



Pupil premium strategy statement:

Name of school:

1. Summary information					
School	Deneholm Primary School				
Academic Year	2020-2021	Total PP budget	£87, 425	Date of most recent PP Review	
Total number of pupils	409	Number of pupils eligible for PP	61	Date for next internal review of this strategy	TBC

2. Current attainment 2019 data published.		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	KS1 –44% (PP, non-SEN) KS2 -58% (PP, non-SEN)	76%
% making expected standard or above in reading	KS1 –44% (PP, non-SEN) KS2-63% (PP, non-SEN)	82%
% making expected standard or above in writing	KS1 –56% (PP, non-SEN) KS2-74% (PP, non-SEN)	87%
% making expected standard or above in maths	KS1 –67% (PP, non-SEN) KS2-74%(PP, non-SEN)	84%

3. 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.	Learning behaviours
B.	Specific learning needs-curriculum support for reading, writing, maths and oracy.
C.	Less accessibility to enrichment opportunities.
D.	Impact of Covid-19, no school for 5 months.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of parental engagement
E.	Time spent accessing educational activities outside of school e.g. reading to an adult.
F.	Attendance/punctuality

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase attainment for PP pupils in reading, writing and Maths through accelerated progress.	Termly tracking will show PP children making good/accelerated progress in reading, writing and Maths, attaining in line with their peers. End of Key stage data will be above or in line with national for PP children.
B.	Increase attainment at GDS for PP pupils in RWM at the end of KS1 and KS2.	Termly tracking will show an increase in PP reaching and maintaining the GDS standard.
C.	Increase % of PP pupils accessing enrichment activities.	Increased % of disadvantaged children accessing school enrichment activities e.g. clubs, trips, visitors
D.	Attendance/punctuality.	Attendance of PP children will improve by 10% Punctuality of PP children will improve by 10%

5. Planned expenditure

Academic year

2020-21

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?
Increase % of children achieving GDS, especially PP at end of KS1 and KS2 in RWM.	<p>2 PP children from each class to be chosen at first RA meeting in Autumn term. Those 2 children to be the focus of getting them to GDS-interventions will be planned. 2 children to be closely tracked and discussed at RA meetings and phase meetings.</p> <p>Additional staff to be used in Year 2 and Year 6 to support the teaching of smaller sets.</p> <p>Staff will plan opportunities into lessons to expose PP children to XXX by annotating their lesson plans.</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils (EEF/Sutton Trust Toolkit).</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. (EEF/Sutton Trust Toolkit).</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF/Sutton Trust Toolkit).</p>	<p>Tracking of these two specific children and discussions around them during RA meetings will focus the work and support they are being given.</p> <p>Year 2 and 6 have additional PP meetings half termly to ensure children are making accelerated progress and we look at interventions that can be put into place.</p> <p>PP meetings will track the number of PP at GDS and will allow staff to plan in interventions to support an increased number of children getting to PP.</p>	LR	

<p>Increase % of children especially disadvantaged children achieving expected in writing.</p>	<p>Targeted training for staff during Twilights and Insets to improve the quality of teaching of writing.</p> <p>Writing moderation across the school/Trust to ensure consistent judgements and help with next steps.</p> <p>AH/BM to develop writing interventions for TAs to deliver.</p> <p>Spelling and handwriting to be taught explicitly to children.</p> <p>PP children to be marked on planning to show differentiation.</p> <p>Specific monitoring of PP books in all core subjects.</p>		<p>Book scrutinises and learning walks will monitor the teaching of writing.</p> <p>An increase in the amount of children achieving ARE and GDS in writing will be evident across all year groups.</p> <p>Writing interventions will be tracked and show impact.</p> <p>Handwriting will improve and spelling results will increase during weekly tests and half termly assessments (PiXL).</p> <p>Additional support for PP children seen on plans where progress needs to be accelerated.</p>	<p>SG</p>	
<p>Pupil's progress, especially disadvantaged pupils is accelerated through a new approach to marking and feedback.</p>	<p>Purple polishing pens introduced to children for SA/PA and editing/responding to work.</p> <p>One sheet mark is reviewed to look at impact and next steps for children.</p> <p>Marking Inset to review standards and ensure consistency amongst staff.</p> <p>Tutoring for PP children to give them regular and consistent feedback to help them close the gaps created by Lockdown.</p>	<p>According to EEF high quality feedback can help a child progress and improve children's learning significantly.</p>	<p>Book scrutinises, feedback from staff and pupil voice will help to evidence if the new approach to marking is working.</p> <p>RA meetings and regular data drops will track the progress of all children.</p>	<p>CB</p>	
Total budgeted cost					<p>£20,310.00</p>

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?
To ensure the most vulnerable children are ready to learn.	<p>Nuture program to run for our most vulnerable children.</p> <p>Behaviour lead to monitor isolations and implement interventions where necessary.</p> <p>A mentoring program between senior Year 6 pupils and other year groups to be set up (once it is safe to do so)</p> <p>Each PP child to have a file created to show their work in core subjects and additional activities they take part in.</p>	Behaviour support targeted at students with specific behavioural issues/supporting teachers. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF/Sutton Trust Toolkit).	<p>Weekly behaviour meetings to monitor the children who are having difficulties with their behaviour and what support is in place.</p> <p>Termly Nurture meetings and line management meetings with BM to monitor impact.</p> <p>Pupil feedback from mentoring program.</p> <p>Staff to use files to track attainment & progress. Files to ensure the 'whole child' is being considered.</p>	SF/LR/SG	
To ensure that vulnerable families are engaged with their children's learning and can support at home.	<p>Virtual parent workshops to be offered termly on how to support children at home.</p> <p>Workshops to be offered to those PP families who need the extra support initially and then extended to whole school.</p> <p>Homework club to run.</p>	Disadvantaged families may encounter a range of barriers to supporting their children when completing homework (lack of previous educational/school experience, lack of English language skills, etc.). Targeting specific families for homework club, which is led by TAs, will enable them to support their children in completing homework, leading to increased involvement in school and developing good work habits.	<p>Good attendance at virtual training sessions and feedback from parents is positive and supportive.</p> <p>Homework club has good attendance and more than 50% of the children attending are PP.</p>	CB/SG	

<p>To reduce the number of PP children where persistent absence by 10%.</p> <p>To improve the punctuality of PP children.</p>	<p>Close tracking of PP attendance and punctuality. Continued use of EWO. Support for families who have difficulty getting into school. Attendance meetings kept on files.</p>	<p>Children who are on time and in school daily will make more progress and attain more highly.</p> <p>There is a clear link between poor attendance at school and lower academic achievement. A significant % of pupils on the PA list/pupils with poor punctuality are disadvantaged. Schools that effectively target attendance closely monitor patterns of attendance and address them as soon as they become concerned. (Improving attendance at school, Taylor)</p>	<p>Meetings with LR/EWO to track attendance, updates given half termly to SLT and SG</p> <p>EWO service costing £1,000</p>	<p>LR</p>	<p>Weekly</p>
Total budgeted cost					<p>£64,515</p>
<p>iii. Other approaches</p>					
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>Increase disadvantaged pupils' cultural capital</p>	<p>Trips, music lessons, residential, senior pupils with given responsibilities. Trailblazer and Careers day.</p> <p>Children's university is implemented for PP children.</p> <p>PP to be targeted for clubs and to be given preference when choosing.</p>	<p>Ofsted set out guidelines that schools should ensure "all pupils, particularly disadvantaged pupils ... the knowledge and cultural capital they need to succeed in life." The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. ("Creating Cultural Capital").</p>	<p>Regular trips and school experiences are planned for each year group throughout the year.</p> <p>The children participating in these are tracked to ensure ALL pupils get the opportunities.</p> <p>Children's university is launched and the children use their passports to get stamps for their activities. A graduation ceremony is held at the end of the year for those pupils who engaged in a wide range of cultural activities.</p>	<p>SG</p>	<p>Termly</p>
Total budgeted cost					<p>£2,600</p>

6. Review of expenditure				
Previous Academic Year 2018-2019				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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)	Cost
Increase % of PP achieving GDS at end of KS1 and KS2 in RWM.	<p>Additional adults in KS2 to support with interventions in RWM.</p> <p>Teachers to be put into triads to team teach and observe one another to improve practice.</p> <p>EYFS/KS1 to have a vocabulary focus e.g. word of the day to expand vocabulary</p> <p>To develop self/peer assessment techniques.</p>	<p>There were no PP pupils who achieved GDS at the end of the EYFS, KS1 or KS2 despite a group of pupils being worked with separately for boosting on a regular basis with a HLTA/class teacher.</p> <p>Teacher triads didn't proceed due to Covid-19 so we are unable to discuss impact.</p> <p>Consistent self/peer assessment techniques are in place for September 2020.</p>	<p>The use of additional adults will need to be audited to see who is more regularly supporting/challenging the GDS pupils and if it is having an impact. The DHT will be monitoring planning weekly for GDS pupils to look at impact in September.</p> <p>We will try teacher triads again in Spring 2021. New purple polishing pens and a consistent approach to SA/PA is being launched in September.</p>	£25,300
Increase % of PP achieving expected at the end of KS1, KS2 and the EYFS in RWM.	<p>Precision teaching</p> <p>Volunteers to read with targeted PP children.</p> <p>Phonics/early words</p> <p>Targeted writing intervention for Year 2 children in writing from TA</p>	<p>Teacher assessment shows that at the end of KS1 30% of PP children on track in reading and 43% in writing and maths in comparison to 46% of non-PP on track in reading and 43% of non-PP children in writing and maths. The gap was closed in writing and maths.</p> <p>57% in reading, writing and maths of PP children achieved ARE at the end of KS2 in comparison to 62% in reading, 55% in writing and 64% in Maths of non-PP children.</p>	<p>Targeted phonic interventions 1:1 with a highly qualified LSA had a big impact on getting children able to decode words and we will use this approach again in the future. Nurture staff supported with 1:1 reading but this wasn't always effective as they were often called away to support with behaviour for their Nurture children.</p> <p>Small groups and precision teaching working very well for ARE children. The targeted interventions in writing in KS1 had some impact but again due to Nurture staff having to support with behaviour they were often pulled away. Next academic year we will use TAs who are on interventions in the afternoon to support.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated 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)	Cost

<p>To ensure the most vulnerable children are ready to learn.</p>	<p>To develop behaviour interventions for those pupils who need support being 'ready to learn.'</p> <p>PE lead to establish a mentoring relationship with select children.</p> <p>Nurture programme to run for selected children.</p>	<p>Behaviour interventions were put into place for those children where needed e.g. two children had morning check in's with the team to establish the day and a calm approach. Other children had anger management interventions or social interventions. The two pupils who had morning check-ins had fewer isolations in the spring term than they did in the autumn term. The majority of children who had anger management interventions had a reduced number of isolations in the spring term.</p> <p>The PE lead established a mentoring relationship with two children who then moved onto specialist provision. The PE teacher was able to support those children with their relationships and include them in PE lessons.</p> <p>The Nurture programme ran for a small group of selected children. The programme ensured that those children were settled, learning and building better relationships with staff and children.</p>	<p>Behaviour interventions worked very well and were targeted through our weekly behaviour meetings to discuss individual pupils-this approach will continue in September 2020.</p> <p>The PE lead had an impact on two pupils but it was not far enough reaching to have an impact on a more significant number of PP pupils. The mentoring approach will need to be reconsidered as we are using a specialised coach from September 2020 and they will not have time in their daily timetable.</p> <p>The Nurture programme was successful for the majority of children who needed support in building relationships and feeling secure. This then enabled these pupils to make progress with their learning and their attitude to school. Careful consideration will need to be made about SEN children joining the provision and whether or not it is the right support for them. The school will look for guidance from EPs and other specialists when making these decisions for SEN children.</p>	<p>£69,800</p>
<p>To ensure that vulnerable families are engaged with their children's learning and can support at home.</p>	<p>To run a Time Tables Rockstar club and a homework club.</p> <p>To run targeted workshops for PP families on how they can support with learning at home.</p>	<p>The Time Tables Rockstar club ran and targeted Year 4 pupils who were struggling with their TT knowledge. At the last data drop a significant number of the children participating in the club improved their scores.</p> <p>Parent workshops were run in the Autumn and Spring terms. EYFS and KS1 had very good attendance for their workshops with 90-100% of parents attending. The attendance in KS2 was varied across the year groups. The workshops focussed on to support with reading, writing and maths at home.</p>	<p>The club was a success whilst it was running and ensured that those PP children who didn't have access to the program at home could be using it more regularly and this had an impact on their scores so we would use it again.</p> <p>Parent workshops were very successful lower down but a new approach will need to be considered for KS2 and due to the new guidance in place for schools.</p>	

<p>To reduce the number of PP children where persistent absence by 10%. To improve the punctuality of PP children.</p>	<p>Close tracking of PP attendance and punctuality. Continued use of EWO. Support for families who have difficulty getting into school.</p>	<p>The EWO visited the school in September and the report was positive. One family had legal proceedings this year for poor attendance and have now been discharged due to improvements.</p> <p>Regular meetings between DHT/HoS and families took place to discuss attendance.</p> <p>The number of PP children reduced slightly during the time the school was open.</p>	<p>The school will continue to use the EWO services as they proved useful in supporting one vulnerable family to improve their attendance. We will continue to hold meetings regularly with families and offer support for coming into school and on time. This will be especially important after a significant number of children had time off from school and may find it difficult returning.</p>	
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated 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)	Cost
<p>To increase the % of PP children engaging with enrichment activities.</p>	<p>PP to be targeted for in school enrichment opportunities e.g. Brilliant club</p>	<p>Brilliant club was unable to run in the Summer term. It has been scheduled for Autumn 1 with the same PP children.</p> <p>A tracker was established by the SENCO and included academic/PSHE interventions. Cultural activities will need to be added in September 2020.</p>	<p>We will evaluate the impact of the Brilliant club after it runs in the Autumn term.</p> <p>The tracker proved very useful in evaluating what academic/SPHE interventions PP children had and their impact. The next stage is to include children's university and cultural opportunities (including PE competitions).</p>	

7. Additional detail
<p>Due to Covid-19 and the school closing in March it is difficult to see ascertain the full impact of interventions that were put into place. We are hopeful that the 2020-21 academic year will allow us to see through all of our interventions and plans for our PP children.</p>

