



Pupil Premium Strategy Statement

2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Danegrove Primary School
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 – 23/24 (3 years)
Date this statement was published	
Date on which it will be reviewed	September 2024
Statement authorised by	L.Oliver
Pupil premium lead	L.Oliver
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£293909.00
Recovery premium funding allocation this academic year (23/24)	£21967.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£315876.00

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

Danegrove Primary School is committed to raising the attainment and progress of all our pupils by ensuring that every child receives the best possible education. To ensure that children can access learning - both at this stage of their education and in the future - it is essential that we empower our children to take ownership of their learning and life path by raising their aspirations and developing in them a belief of 'We can do this!' At Danegrove this is done by developing our pupils socially and emotionally, supporting their positive mental health and developing a built in resilience that enables our children to face head on any challenge that life may bring.

Our curriculum enables children to develop their knowledge, by making links from their current learning to both their past and future learning, they develop a contextualised understanding that enables them to apply both their knowledge and skills to real life. It gives our children access to a range of enrichment opportunities that encourage participation in the arts, language and sport, alongside introducing them to experiences that broaden their horizons.

At Danegrove, we do not believe that there are barriers to learning, just a set of hurdles that - with quality first teaching, the right educational guidance and support, plus an environment that is built around positive mental health - all our children can overcome.

We are aware that for some children these hurdles may appear higher than for others, therefore, we make every effort to identify the challenges that some of our disadvantaged pupils may face, such as: poorer attendance, punctuality concerns, limited access to an enriched language environment, lack of confidence and self-belief, limited parental support, lower aspirations, difficulties in accessing enrichment opportunities and possible complex family situations.

With this in mind we use educational research, predominantly evidenced from the EEF, to ensure that our pupil premium strategy endeavours to address the imbalance by offering opportunities such as: targeted interventions, use of the National Tutoring Programme, access to home technology, enrichment opportunities and a developing mental health and wellbeing programme. All with the aim to narrow the attainment gap, raise achievement, broaden children's cultural capital, maximise opportunities and encouraging all our children to look beyond their potential by championing them to reach heights that they may initially think are unattainable.

Challenges

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

Challenge number	Detail of challenge
1	Limited breadth and depth in relation to vocabulary and language (reception baseline) Reading fluency (including phonetical acquisition – noticed as a concern in the year 2 autumn phonics results) and comprehension.

2	Attainment across both keystages in English and maths
3	Regular attendance – a much higher number of persistent absentees since the beginning of the pandemic
4	Social, emotional and communication difficulties that impact on confidence, self-esteem and resilience.
5	Access to enrichment opportunities

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
<p>Pupils develop a broader and richer vocabulary and are confident in their use of language, thereby supporting them to raise their attainment across the curriculum.</p> <p>A broad, engaging curriculum that incorporates enrichment activities/opportunities that encourage participation and a development of language through access to a rich vocabulary.</p> <p>Reading for Pleasure is further embedded across the school by the development of themed reading environments.</p> <p>Pupils have access to a wide range of appropriately challenging texts.</p> <p>Pupils have the opportunity to attend enrichment activities – visiting authors, theatre workshops etc.</p> <p>Pupils make rapid progress in phonics and reading fluency as a result of both quality first teaching and having access to the FFT Lightening Squad (NTP) intervention.</p>	<p>Pupil’s books across the curriculum demonstrate accelerated progress in language and vocabulary development.</p> <p>Increase in the % of children attaining at least age related expectations in English with a % increase in more able disadvantaged pupils attaining GDS.</p> <p>Pupil voice indicates that children opt to read for pleasure and can talk about books they enjoy.</p> <p>Class drop-ins, learning walks, book looks and pupil voice indicate that the quality of teaching is good or better in all classes.</p> <p>Reading attainment at KS1 and KS2 is above local and national averages.</p> <p>Children (affected by the pandemic) make accelerated progress in relation to phonetical acquisition.</p> <p>The percentage of pupils passing the phonics test is above 90%.</p>
<p>Improved reading, writing and maths attainment across KS1 and KS2</p> <p>Pupils are more confident to respond to reading comprehension questions with a greater depth and precision.</p> <p>Pupils develop the knowledge and skills to tackle more complex maths problems, including accessing word problems and applying mathematical understanding</p>	<p>Increase in the % of children attaining at least age related expectations in English and maths with a % increase in more able disadvantaged pupils attaining GDS.</p> <p>Data indicates that a majority of PPG pupils make at least expected progress across reading, writing and maths with an increased percentage making accelerated progress</p>

<p>Attendance rates improve and parents support the school's approach to regular school attendance.</p> <p>A majority of the current persistent absentees attain at least 90% attendance by the end of the academic year.</p> <p>Improved attendance impacts positively on curricular engagement and raises attainment and achievement across all subjects.</p>	<p>The school's overall attendance is at or above the national requirement of 96%</p> <p>The persistent absentee rate falls and becomes at least in line or better than the local/national average.</p> <p>The attendance of targeted pupils rapidly improves as a result of targeted support.</p>
<p>Pupils are able to discuss their mental health, by recognising their feeling and the triggers/indicators that affect their thoughts and emotions.</p> <p>Pupils know how to ask for help, express their feelings and use taught strategies to self-regulate their emotions and support positive mental health, thereby developing in confidence and having a belief in themselves.</p> <p>Staff can identify the link between the difficulties that some children face socially and emotionally to engagement and achievement, and can offer effective support to help mitigate the challenges faced.</p> <p>Children who require wellbeing support are identified quickly using recognised identification methods and relevant wellbeing programmes offered.</p>	<p>Pupil voice indicates that pupils feel safe, happy and well supported in school.</p> <p>Children are confident to discuss mental health and understand the impact it may have on both themselves and others around them.</p> <p>Children can articulate their growing self-awareness and understand how that positively impacts their relationships and social interactions.</p> <p>Triangulated data from parents, staff and pupils supports the impact of the wellbeing provision</p> <p>Participation in lessons improves, which impacts positively on attainment and progress.</p>
<p>All pupils to have access to wider cultural and social experiences that foster both a love for the arts, sports etc. whilst enhancing learning and development</p> <p>Children have the opportunity to try new things</p> <p>Opportunities experienced raise pupil aspirations as to what they can achieve.</p>	<p>Pupil voice demonstrates a positive view of accessed activities and opportunities</p> <p>Children engage in the wider life of the school</p> <p>Children can talk about their experiences and make connections to both their learning and the future opportunities that may emerge.</p>

Activity in this academic year: 2023-24

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: £70,295.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils to receive quality first teaching with teachers having the highest possible expectations for all pupils in their class.</p> <p>Lessons to be appropriately adapted to meet the needs of all children, ensuring that they can access the lesson and are fully involved in their learning.</p> <p>Feedback to be subject based and next steps clear and explicit, self and peer assessment embedded in the feedback process</p>	<p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that more successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.</p> <p>The NFER Report 2015 also indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.</p> <p>EEF - Target teaching & support by accurately assessing pupils' needs. High quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs...</p> <p>EEF - Feedback studies tend to show very high effects on learning... In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.</p>	1,2
<p>Staff CPD and further evaluation and development of the curriculum both develops subject pedagogy and effective approaches to teaching particular subjects (e.g. development of skills in DT)</p>	<p>EEF – Effective professional development evidences that supporting high quality teaching is pivotal in improving children's outcomes and has been evidenced to narrow the gap in learning for disadvantaged pupils. Professional development should be targeted to ensure that it builds on existing knowledge, develops teaching techniques, embeds good practice and motivates staff to make the link with professional development and improved teaching and learning back in the classroom.</p> <p>Further access to a rich vocabulary further develops pupils' language development. Access to subject based vocabulary supports children to gain and retain knowledge across the curriculum.</p>	1,2,5
<p>Phase Leader and Subject Leader Development With a focus on pedagogy, curriculum</p>	<p>EEF – Effective professional development evidences that supporting high quality teaching is pivotal in improving children's outcomes and has been evidenced to narrow the gap in learning for disadvantaged pupils. Professional development should be targeted to ensure</p>	1,2,5

development and adaptation. Subject leaders and phase leaders work with LNI to further develop within their role.	that it builds on existing knowledge, develops teaching techniques, embeds good practice and motivates staff to make the link with professional development and improved teaching and learning back in the classroom.	
Additional Phonics Training for identified staff to further support fluency in reading across Foundation, KS1 and into early KS2. Expand the range of Read, write, Ink books to accommodate a split site RWI Reading into writing books – 3 year groups	The use of phonics has a strong evidence base that indicates a positive impact (5+ months) on the development of early reading skills, particularly for disadvantaged pupils. Research suggests that phonics is particularly beneficial for younger learners (4-7 years) as they begin to read. Effective CPD ensures that staff have the knowledge and skills to fully support children in their early reading development. Ensuring early reading books are available and are matched to children’s current level of skill in making connections between the sound patterns they hear in words and the way that words are written.	1,2
Additional Destination Reader training and consultant support to develop fluency and comprehension across KS2 Expand the range of books available (whole class sets) for Destination Reader lessons	EEF guidance on improving literacy indicates that schools should support children to develop reading fluency. Ensuring that children have a access to a wide range of reading materials that they can relate to and fosters their likes and interests supporting pupils to develop a love for reading which in itself can improve fluency.	1,2
Dedicated training sessions for support staff to further develop their skills and knowledge across the curriculum	Whole school training ensures consistency of approaches. Staff improve teaching pedagogy which both increases their confidence and improves support for children.	1,2
Increased Book Provision Ensuring that there are a wide variety of books available across the school for children to read. To continue to develop a pleasure in reading. To increase the diversity of book across the curriculum so that they better represent our community.	EEF guidance on improving literacy indicates that schools should support children to develop reading fluency. Ensuring that children have a access to a wide range of reading materials that they can relate to and fosters their likes and interests supporting pupils to develop a love for reading which in itself can improve fluency.	1,2,5

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

Budgeted cost: £159,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilisation of the National Tutoring programme for 1:1 or small group tutoring sessions to close the gap in maths and English including:</p> <p>Reading – FFT, Lightening Squad</p> <p>Third Space Learning – maths tuition.</p>	<p>EEF - Small group tuition can have 4 months impact. The smaller the group the better.</p> <p>EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>EEF - Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p>	1,2
<p>Targeted small group intervention programmes in reading, writing and maths.</p> <p>Early morning intervention groups</p> <p>1:1 reading for identified pupils run by TAs</p>	<p>EEF - Small group tuition can have 4 months impact. The smaller the group the better.</p> <p>By focusing on specific objectives in reading, writing and maths, pupils will have the opportunity to close any gaps created by the lockdown in summer 2020 and Spring 2021.</p> <p>EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p>	1,2
<p>Talk Boost intervention run across Foundation and KS1.</p>	<p>EEF - Oral language interventions. Such interventions emphasise the importance of spoken language and verbal interaction within the classroom. On average, oral language approaches have a high impact on pupil outcomes, with children making an additional 6 months progress over the course of a year.</p> <p>Some studies have also reported an improvement in the classroom climate with reports of fewer behavioural issues.</p>	1,2,4

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

Budgeted cost: £85,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health and Wellbeing lead to lead a Mental Health and wellbeing team. .</p> <p>Extensive Well-being programme developed across the school including interventions that support children with anxiety, anger management, confidence, forming positive friendships and developing resilience. The wellbeing programme to also incorporate the ethos and philosophy of a forest school approach to further engage and develop pupils socially and emotionally.</p> <p>Access to an extensive Well-being Library that contains a range of emotional literacy books for children, for adults to share with children and just for adults, The Well-Being library will be open to all children, families and staff.</p>	<p>Supporting pupils' mental health and wellbeing is essential to children settling into school and being ready to learn.</p> <p>Children having positive mental health is known to support attainment and progress in the classroom.</p> <p>EEF - on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Our wellbeing programme will help us to identify some children's obstacles to learning and then identify strategies that can support them to fully access education and therefore raise attainment.</p> <p>Wellbeing work develops pupil confidence, self-esteem and resilience, essential for positive behaviour for learning.</p> <p>Access to relevant well-being literature and emotional literacy supports mental health across our school, children staff and families alike. An understanding of self and how mental health can impact on social and emotional development and access to education can support our staff both personally and in their support of our children.</p>	<p>2, 3,4, 5</p>
<p>Parent coffee mornings that include parent relaxation and meditation sessions, reading with your child, primary school maths, healthy eating and positive parenting.</p>	<p>Parental engagement supports both the parent and their child to engage with school, which supports the ongoing wellbeing, progress and attainment of children.</p> <p>EEF – Parental engagement +3 month impact</p>	<p>3,4</p>
<p>DHT to take the lead on monitoring attendance across the school (liaise with EWO monthly).</p> <p>Identified Persistent Absentees and families</p>	<p>Pupil progress and attainment impacted by poor attendance – EEF</p> <p>DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS4.</p>	<p>3,4</p>

<p>offered support by the Learning Mentor</p> <p>Attendance Officer identified to rigorously monitor attendance, promptly follow up absences, ensure evidence given, encourage attendance and support families in regularly attending school.</p> <p>Purchase rewards to positively make attendance a focus across the school</p>	<p>Parental engagement supports both the parent and their child to engage with school, which supports the ongoing wellbeing, progress and attainment of children.</p> <p>EEF – Parental engagement +3 month impact</p>	
<p>Enrichment Activities</p> <p>Access to extra-curricular clubs offered by the school and by external providers</p> <p>Selection of Workshops to further inspire, engage and give children the opportunities beyond the classroom – will include a six week Shakespeare themed drama programme.</p> <p>Instrumental music tuition – identified PP children to have access to individual music tuition – provided by the Barnet Music service peripatetic teachers</p> <p>Year 6 - The Brilliant Club – Scholars Programme gives More Able pupils the opportunity to work with a PhD researcher to experience university style learning. It helps pupils develop the skills, knowledge and confidence to aspire to attend university.</p>	<p>EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact.</p> <p>EEF states that wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Research by the Sutton Trust indicates that the wealthiest families are able to spend more than seven times the amount on out of school enrichment than most disadvantaged families. The Sutton Trust recommends that schools use their PPG to develop children’s cultural capital by giving children access to museums, galleries, theatres etc. to enrich their learning.</p> <p>Progression in instrumental music making for learners from disadvantaged communities – A Literature Review (2017) - Involvement in music projects have shown that music can provide opportunities for vulnerable young people to acquire a range of transferable skills and enhance their confidence and aspirations.</p> <p>Giving PP children access to university at an early age raises aspirations, improves confidence and allows More Able PP children access to a level of learning that both engages and challenges them.</p>	<p>1,2,4,5</p>

Total budgeted cost: £ 316,062.00

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 2022-2023 academic year.

Summer 2023 Data	
FSP	
73.3% of PP children achieved GLD	83.1% of Non-PP achieved GLD
Year 1 Phonics	
72% of PP pupils achieved Working At	78.8% of Non-PP pupils achieved Working At
KS1	
Re Reading – 44.8% of PP pupils at EXS	67.2% of Non-PP pupils at EXS
Writing – 31% of PP pupils at EXS	52.5% of Non-PP pupils at EXS
Maths – 48.3% of PP pupils at EXS	65.6% of Non-PP pupils at EXS
RWM Combined – 31% of PP pupils at EXS	52.5% of NON-PP pupils at EXS
KS2	
Re Reading – 36.7% of PP pupils at EXS	84.1% of Non-PP pupils at EXS
Writing – 50% of PP pupils at EXS	82.2% of Non-PP pupils at EXS
Maths – 50% of PP pupils at EXS	86.2% of Non-PP pupils at EXS
RWM Combined – 26.7% of PP pupils at EXS	77.8% of NON-PP pupils at EXS

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider