.	Parents are more involved in their child's learning as recorded in reading records, evidenced in Class Dojo.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programme of CPD for all teachers, topics to include effective feedback, etc. Releasing subject leads to plan and deliver high quality staff CPD for teachers and teaching assistants. This will include White Rose Maths training, Maths Hub training and RML training. This will include time to plan parent support evenings termly.</p>	<p>(EEF) Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress.</p> <p>Metacognition and self-regulation High impact for very low cost, based on extensive evidence. </p> <p>Feedback Very high impact for very low cost based on extensive evidence. </p> <p>Research consistently shows that the quality of teaching has the greatest impact on pupil outcomes. EEF</p>	<p>1, 2 & 4</p>
<p>Programme of CPD for EYFS teachers, topics to include effective long-term planning to ensure prior learning is built upon, developing effective environments to develop children's learning (emphasis on oracy).</p>	<p>Study by the Education Policy institute states high quality CPD for teachers has a significant effect on pupils learning outcomes.</p>	<p>1, 2 & 4</p>
<p>1 to 1 intervention maths interventions will take place daily (initially concentrating on number bonds)– run by experienced teaching assistants. Keep up/ pre teaching sessions to target disadvantaged pupils to ensure gaps are addressing misconceptions led by Head of Academy. Tracking of the interventions and the impact that they are having fortnightly through book looks and pupil voice. Introduction of mastery maths for all year groups – one member of staff from each year group to attend training</p>	<p>Sutton Trust found that: 'the effects of teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1:5 years' worth of learning with very effective teachers. Small group work is effective.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence. </p>	<p>1, 2 & 4</p>
<p>Pupils will be targeted for 1 to 1 SEN interventions according to their need. Ensure that the SEND and PP lead work together to close the gap for children who have multi-vulnerabilities to be close in line with their peers. Meeting monthly to discuss progress.</p>	<p>EEF guide to pupil premium, where teaching is consistently good or better, pupils make better progress.</p>	<p>1, 2 & 4</p>

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants to support pupil progress, deliver quality interventions and whole class lessons (to release teachers to deliver targeted work). To include bottom 20% readers.</p>	<p>EEF - Teaching assistants' duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.</p> <p>Teaching assistants  <small>Low impact for high cost, based on limited evidence.</small></p> <p>EEF - One to one support Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>One to one tuition  <small>Moderate impact for high cost, based on extensive evidence.</small></p>	<p>1, 2 and 4</p>
<p>Programme of PIXL generated interventions to operate across KS1 to ensure the attainment gap is significantly closed. Release time for leaders to support with high quality interventions to close gaps in learning.</p>	<p>EEF – small group work. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition  <small>Moderate impact for moderate cost, based on limited evidence.</small></p>	<p>2 and 4</p>
<p>Ensure the environment is crafted to encourage role play by creating dedicated space to encourage collaborative activity and facilitate oracy intervention. Role play equipment to promote oracy. Participation in NELI research.</p>	<p>EEF - Improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</p> <p>Early years interventions  <small>Moderate impact for very high cost, based on extensive evidence.</small></p>	<p>1, 2 and 4.</p>
<p>Further develop the communication and language aspect of EYFS into Year 1 continuous provision. Release time for Early Years lead to support EYFS staff at least termly</p>	<p>EEF research suggests that the impact of packages of early interventions have a positive impact, delivering an average of around five additional month's progress. The approach appears to be particularly beneficial for children from low income families.</p>	<p>2 and 4</p>
<p>Additional phonics sessions for targeted children. Release Phonics lead to continually deliver training to all staff to ensure all staff are highly trained in the teaching of phonics.</p>	<p>EEF - Teaching assistants' duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.</p>	<p>2 and 4</p>

Additional read for all Pupil premium children by Head of Academy. To include comprehension development.	EEF guide to pupil premium, where teaching is consistently good or better, pupils make better progress.	1, 2 & 4
One to one pastoral support is provided to targeted pupils when required. Mentoring of individual pupils to support self-esteem and positive attitudes to learning. ELSA employed and trained to target specific children on termly programme of support. Environment developed to support PP children with behaviour and pastoral needs.	EEF – reducing challenging behaviour in schools can have a direct and lasting effect on pupil's learning where behaviour interventions focus on pupils diagnosed with specific emotional or behavioural disorders.	3

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

Budgeted cost: £14,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide tailored support for families with low attendance, working alongside the attendance officer and family support worker. Timely and robust follow-up to non-attendance. Attendance officer has list of children to alert Head of Academy to if not in school.</p> <p>Family support to improve attendance where required. EHA support offered where appropriate.</p> <p>Home visits are completed on third day of absence or first day for Child Protection children.</p> <p>Class Dojo to be used by teachers, Head of Academy and Pastoral Manager to make contact with parents of poor attenders.</p> <p>Parent contract meetings attended by Head of Academy to work with parents to support them to get their child into school.</p> <p>Parents of children who are repeatedly late are contacted by Head of Academy via Dojo to offer support to solve the problem.</p>	<p>The Department of Education (2016) found that:</p> <p>Pupils with no absence are 1.3 times more likely to achieve EXS+ or above, and 3.1 times more likely to achieve GDS than pupils that missed 10-15% of all sessions.</p>	3

<p>To provide pupils with the opportunity to attend free breakfast club and engage with the activities within it.</p>	<p>EEF, 2016 published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools</p>	<p>1, 3 and 4</p>
<p>Small group sessions to develop collaboration and respect. Lunchtime staff facilitate group games. Consultations with external agencies working to remove identified barriers. (TAMHS, Ed Psych, etc)</p>	<p>EEF reducing challenging behaviour in schools can have a direct and lasting effect on pupil's learning where behaviour interventions focus on pupil's diagnosed with specific emotional or behavioural disorders.</p>	<p>1 and 4</p>
<p>Close work with families to address barriers including Early Help assessments. Encourage parents to attend curriculum days, sports days and visits (Covid safe). Gain parent voice to find out how we can work closely with them. Food packages if required. Ensure parents are aware of before/after school club offers.</p>	<p>The EEF states, 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes'. The EEF toolkit suggest that increasing parental engagement in primary and secondary schools had on average two- or three-months positive impact.</p>	<p>5</p>

Total budgeted cost: £98,585

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. Pupil premium strategy statement Evaluations

Teaching (for example, CPD, recruitment and retention)

Activity	Evaluation July 2022
<p>Programme of CPD for all teachers, topics to include effective feedback, etc</p>	<p>CPD for all staff this year has involved: Phonics training using RML videos and support from RML external support tutor. IMPACT – 74% Year 1 passed. 87% Year 2 passed. Effective feedback and marking – school academy involved in creating new policy. IMPACT – children able to talk about their learning and reflect on the marking and or feedback in their books.</p>
<p>Programme of CPD for EYFS teachers, topics to include effective long-term planning to ensure prior learning is built upon, developing effective environments to develop children’s learning (emphasis on oracy).</p>	<p>CPD for EYFS staff:</p> <ul style="list-style-type: none"> - Interaction of staff with children, developing effective questioning skills. IMPACT – staff are effectively moving learning on – this will be reviewed at the end of term. - Outdoor learning provision. IMPACT – more engaging provision for all curriculum areas. - New curriculum and progress through it. IMPACT – all staff are aware of the new curriculum and their role within in it to ensure children make good progress within EYFS. GLD – 59%
<p>Pre teaching/misconceptions and 1 to 1 intervention will take place daily. Catch up sessions to target disadvantaged pupils to ensure gaps are addressing misconceptions. Tracking of the interventions and the impact that they are having fortnightly.</p>	<p>Teaching assistants used to support children with gaps in their learning. A variety of approaches – 1 to 1 support in lesson, 1 to 1 support in interventions. IMPACT – children have timely support to address misconceptions which is evident in lesson observations.</p> <ul style="list-style-type: none"> • <i>Non- Disadvantaged children's progress in Year 2 Reading +1.0, Writing +1.0 and Maths +1.1. Non- Disadvantaged children's progress in Year 1 Reading +0.8, Writing +0.4 and Maths +0.3.</i> • <i>Disadvantaged children's progress in Year 2 Reading +1.0, Writing +1.0 and Maths +1.1. Disadvantaged children's progress in Year 1 Reading +0.9, Writing +0.5 and Maths +0.3.</i>
<p>Pupils will be targeted for 1 to 1 SEN interventions according to their need.</p>	<p>SEN children supported by SENDCO and teachers meet with SENDCo regularly. Head</p>

<p>Ensure that the SEND and PP lead work together to close the gap for children who have multi-vulnerabilities to be close in line with their peers</p>	<p>teacher reviews SEN children with SENDCo monthly. Teaching assistants trained in ELSA, Drawing and Talking and RML.</p> <ul style="list-style-type: none"> • <i>Disadvantaged Non SEN children's progress in Year 2 Reading +0.7, Writing +0.7 and Maths +1. Disadvantaged Non- SEN children's progress in Year 1 Reading -0.3, Writing -0 and Maths +0.3</i> • <i>Disadvantaged SEN children's progress in Year 2 Reading +0.7, Writing +0.3 and Maths +0.7. SEN children's progress in Year 1 Reading +0.7, Writing +0.7 and Maths 0.3.</i>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evaluation July 2022
<p>Teaching assistants to support pupil progress, deliver quality interventions and whole class lessons (to release teachers to deliver targeted work).</p>	<p>Teaching assistants are all invited to staff training. Friday afternoons have been used for extra training opportunities. IMPACT – all children have access to well qualified staff whichever group they are in.</p> <p>One to one support for phonics and reading reflecting the needs following 6 weekly assessments. IMPACT – children are moved into different groups at pace.</p>
<p>Programme of PIXL interventions to operate across KS1 to ensure the attainment gap is significantly closed.</p>	<p>PIXL data is analysed using gap analysis. Teachers use this information to target specific areas of the maths/reading curriculum statements to work on. IMPACT – interventions in place to support children with specifically identified gaps in learning.</p>
<p>Ensure the environment is crafted to encourage role play by creating dedicated space to encourage collaborative activity and facilitate oracy intervention. Role play equipment to promote oracy. Participation in NELI research.</p>	<p>The nursery and reception classes are zoned to allow children the opportunity to work in areas together. EYFS have had specific training on the adults role in moving learning on. IMPACT – adults are supporting child learning and moving children to their next stage of development. Staff are more aware of how to intervene and move learning on effectively.</p>
<p>Further develop the communication and language aspect of EYFS into Year 1 continuous provision.</p>	<p>Provision activities give children opportunities to communicate, this will include vocabulary and books used alongside the continuous provision. IMPACT – children have opportunities to work collaboratively and communicate with each other, observation show they often mimic the adult.</p>

Nuffield Early Language Intervention	Reception children identified have had regular NELI interventions which will continue into Year 1. IMPACT – communication skills are improving.
Additional phonics sessions for targeted children.	Classes have extra phonics lessons in the afternoon to address gaps. 'Pinny time' is evident. IMPACT – Year 1 phonics score 74% Year 2 87% - national not known as yet. Year 1 Ever 6 children 52% 11 of the 21 children. Of the 10 that didn't achieve 3 started at DIA this academic year, 2 are significant SEND and 3 have attendance less than 85% Year 2 Ever 6 children 86% 25 of the 29 children. Of the 4 that didn't achieve 1 is on a part tie timetable, 1 is new to DIA and 1 has attendance below 85%
One to one pastoral support is provided to targeted pupils when required. Mentoring of individual pupils to support self-esteem and positive attitudes to learning.	Family support worker from DJA in process of 'handing over' children to DIA learning mentor. Learning mentor trained in ELSA. IMPACT – children with self-esteem issues are supported. One child with school anxiety has improved his attendance following support from DJA FSW from 84% - 88% and 93% since Easter (HG)

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

Activity	Evaluation July 2022
To provide tailored support for families with low attendance, working alongside the attendance officer and family support worker. Timely and robust follow-up to non-attendance. Family support to improve attendance where required. EHA support offered where appropriate.	Attendance Officer and HT reviews attendance on a daily basis and any parents who haven't contacted school are followed up. CP children have day 1 home visits. Class teachers make contact with parents via Dojo which has been very successful. HT reviews weekly percentages and informs pastoral manager to make contact. If attendance doesn't improve attendance policy is followed leading eventually to EIPT referral if parent contracts not successful. IMPACT – attendance is improving December 2021 – 91.7%, reduced to 91.2% in March due to Covid and chicken pox now up to 92.2%
To provide pupils with the opportunity to attend free breakfast club and engage with the activities within it.	All children have the opportunity to attend breakfast and after school clubs. School also offers free bagels so all children have access to food as they enter school. Some children have breakfast when they arrive if they are too late for breakfast club. IMPACT – children aren't hungry so are concentrating on their learning.
Small group sessions to develop collaboration and respect. Lunchtime staff	Children have the opportunity to stay in Beech tree room at lunchtime and are

<p>facilitate group games. Consultations with external agencies working to remove identified barriers. (TAMHS, Ed Psych, etc)</p>	<p>supported by ELSA/Learning support. IMPACT – children have a calmer time at lunchtime and as a consequence of this are more ready to learn in the afternoon session.</p>
<p>Close work with families to address barriers including Early Help assessments. Encourage parents to attend curriculum days, sports days and visits (Covid safe). Gain parent voice to find out how we can work closely with them. Food packages if required. Ensure parents are aware of before/after school club offers.</p>	<p>EHAs take place for families in need. IMPACT – Families now have better support at home which is helping parents in different ways depending on need. Food packages for families in need – school provides food vouchers. IMPACT – families have enough food to eat.</p>