

Review of expenditure and impact

2021-2022

Please evaluate below how you allocated and used the Pupil Premium Funding and whether it not it had the desired impact on the quality of education and outcomes for eligible pupils.

1. To ensure quality first teaching is consistent across all classes in the Academy. To identify gaps in learning, and plan appropriate intervention.

Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)
Continuous CPD and monitoring of quality first teaching around expected typicality on Rubric.	75% (6/8 teachers) at expected standard on Rubric. Teachers below receiving coaching support from SLT.	
Teachers to identify pupils for intervention, and set up as appropriate.	Interventions established each term, using HLTA in Spring Term, and SENDCo in summer Term. Where we struggled was moving staff around with staff illness, and one year group being unable to run interventions due to staffing.	Recruit LSA for Year 1 to be able to offer interventions.
		Total budgeted cost
		Staffing: £59,404

2. Majority of Year 6 pupils to leave the Academy at the expected standard, and therefore prepared for the next phase of their education.

Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)
Implement the E-ACT Year 6 strategy to ensure strong outcomes for Year 6 pupils.	Reading: 56% PP / 71% non-PP (-4.5 VA PP / -2.8 non-PP) Writing: 78% PP / 76% non-pp (-1.2 VA PP / +0.2 non-PP) Maths: 78% PP / 67% non-PP (-3.5 VA PP / -2.2 non-PP) Combined: 56% PP / 62% non-PP	Roll out and implement broader assessment windows using summative assessments; PiXL approach.

Tracking data regularly to target disadvantaged/pupils falling behind to engage with intervention.	Used the termly data drops for how well children are learning the intended curriculum to hold curriculum conversations around progress, potential boundaries, and targeted 'keep up' support. Where we struggled was staffing the interventions.	Using NTP funding to target PP pupils for intervention.
		Total budgeted cost
		Staffing: £59,404

3. To offer a wide range of enrichment opportunities to disadvantaged pupils.

Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)
To fully fund all class trips for disadvantaged pupils.	EVERY PP child has had a subsidised trip out of school, from Reception to Year 6, with most children having 2-3 trips this year.	Yes: with the current economic crisis, we feel this is important to continue to offer.
To offer access to all extra-curricular clubs (PE club per class)	All classes have access to one extra-curricular multi-skills club per week; 47% of PP children have taken up the opportunity.	Yes: we feel this is important to continue to offer, as some children cannot afford to access PE clubs outside of school.
To provide all disadvantaged pupils the opportunity to learn an instrument.	Autumn Term: Years 3-4 had peripatetic drumming teacher during music lessons; Y1-2 during the Spring Term; Y5-6 in the Summer Term.	As this was completed, we won't continue this.
		Total budgeted cost
		£5,410 trips £1000 clubs

4. To ensure disadvantaged pupils have the necessary support/resources to be able to access intervention.

Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)
Fund extra laptops to be able to lend to disadvantaged pupils to be able to participate in the remote booster sessions.	DfE supplied the academy with additional 50+ laptops. We also had a donation from a parent from their company for a class set of laptops to replace the desktops in IT suite.	No need to continue, as we now have enough resources to meet this need.
To fund additional levelled phonic books for disadvantaged pupils to be able to have 1:1 Or small group reading intervention.	Feb Reading ages: 48% of all pupils in Y2-6 – and 69.5% of PP pupils –had reading age at least 6 months below actual age; July Reading ages: 31% of pupils in Y2-6 – and 36% of PP pupils	No need to continue, as we now have enough resources to meet this need.

	- had a reading age at least 6 months below actual age.		
Total budgeted cost			£8461 £2832

5. 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)			
Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)	
Provide free breakfast club daily for disadvantaged pupils.	All disadvantaged pupils have access to this: Over 50% of all disadvantaged pupils had accessed this during the Academic year.	Yes; with the current economic crisis, it is vital we offer our pupils the opportunity to have breakfast before school so that they are focused for class.	
Total budgeted cost			Staffing: £59,404

6. To ensure pupil self-esteem is not affected by financial barriers by providing a free uniform.			
Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)	
Provide uniform to all PP students.	Offered to all families; some not taken up as don't feel necessary as currently financially stable; some have uniform from siblings; 73% of eligible pupils have claimed free uniform.	Yes: a lot of our families are struggling financially, and with energy bills increasing we want to take some of the pressure off them.	
Total budgeted cost			£2000

7. To improve attendance and reduce persistent absentee rates.			
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Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)
Pastoral Manager and Office Attendance Lead to work closely with families to improve attendance and reduce absentee rates.	Letters went out to any families 95-96% (Pre 1a letter); 1a letter if then goes below 93%. PA (below 90%) if non-covid related and repeat concerns. Attendance support Plans put in place. Attendance steadily improved to 93.4% for the whole school, with PP pupils being 90.61%. The PA rate for the whole school was 16.4%, with 9.5% being PP pupils (although, of the total PA pupils, 58% were PP pupils).	Needs to continue, as our attendance is below National.
Incentivize 100% attendance – KS1 and KS2 one weekly winner of £5 voucher.	Positive increase in the attendance in summer Term when incentive introduced.	Need to do an attendance incentive from the Autumn Term and not leave until the Summer term.
		Total budgeted cost Staffing: £3250 Vouchers: £390

Pupil Premium Strategy

Use and expected impact of the funding for 2022-2023

This document outlines:

- the amount of pupil premium money
- the main barriers to educational achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation
- the date of the academies' next review of the strategy.

E-ACT's Pupil Premium Strategy: 2022-2023

1) Barriers to educational achievement
1. Pupils underachieving due to gaps in their learning.
2. Pupils leaving their key-stage without the necessary foundations to be able to achieve well in the next key-stage.
3. Financial hardship – disadvantaged pupils have less access to enrichment opportunities.
4. Financial hardship – disadvantaged pupils concentrate less well in the mornings due to lack of breakfast.
5. Financial hardship – disadvantaged pupils self-esteem is lower, and they have lower aspirations.
6. Poor attendance / high absenteeism rates.
7. Poor engagement in learning due to SEMH needs.

2) Summary information

School	Denham Green E-Act Primary Academy				
Academic Year	2022-2023	Total Spend	£80,331	Date of most recent PP Review	Summer 2022
Total number of pupils	230			Date for next internal review of this strategy	Summer 2023

3) Current attainment – KS2 outcomes for 2021-2022		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	56%	71%
% making progress in reading	56%	71%
% making progress in writing	78%	76%
% making progress in maths	78%	71%

4) Desired outcomes.			
Barrier	<i>Desired outcomes</i>	<i>Evidence</i>	<i>Success criteria</i>
1	To ensure quality first teaching is consistent across all classes in the Academy. To identify gaps in learning, and plan appropriate intervention.	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>	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. Use summative assessment to track pupil progress termly and identify children in danger of falling behind. Teachers to identify pupils in need of additional support, and plan appropriate intervention. Use NTP funding to put targeted small-group intervention in place.
2	To improve outcomes at the end of each key stage in key areas (Y6 Reading & Y2 Maths).	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</i>	Year 6 outcomes in Reading to be broadly in line with their peers and other subjects. Year 2 outcomes in Maths to be broadly in line with their peers

		<i>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-esteem and those from minority ethnic backgrounds.</i>	and other subjects.
3	To offer a wide range of enrichment opportunities to disadvantaged pupils (this is to include all school trips for educational purposes & access to PE clubs run by the school).	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>	ALL enrichment trips will be fully subsidized for parents (with the exception of Y6 residential which will be partially subsidized), and costed to not exceed £15 per trip; ALL PE clubs before and after school run by the Sports Coach will be free of charge.
4	To ensure our disadvantaged pupils can they start the day in the best possible way (and to help minimize lateness in pupils).	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> 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 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>	Percentage of disadvantaged pupils participating in breakfast club will be broadly in line with that of non-disadvantaged pupils. Attendance data tracking; using the data to target persistent absenteeism with access to breakfast club.
5	To ensure pupil self-esteem is not affected by financial barriers (by providing a free uniform).	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</i>	ALL disadvantaged pupils provided with one full uniform at beginning of academic year.

		<i>development of skills, learning and other capacities, human dignity, self-esteem and self-confidence.</i>	
6	To improve attendance and reduce persistent absentee rates.	Research from UCL shows: <i>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>	Pastoral Manager (attendance officer) to work with office administrator to track attendance and put appropriate support/plans in place with vulnerable pupils/families.
7	To provide targeted, age-appropriate SEMH support for all learners, including our younger pupils.	Research from the EEF shows that: <i>children from disadvantaged backgrounds have, on average, weaker SEL (Social & emotional Learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. It is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i>	Appropriate training given to more staff to increase the number of adults able to use drawing & talking therapy with pupils; member of staff to be trained to deliver sand play therapy with EY pupils. ALL pupils targeted for individual SEMH support as a result of an academy-wide Strengths & Difficulties questionnaire will have access to appropriate SEMH support in school.

5) Planned expenditure

Academic year	2022-2023			
Barrier / Desired Outcomes.				
1. To ensure quality first teaching is consistent across all classes in the Academy. To identify gaps in learning, and plan appropriate intervention.				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Implement new monitoring framework, with SLT members monitoring books weekly, Key Stage leads half-termly and weekly lesson drop-ins from SLT.	QFT will ensure PP/all children are getting the best wave 1 intervention from Teachers.	Evaluation of monitoring timetable; SLT weekly feedback; use of Rubric to track QFT.	Termly	CN/BH
Implement new assessment calendar for summative assessment.	All teachers (Y1 from Spring Term) in KS1-2 will have termly formative assessment data and can use PiXL to track key groups in need of intervention, putting intervention in place for key marginal groups.	Termly E-ACT 1-4 data drop; QLA analysis of PiXL assessments; intervention groups tracked by SENDCo.	End-of-year	CN
Use National Tutoring Programme to target intervention (primarily to PP pupils) to pupils in small groups in English and Maths.	We struggled to run interventions in all year groups last year due to staffing by allocating funding we can look at NTP partners, or incentivize staff to run small after-school sessions.	NTP partners provide data to show progress made by pupils; data-drop for classes termly.	Termly	CN
Implement Lexia Core 5 catch-up programme for lowest 20% of readers.	Lexia is a personalized catch-up online programme aimed at lowest readers in each class, which can be completed independently in class 3 times a week for a short session. We have already purchased a 3-year license up-front so there are no costs this year.	Lexia termly reports for each pupil; assessment of reading ages and progress from last reading age to assess impact.	Termly (end of 10-week cycle)	CN/JA/BH
Total budgeted cost				Staffing £64,265 NTP top-up £5616 Lexia n/a
2. To improve outcomes at the end of each key stage in key areas (Y6 Reading & Y2 Maths).				
Implement QLA analysis of	By identifying the specific gaps for each cohort after	After each assessment and QLA, meet	Termly* (after	

summative tests in Y6 reading/Y2 maths termly.	each assessment, teachers can adjust their planning and also consider which pupils may need further intervention in targeted areas.	with Y2-6 team to discuss findings and agree on intervention/pupils to target.	assessment/QLA period)	
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.	Termly data analysis following assessments and end-of-term data. Targeted pupils to show evidence of catching up with peers.	Termly	
			Total budgeted cost	Staffing £64,265
3. To offer a wide range of enrichment opportunities to disadvantaged pupils.				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Spring Term Review	Staff lead
To fully fund all class trips for disadvantaged pupils (with the exception of Y6 residential).	With the current economic crisis and disadvantaged families facing a dramatic rise in the cost of living, we want to give equal access to enrichment-curricular opportunities to our disadvantaged pupils.	Office Manager to monitor uptake of places; pupil voice.		CN/RH
To offer access to all extra-curricular PE clubs.	To give equal access to extra-curricular opportunities to all pupils, regardless of economic background.	Office Manager to monitor uptake of places; pupil voice.		CN/RH
			Total budgeted cost	Trips: £4000* (£1400 = 50% of residential)
4. To ensure our disadvantaged pupils can they start the day in the best possible way (and to help minimize lateness in pupils).				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Spring Term Review	Staff lead
Provide free breakfast club daily for disadvantaged pupils.	Ensuring our pupils have eaten a nutritious breakfast before school aids their concentration in class and encourages children to be in school for the start of the day, therefore reducing lateness. Also, with the growing cost of living crisis, we want to take some of the stress away from our families.	Track engagement levels; half-termly reminders to PP pupil families; encourage targeted PP children where we know additional support is needed.		CN/SM
			Total budgeted cost	£1000
5. To ensure pupil self-esteem is not affected by financial barriers.				

Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Spring Term Review	Staff Lead
Provide one full uniform to all PP students at the beginning of the year.	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, and with the growing cost of living crisis, we want to take some of the stress away from families.	Office Manager to order one full free uniform per pupil, keeping track and ensuring mid-year transfers are also one uniform per disadvantaged pupil, and track this for pupils joining mid-year.		RH
			Total budgeted cost	£2000
6. To improve attendance and reduce persistent absentee rates.				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Spring Term Review	Staff Lead
Pastoral Manager and Office Attendance Lead to work closely with families to improve attendance and reduce absentee rates.	Whole-school attendance last year was below the national average, with attendance for disadvantaged pupils being lower than their peers (below 91%). By working with families to implement the E-ACT attendance strategy, we intend to build excellent relationships which will result improved attendance. Also, by working with the children so they want to come to school.	Attendance data tracked weekly. E-ACT strategy implemented form Autumn Term.		SM/CG
Incentivize good attendance.	In the Summer Term 2022, we held an incentive trip for good attendance, which had a positive impact on the attendance figures. By implementing the incentive earlier (from the Autumn Term, and having the incentive termly rather than annually), the intention is that attendance rates will stay high.	Track attendance data. Offer incentive at the end of each term rather than the end of the year. Where needed, set individual pupils where PA is an issue.		
			Total budgeted cost	£1000
7. To provide targeted, age-appropriate SEMH support for all learners, including our younger pupils.				

Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Spring Term Review	Staff lead
Increase the drawing & talking therapy held in school.	Last year, we found more and more pupils needing drawing & talking therapy as a result of social care intervention with families, and therefore at the end of the term, managed to train more staff to deliver this. We are now better equipped to offer this to more pupils than we could last year. We intend to run a Strengths and Difficulties Questionnaire with all pupils and be able to offer the appropriate support to pupils as needed.	SDQ questionnaire to identify pupils most in need, and tracking this is completed.		SM
Implement sand therapy with EY pupils as appropriate.	With a huge increase of the number of children with a Child Protection plan, Child In Need plan or Early Help intervention (at the start of the Autumn Term this is approximately 7% of the whole school), we had pupils in Early Years where drawing and talking therapy wasn't appropriate. Therefore we trained one member of staff at the end of the Summer Term in sand therapy, so that we can offer this for pupils in Early Years / lower KS1.	Ensuring member of staff is given the timetabled time in their day to offer this provision so that it is prioritized.		SM
For a trained member of staff to run the Family Links Nurture Programme.	Buckinghamshire asked us to run this in out Academy due to the increase of numbers of families and parents where it was felt a nurture programme would positively impact their lives and therefore their children's. The aims of the Nurture programme are to promote healthy parent-child relationships as well as improving the emotional health of parents, therefore improving the social and emotional development of children. We have identified a number of parents that we feel would benefit from this intervention.	Parent voice upon completion of the programme.		SM
			Total budgeted cost	Staffing £64,265
Overall Total Budgeted Cost				£77,881 so far £2950 to spend

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6) Additional detail

Review Dates and Expectations

- All provision is reviewed at least termly (3 times a year) at data drops and as part of the governance Review Days (GRDs) held termly at the Academy.
- If children have not met the expected standard or made the expected progress then they will be discussed during 'Curriculum Conversations' and more appropriate provision may be put in place to support them to make better than expected progress.
- Throughout the year, additional resources may be purchased from the Pupil Premium budget to ensure that it is spent in its entirety on PP children. Also, there may be additional costs/training/opportunities as the year progresses, which is why some of the budget has not been allocated as yet. These additional resources will typically centre around:
 - Academy-wide focus on high quality reading, writing and maths strategies.
 - Daily retrieval practice and consolidation of skills and reading support for children.
 - Additional SEN support for PP pupils.
 - Family support groups, including workshops on the teaching of phonics, reading and maths.
 - Additional resources for PP pupils to be able to access the curriculum.