



Danesfield  
School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Danesfield School
Number of pupils in school	420
Number of disadvantaged children	5
Number of service children	117
Academic year/years that our current pupil premium strategy plan covers	Academic years 2020-2021 2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Morgan
Pupil premium lead	Charlotte Briffa
Governor / Trustee lead	Sean Collins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,204
Recovery premium funding allocation this academic year	£725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£58,929</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

At Danesfield, we have high aspirations for all children in our school and are committed to ensuring maximum progress for all groups of children. We believe that all children should be given equal opportunities to reach their full potential. As a school, we seek to provide personalised learning that gives targeted support to allow each child to flourish emotionally, socially and academically.

Moving forward, we will be using a three-year approach to planning our pupil premium strategy with light reviews annually. Using clear monitoring and evaluation, along with in depth data analysis, we will ensure the correct academic support is in place. In addition, this funding will ensure the emotional well-being of our pupils which, as a result, aims to improve academic outcomes for children. When appropriate, individual targets are set for each pupil entitled to the pupil premium grant. For children in receipt of the pupil premium grant, progress will be regularly discussed with class teachers.

At Danesfield, around a quarter of our children are from service families. Service Pupil Premium will be used to provide pastoral care in the form of an in-school pastoral team led by the Service Children's Co-ordinator and Pastoral Support Lead.

All children who join or leave the school at any point other than the usual exit and entry points of Year R and 6, receive additional support to aid settling into our school and again when transitioning to a new school. Additionally, service children with a parent on deployment are given the opportunity to send e-mails to the deployed parent during the school day and are given time and space to talk through how they're feeling. We are able to signpost parents to outside support when required and provide a termly newsletter with useful information for families. Pastoral support is also available for behaviour, friendships and, if ever needed, for bereavement, with members of the team having been trained in child counselling.

Service Pupil Premium has also been used to provide teaching assistant support for service pupils with additional needs or for those arriving at school having experienced a different curriculum or learning environment whilst overseas.

On completion of the three year term, the school will create a new three-year strategy which will take into account any new guidance available. The senior leadership team is responsible for ensuring a pupil premium strategy is always in effect.

### Challenges

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

Challenge number	Detail of challenge
1	The transient nature of our pupil premium military families
2	The emotional resilience, greater confidence and independence of our disadvantaged children.
3	Gaps in curriculum knowledge that may have formed due to movement between schools mid-year
4	Capacity of HLTA support for Pupil Premium children in KS1 & KS2 in English and Mathematics

## 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
Children to feel supported emotionally and to be happy.	<ul style="list-style-type: none"> <li>• Questionnaire to evidence significant improvement in children's happiness.</li> <li>• Skodel as a tool to monitor children's well-being and happiness throughout the year. The data produced from Skodel gives us comparative information that we can compare from Sept to July.</li> <li>• 100% of children to mark their emotion as 'happy' by the end of the term.</li> </ul>
To financially support children attend extra-curricular clubs, school trips and residential trips.	<ul style="list-style-type: none"> <li>• Funding will be used to ensure PP children/families are not excluded from accessing whole curriculum including trips and workshops that take place throughout the year.</li> <li>• Closely monitor attendance of school trips and extra-curricular clubs.</li> </ul>
All children who are receiving the pupil premium grant will make expected progress.	<ul style="list-style-type: none"> <li>• Children will be part of dedicated PiXL intervention groups to support in core subjects.</li> <li>• HLTAs will be in each year group to offer high quality in class support.</li> <li>• Quality first teaching</li> </ul>

## 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.

### Quality first teaching

Budgeted cost: £2700

Action	Success Criteria	Challenge number(s) addressed
<i>Subscription to PiXL Primary. Teachers are able to track progress of the children in their class and close gaps accordingly.</i>	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.	3 and 4

### Interventions

Budgeted cost: £20,553

Action	Success Criteria	Challenge number(s) addressed
HLTA in KS1 and KS2 employed to ensure maximum impact.	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	4

	<p>ensure the child makes expected or better than expected progress. To include booster classes before school. 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.</p>	
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## Pastoral support and intervention

Budgeted cost (and time): £29,756

Action	Success Criteria	Challenge number(s) addressed
To continue to ensure children are offered emotional and pastoral support.	<p>Additional support will be available for Service children and families at times that can present challenges such as:</p> <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>	1 and 2
To provide children with curriculum time activities to support mental well-being through Forest School sessions and African Drumming and music lessons.	<p>5 PP pupils for 38 weeks of lessons, Forest school cost based on PP proportion of total pupils.</p> <p>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.</p>	1 and 2

## Tracking monitoring and analysis

Budgeted cost: £5,920

Action	Success Criteria	Challenge number(s) addressed
<p>On arrival assessment data retrieval (Migration of 32 pupils; 2 hours per child @ £40) For KS1. KS2 will use personalised learning checklists.</p>	<p>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.</p>	<p>1 and 3</p>
<p>SLT time to monitor teaching, learning and pupil progress.</p> <p>SLT to carry out baseline assessments and input data into PiXL</p>	<p>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.</p>	<p>1 and 3</p>

**Total budgeted cost: £58,929**

## 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 between 2020 to March 2021.

#### Quality first teaching

	<b>Annual PiXL subscription and teacher time</b> <b>Cost £3600</b>  <b>Success Criteria</b>	<b>Impact</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><u>Reading</u></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>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%

### Writing (GPS)

	<b>Whole cohort</b>	<b>Boys</b>	<b>Girls</b>	<b>SEN</b>
<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%

### Maths

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:

		<ul style="list-style-type: none"> <li>• Children in Reception are being assessed using a new tracking programme.</li> <li>• 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.</li> <li>• 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 Autumn1 assessments to Autumn 2 assessments.</li> </ul>
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## Interventions

<b>Action</b>	<b>PiXL Primary (Partners in Excellence)</b>	<b>Impact</b>
<b>Cost (£ and Time)</b>	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
<b>Success Criteria</b>	The quality materials that provide support for teachers and TA’s to deliver the precision intervention for the key marginal pupils (PP) will	

	<p>ensure pupils make progress in English and Maths.</p> <p>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.</p>	<p>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.</p>
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<b>Action</b>	<b>Dedicated HLTA support for Pupil Premium children in KS1 &amp; KS2 in English and Mathematics</b>	<b>Impact</b>
<b>Cost (£ and Time)</b>	<p>HLTA in KS1 &amp; KS2 employed to ensure maximum impact</p> <p>Total <b>£22,751.50</b></p>	<p>Pupils have increased confidence and self esteem, attitudes to learning and overall enjoyment of school.</p> <p>There has been an increased attainment in the targeted areas, including in Reading, Writing and Maths across children in both KS1 and KS2.</p>
<b>Success Criteria</b>	<p>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.</p>	

## Interventions

<b>Action</b>	<b>To continue to ensure children are offered emotional and pastoral support.</b>	<b>Impact</b>
<b>Cost (£ and Time)</b>	<p>Total <b>£20,364.50</b></p>	<p>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</p>
<b>Success Criteria</b>	<p>Additional support will be available for Service children and families at times that can present challenges such as:</p>	

	<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>	<p>support provided by our dedicated Pastoral Team and we have been able to identify and intervene with any emotional challenges quickly and effectively.</p>
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## Pastoral support and interventions

<b>Action</b>	<b>To continue to ensure children are offered emotional and pastoral support.</b>	<b>Impact</b>
<b>Cost (£ and Time)</b>	Total <b>£20,364.50</b>	<p>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.</p>
<b>Success Criteria</b>	Additional support will be available for Service children and families.	

<b>Action</b>	<b>To provide children with curriculum time activities to support mental well-being through Forest School sessions and African Drumming lessons.</b>	<b>Impact</b>
<b>Cost (£ and Time)</b>	Total <b>£2684</b>	Equality of opportunity which has had a direct impact on child self esteem, meaning increased

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.	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.
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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 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.
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.	

## Tracking, monitoring and analysis

Action	On arrival assessment data retrieval	Impact

<b>Cost (£ and Time)</b>	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.
<b>Success Criteria</b>	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.	

<b>Action</b>	<b>Headteacher &amp; Deputy Headteacher to track progress data using PiXL Tracker</b>	<b>Impact</b>
<b>Cost (£ and Time)</b>	Time to carry out Baseline assessment and input data onto PiXL: 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.
<b>Success Criteria</b>	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.	

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
PiXL Primary subscription	PiXL

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*