

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	Denham Green
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	13/9/2021
Date on which it will be reviewed	21/7/2022
Statement authorised by	
Pupil premium lead	Cesare Nocera
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£7,975 (based on £145 x 55 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£76,665

Part A: Pupil premium strategy plan

Statement of intent

The negative impact of Covid-19 on the Academy and its pupils cannot be underestimated. Identifying the main barriers or challenges our disadvantaged pupils face, we have found that two years of disrupted learning has meant that we have to target quality first teaching for all pupils, and subsequently identify and addressing individual gaps in learning that our pupils may have. We also have to consider the wider effects to the disruption children have faced, such as the drop in attendance and increase in absenteeism, both of which need to be addressed. Furthermore, we have found that more pupils are facing financial hardship, and have also missed out on many enrichment opportunities which we would previously have been able to offer. Following research from the EFF, we are taking a three-tiered approach in our strategy, with a focus on:

- high-quality teaching
- targeted academic support
- wider strategies

Challenges

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

Challenge number	Detail of challenge
1	Pupils underachieving due to disruption to learning the last two years.
2	Pupils leaving KS2 without the necessary foundations to be able to achieve well in Secondary School.
3	Disadvantaged pupils have less access to enrichment opportunities due to financial hardship.
4	Disadvantaged pupils have less access to necessary resources to support catch up / home learning.
5	Financial hardship – disadvantaged pupils concentrate less well in the mornings due to lack of breakfast.
6	Financial hardship – disadvantaged pupils self-esteem is lower, and they have lower aspirations.
7	Poor attendance / high absenteeism rates.

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 ensure quality first teaching is consistent across all classes in the Academy. To identify gaps in learning, and plan appropriate intervention.	For all teachers to be teaching at the appropriate stage of the E-ACT Mastery Rubric based on their experience, with the majority of pupils learning most or nearly all of the intended curriculum (using the E-Act 1-4 scale for assessment). Assessment data for disadvantaged pupils to be broadly in line with non-disadvantaged. Teachers to identify pupils in need of booster support, and plan appropriate intervention.
Majority of Year 6 pupils to leave the Academy at the expected standard, and therefore prepared for the next phase of their education.	Year 6 to reach/exceed 'floor' standard for combined RWM.
To offer a wide range of enrichment opportunities to disadvantaged pupils (this is to include all school trips for educational purposes, access to paid and non-paid clubs, and opportunity for learning a musical instrument).	Percentage of disadvantaged pupils participating in enrichment opportunities (clubs/trips) will be broadly in line with that of non-disadvantaged pupils. Opportunity to learn an instrument as part of the music curriculum in class. All school trips fully funded to enable equal access.
To ensure disadvantaged pupils have the necessary support/resources to be able to access intervention.	Teachers to identify pupils in need of booster support, and plan appropriate intervention. Participation rates for disadvantaged children in after-school booster session run by E-ACT to be broadly in line with non-disadvantaged pupils.
To provide free breakfast daily for all disadvantaged pupils to ensure they start the day in the best possible way (and to help minimize lateness in pupils).	Late percentage to reduce; percentage of disadvantaged pupils participating in breakfast club will be broadly in line with that of non-disadvantaged pupils.
To ensure pupil self-esteem is not affected by financial barriers by providing a free uniform.	ALL disadvantaged pupils provided with one full uniform at beginning of academic year.
To improve attendance and reduce persistent absentee rates.	Pastoral Manager (attendance officer) to work with office administrator to track attendance, and put appropriate support/plans in place with vulnerable pupils/families.

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: £59,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous CPD and monitoring of quality first teaching around expected typicality on Rubric.	<p>QFT will ensure PP/all children are getting the best wave 1 intervention from Teachers.</p> <p>The EEF recognize that quality teaching helps every child: <i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p>	1
Teachers to identify pupils for intervention, and set up as appropriate.	<p>By identifying gaps in learning, teachers can plan appropriate sessions to plug these gaps to ensure more pupils are achieving 1-2 on the Assessment Scale.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</p>	1
Opportunity for all pupils in Years 2-6 to receive additional 4 days a week of catch-up in English and Maths via National Booster programme.	<p>Due to disruption to learning over the last 2 years, the Trust are providing English and Maths sessions remotely 4 days a week for all pupils in Years 2-6 to be able to access remotely.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</p>	1
Implement the E-ACT Year 6 strategy to ensure strong outcomes for Year 6 pupils.	<p>Year 6 cohort has had two years of disruption, and will be the first cohort sitting KS2 SATS for 2 years, so need to ensure majority of our pupils reach the expected standard, to best prepare them for KS3.</p> <p>The GSR conducted research on transition from KS2 to KS3, focusing on small, one-form schools transitioning to larger schools, and found: <i>There is evidence across the UK that a drop in attainment takes place during the transition. Characteristics of pupils particularly affected by the drop in attainment include: pupils receiving free school meals, those with poor prior attainment, those with low self-</i></p>	2

	<i>esteem and those from minority ethnic backgrounds.</i> https://gov.wales/sites/default/files/statistics-and-research/2019-08/110805-drop-attainment-during-transition-phase-particular-focus-child-poverty-en.pdf	
Tracking data regularly to target disadvantaged/pupils falling behind to engage with intervention.	By regular assessment and monitoring/tracking of data, we can identify pupils most in need of immediate, short-term intervention in targeted areas, and plan appropriately. - https://www.prodigygame.com/blog/data-driven-instruction/	2

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

Budgeted cost: £8,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund extra laptops to be able to lend to disadvantaged pupils to be able to participate in the remote booster sessions.	Due to gaps in learning, E-ACT are running centralized online booster session in Maths and English 4 days a week (after school) for all eligible pupils; this ensures disadvantaged pupils have the same opportunity to engage. Findings from the EEF show that: <i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i> https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/	4

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

Budgeted cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fully fund all class trips for disadvantaged pupils.	To give equal access to enrichment-curricular opportunities. https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf	3
To offer access to all extra-curricular clubs (PE club per class)	Research from the ENOC shows that: <i>All children should have access to the same quality of education, irrespective of their socio- economic environment, religion, ethnic and cultural background, gender or nationality. States should identify and remove all barriers experienced by children in achieving their full potential in education. Education should strengthen the capacity of children to enjoy the full range of human rights, and empower children through the development of skills, learning and other capacities, human dignity, self-esteem and self-confidence. Education programmes are designed and developed taking into account all principles of equality of educational opportunities and avoiding all possible discriminatory practices.</i> http://enoc.eu/wp-content/uploads/2014/12/ENOC-position-statement-on-Equal-Opportunities-in-Education-FV1.pdf	3
To provide all disadvantaged pupils the opportunity to learn an instrument.	http://enoc.eu/wp-content/uploads/2014/12/ENOC-position-statement-on-Equal-Opportunities-in-Education-FV1.pdf	3
Provide free breakfast club daily for disadvantaged pupils.	Providing breakfast aids concentration in class and encourages children to be in school for the start of the day, therefore reducing lateness. Also, more and more families have needed additional foodbank support, so this ensures disadvantaged pupils can have two meals a day at school. Research from the BBC shows that: <i>Breakfast is associated with improved brain function, including concentration and language. A review of 54 studies found that eating breakfast can improve memory.</i> https://www.bbc.com/future/article/20181126 Research from the IFS shows that: <i>Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. Our results indicate that additional funding of this kind can boost attainment, improve the classroom learning environment and reduce absences in disadvantaged schools – and all at relatively low cost per pupil. Universal breakfast club provision in</i>	5

	<p><i>disadvantaged schools should therefore be considered by schools allocating their pupil premium budget (and rightly by government) as a way to enhance pupils' experience of school, and ultimately their educational attainment.</i></p> <p>https://ifs.org.uk/publications/8714</p>	
Provide uniform to all PP students	<p>School uniform supports the development of the whole school ethos and therefore supports discipline and motivation. More parents have asked for financial help with uniform since lockdown. Research from the ENOC shows that: <i>Education should strengthen the capacity of children to enjoy the full range of human rights, and empower children through the development of skills, learning and other capacities, human dignity, self-esteem and self-confidence.</i></p> <p>http://enoc.eu/wp-content/uploads/2014/12/ENOC-position-statement-on-Equal-Opportunities-in-Education-FV1.pdf</p>	6
Pastoral Manager and Office Attendance Lead to work closely with families to improve attendance and reduce absentee rates.	<p>Working with families to build excellent relationships will improve attendance.</p> <p>Working with the teachers to focus on PP children with low attendance. There is some evidence that support for families with first children improves attendance over the years of subsequent siblings so early intervention is key.</p> <p>Working with the children so they want to come to school. <i>Research from UCL shows: pupils from low-income households experience a larger negative effect from absences; reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils. Improving communication with parents (via text or email) has been shown to be an effective way of reducing such absences.</i></p> <p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p>	7
Incentivise 100% attendance – KS1 and KS2 one weekly winner of £5 voucher.	<p>By offering a reward for 100% attendance, the intention is that attendance rates will increase. Research shows a range of strategies should be used to try to turn over poor attendance and absenteeism rates with disadvantaged pupils. Strategies for reversing poor school attendance (sec-ed.co.uk)</p>	7

Total budgeted cost: £ 76,665

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.

Desired Outcome 1: To improve attainment of key groups (Year 6 / PP).

Partially met: no statutory assessments to benchmark against, but internal data shows that Year 6 would have reached expected floor standard in RWM. Internal data still shows disadvantaged pupil attainment lower than non-disadvantaged.

Desired Outcome 2: To offer full range of enrichment opportunities to disadvantaged pupils.

Not met: Whilst we were able to offer limited peripatetic music tuition, we were unable to run trips and enrichment opportunities outside of school – classes did organise enrichment activities within school in the Summer term.

Desired Outcome 3: To provide the necessary equipment and resources for disadvantaged pupils to be able to engaged in catch-up learning / home learning.

Met: we were able to provide laptops to all pupils needing them during lockdown learning, as well as CGP catch-up boos for all pupils. Consequently, engagement in lockdown learning was above 80% in all classes from Years 2-6.

Desired outcome 4: To provide free breakfast daily for all disadvantaged pupils to ensure they start the day in the best possible way.

Partially met: when school was open, breakfast club was heavily subscribed, with approximately 25% of Pupil Premium-entitled children attending regularly. Those not attending was through parental choice.

Desired Outcome 5: To ensure pupil self-esteem is not affected by financial barriers by providing a free uniform.

Met: all disadvantaged pupils received a full uniform in September, or if joining mid-year.

Desired outcome 6: To promote positive mental health in returning pupils and to ensure MH issues are dealt with effectively and vulnerable pupils/families are appropriately supported.

Met: ran a 'Relationships & Recovery' curriculum in Autumn Term; implemented 'Daily Check-Ins' with each pupil; all staff Youth MHFA trained and 4 staff Adult MHFA trained.

Desired outcome 7: To improve attendance and reduce persistent absentee rates.

Not met: attendance below 96%, with persistent absentee rates high (approx. 15%).

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
n/a	n/a
n/a	n/a