

### **Danesfield School Pupil Premium Plan Review April 2020 – March 2021**

Danesfield School is committed to ensuring maximum progress for all groups of children and strives to close any gaps in achievement. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of Service families, and an allocation for each pupil who has been ‘Looked After’ (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years – these are called ‘Ever-6’ pupils.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils with parents in the regular Armed Forces. Below is a summary of how the Pupil Premium is planned to be used for 2020/21.

#### **Income April 2020-March 2021**

	Rate	Number	Value
Primary FSM Ever 6	1345	10	£13,450
Adopted from care	2345	6	£14,070
Service children	310	100	£31,000
<b>Total to school</b>			£58,520

## Expenditure for Pupil Premium children PP £58,520

### Use of Funding:

1. Quality First Teaching (effective differentiation, high expectations, all Premium Pupils identified within class, teaching good+)
2. Interventions (small group, one-to-one, TAs)
3. Pastoral interventions
  - in school,
  - around the school day,
  - away from school (parental support, home visits)
4. Tracking, Monitoring and Analysis – including provision mapping

### 1. Quality First Teaching:

<b>Action</b>	PiXL Primary (Partners in Excellence)	<b>Impact</b>					
<b>Cost (£ and Time)</b>	Annual subscription , Teacher’s time 26 hours @ £40 Total <b>£3600</b>						
<b>Success Criteria</b>	PiXL provides teachers with robust assessment resources and data from the end of term assessments from Year 1 upwards. Test results are loaded into a QLA which gives teachers and parents a detailed overview of gaps in the whole cohort/classes learning, as well as Individual Pupil Reports to give even greater detail into each individual’s current attainment. This enables teachers to tailor whole-class planning accordingly as well as identify their intervention groups which are then tracked using PLCS.	<b>Reading</b>		<b>Whole cohort</b>	<b>Boys</b>	<b>Girls</b>	<b>SEN</b>
			<b>Year 2</b>	+4.5 %	+17.65 %	+12.4 %	+4 %
			<b>Year 3</b>	+6.4 %	+11.39 %	+7.61 %	+26 %
			<b>Year 4</b>	+4.4 %	+7.01 %	+2.5 %	+12.5 %
			<b>Year 5</b>	+1.5 %	+1.57 %	+4.31 %	+19.7 %
			<b>Year 6</b>	+6 %	+ 5.67%	+4.5%	+4.1 %
		<b>Writing (GPS)</b>		<b>Whole cohort</b>	<b>Boys</b>	<b>Girls</b>	<b>SEN</b>
			<b>Year 2</b>	+20.7 %	+13.06 %	+26.58 %	+3.5 %
			<b>Year 3</b>	+21.2 %	+24.57 %	+20.13 %	+28.25 %
			<b>Year 4</b>	+18.4 %	+21.96 %	+16.75 %	+26.5 %
			<b>Year 5</b>	+2 % (due to very high in diagnostic)	+2.31 %	-0.6 %	+2.16 %
			<b>Year 6</b>	+11%	+ 3.56%	+ 6%	+ 2.5%

**Maths**

	Whole cohort	Boys	Girls	SEN
<b>Year 2</b>	+19.7 %	+22.18 %	+37.16 %	+20.5 %
<b>Year 3</b>	+12.7 %	+12.49 %	+10 %	+11.25 %
<b>Year 4</b>	+10.3 %	+9.86 %	+ 0.1% (due to very high in diagnostic)	+17.5 %
<b>Year 5</b>	+10.4 %	+9.55 %	+10.24 %	+6.6 %
<b>Year 6</b>	+12.7 %	+8.5%	+7.21%	+12.4%

The table above shows the percentage of progress made in Autumn 1 from Diagnostic test (start of the half term) to Impact test (end of the half term). This demonstrates the impact of our PiXL subscription as all children were able to demonstrate progress using the PiXL resources after returning to school following the lockdown period. No significant gaps were identified, displaying that our use of PiXL through remote teaching was successful.

Where there is no data in this format (for Reception, Year 1 and 6), there is separate information to monitor the progress made in these cohorts:

- Children in Reception are being assessed using a new tracking programme.
- Yr 1 have ensured a smooth transition from Reception to Year 1 by adopting continuous provision for this first term and this has been very successful alongside Power Maths to ensure genuine depth and understanding in their maths. From teacher assessment, there are no gaps in the children's phonics due to fantastic teaching during remote learning in Reception.
- Children in Yr 6 were given an assessment in all areas at the start of Autumn 1. This enabled teaching staff to closely track and plan their lessons to fill the needed gaps for their classes. Due to the impact that the delayed Secondary Transfer tests was having on the children's well-being, we decided not to re-assess these children until the tests had been carried out and the stress that this caused them had been alleviated. Children then carried out PiXL assessments in Autumn 2 and the date in the above table shows the progress made from Autumn 1 assessments to Autumn 2 assessments.

## 2. Interventions:

Action	PiXL Primary (Partners in Excellence)	Impact
Cost (£ and Time)	Annual subscription £, Teacher's time 26 hours @ £40 (Total as above)	Resources and strategies allowed teachers and TAs to provide high quality, personalised support to pupils. PiXL therapies continued remotely during lockdown to continue to support our PP children and their progress could be tracked down to the specific objective using the PLCs. When we returned to school in the Autumn Term, there were not significant gaps in any curriculum area, demonstrating the impact of our remote PiXL interventions.
Success Criteria	The quality materials that provide support for teachers and TA's to deliver the precision intervention for the key marginal pupils (PP) will ensure pupils make progress in English and Maths. Personalised Learning Checklists created for each PP pupil to carefully track and measure the impact of the interventions. Personalised learning checklists used for Years 1-6.	

Action	Dedicated HLTA support for Pupil Premium children in KS1 & KS2 in English and Mathematics	Impact
Cost (£ and Time)	HLTA in KS1 & KS2 employed to ensure maximum impact Total <b>£22,751.50</b>	Pupils have increased confidence and self esteem, attitudes to learning and overall enjoyment of school. There has been an increased attainment in the targeted areas, including in Reading, Writing and Maths across children in both KS1 and KS2.
Success Criteria	We will have accurate baseline assessments in line with our assessment criteria. To enable us to act upon the information gathered in identifying gaps in learning and implement a support program to ensure the child makes expected or better than expected progress. To include booster classes before school.	

## 3. Pastoral interventions:

Action	To continue to ensure children are offered emotional and pastoral support.	Impact

Cost (£ and Time)	Total <b>£20,364.50</b>	Specialist teachers have helped to aid the development of the children's social skills, both in school and during the lockdown period. Lockdown saw a significant increase in emotional difficulties and parental deployment. Children have benefitted from the additional support provided by our dedicated Pastoral Team and we have been able to identify and intervene with any emotional challenges quickly and effectively.
Success Criteria	Additional support will be available for Service children and families at times that can present challenges such as: <ul style="list-style-type: none"> <li>• during times of transition in and out of educational settings, both within the UK and overseas</li> <li>• during times of parental deployment</li> <li>• as school friends are posted away</li> <li>• at other times of wider need</li> </ul>	

Action	To provide children with curriculum time activities to support mental well-being through Forest School sessions and African Drumming lessons.	Impact
Cost (£ and Time)	Total <b>£2684</b>	Equality of opportunity which has had a direct impact on child self esteem, meaning increased participation and engagement in lessons. Whilst children feel more confident and comfortable at school, they have been able to make greater progress. During the lockdown period, Forest School and Drumming sessions were offered remotely and the children who attended school were able to still access these activities in person.
Success Criteria	All children across the school receive Forest School sessions over the course of the year which helps build self-esteem, confidence, communication and social skills as well as motivation and concentration. All KS2 children also have African drumming lessons which helps to release negative feelings, blockages and emotional trauma while reducing tension, anxiety and stress.	

Action	Pre arrival admin/pastoral	Impact
Cost (£ and Time)	Migration of 32 pupils; 5 hours per child @ £20/hour Total <b>£3200</b>	Covid-19 has brought significant changes and deployment for our Service Children. This year, the pre-arrival/pastoral support offered to them has been more important than ever, due to not being able to socialise with other children and families in the way that they normally would. Through the remote support, children
Success Criteria	Any relevant information will be gathered to help with settling in process to ensure we are prepared for any additional support that needs to be put in place. To support parents with key lines of communication to school. Twitter, Facebook and Parentmail.	

		and parents have felt a self of belonging quicker, aiding the building of relationships. This has allowed pupils to feel comfortable and happy, both at home and during the return to school.
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#### 4. Tracking monitoring and analysis

Action	On arrival assessment data retrieval	Impact
Cost (£ and Time)	Migration of 32 pupils; 2 hours per child @ £40 - For KS1, KS2 will use personalised learning checklists. Total <b>£2560</b>	During the blended learning period, it has been very important to gain as much accurate assessment data as possible for our children. Based on the data, children were placed into specifically identified intervention groups to ensure they made maximum progress. Targets were then set to ensure that no child was left behind through the pandemic.
Success Criteria	We will have accurate assessment information. This is key for KS1 data to ensure the accurate tracking and to ensure the children are making expected or more than expected progress. To transition onto the PiXL tracker to ensure children achieve their full potential.	

Action	Headteacher & Deputy Headteacher to track progress data using PiXL Tracker	Impact
Cost (£ and Time)	Time to carry out Baseline assessment and input data onto PiXL; Migration of 32 pupils; 1 hour each Teacher time @£40 and TA time @ £15 Sarah Morgan and Charlotte Briffa to analyse and action any interventions - 1 hour per child @ £50 per hour Total <b>£3360</b>	Lockdown presented challenges in tracking progress when the children were not in school. However, on return in the Autumn Term, baseline assessments were put into place and their progress was closely monitored and supported rigorously. Due to our remote learning programme, there were not significant areas of assessment gaps, but any child with specific objectives gaps were targeted immediately.
Success Criteria	Recording of interventions will be simplified which will make tracking of pupil interventions easier. The accurate level of	

	ability of a child is recorded and appropriate ability of work is matched.	
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**GRAND TOTAL £58,520**

**DANESFIELD SCHOOL ACTION PLAN – PUPIL PREMIUM**

<p><b>What are the Key Strengths within Pupil Premium Provision?</b></p> <ol style="list-style-type: none"> <li>1. Our Pupil Premium children have been receiving the PiXL interventions aimed at personalised learning intervention for 4 years. The impact is seen through outcomes at the end of Key Stage results.</li> <li>2. The pastoral support delivered by Susan Monks and Maggie Dennis focusing on transition, attitudes to learning and happiness.</li> <li>3. Parent partnership with children joining and leaving Danesfield, with time spent with Susan Monks, Maggie Dennis and Sarah Morgan. Regular updates through Twitter and Facebook.</li> <li>4. The support provided for children’s mental health by Maggie Dennis to ensure children are able to recognise and get support for the different emotions they experience.</li> </ol>	<p><b>What are the Key areas for Development?</b></p> <ol style="list-style-type: none"> <li>1. To continue to develop our boys writing attainment for our Pupil Premium children across the school through targeted PiXL intervention.</li> <li>2. To continue to provide a broad and rich curriculum for our Pupil Premium children, to support their mental well-being and develop their life skills through the LORIC programme.</li> </ol>
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