

Pupil premium strategy statement Denham Green E-ACT Primary Academy

This statement details our school's use of pupil premium 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	233
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	Reviewed 20/7/2023 Next review 18/7/2024
Statement authorised by	Cesare Nocera
Pupil premium lead	Cesare Nocera
Governor / Trustee lead	Karen Horne

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£90,210
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£n/a
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	£90,210

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across all subject areas, regardless of their background. 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

Our approach initially focuses on high-quality teaching. This is done through regular monitoring and CPD for teachers, which sets out high standards and expectations around teaching and learning.

We have also subsequently addressed individual gaps in learning that our pupils may have, and as well as adapting whole-school planning to account for gaps, we will use targeted academic support to address these. This will include strategies such as assessing all pupils in Speech & Language, adding in intervention in small groups where needed; assessing reading ages of all pupils and again implementing reading intervention and support for those pupils needing the most support, including additional phonics sessions for early readers as well as pupils that have moved into Key Stage 2. We will also be running smaller interventions in specific areas where individuals or small groups have gaps in their learning.

We also have to consider the wider effects to achievement which some children face, such as attendance persistent absenteeism, both of which need to be addressed. Furthermore, with the current cost of living crisis, 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. Therefore we intend to ensure that all pupils have access to enrichment experiences and visits in the coming academic year, as well as access to pastoral and targeted SEMH support (based on whole-school SDQ data), which will include daily check-ins with our more vulnerable pupils, small 'WOW' (working on wellbeing) interventions in specific year-groups, and ensuring the majority of staff have Youth Mental Health First Aid training to be able to offer SEMH support to all pupils.

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 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.

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.	With the academy having 38% of classes taught by new staff, we will need to ensure rigorous training and monitoring of teaching and learning, to ensure both consistency and good practice. Progress 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.
To improve outcomes at the end of Key Stage 2.	End of year outcomes in Years 4-6 for 2023-2024 to exceed those in 2022-2023 in Reading, Writing and Maths.
To offer a wide range of enrichment opportunities to disadvantaged pupils (this is to include all school trips for	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

educational purposes & access to PE clubs run by the school).	trip; ALL PE clubs before and after school run by the Sports Coach will be free of charge.
To ensure our disadvantaged pupils can they start the day in the best possible way (and to help minimize lateness in pupils).	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.
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 for disadvantaged pupils.	Pastoral Manager (attendance officer) to work with office administrator to track attendance and put appropriate support/plans in place with vulnerable pupils/families. Implement new E-ACT Trust-wide attendance strategy. Incentivise in place to improve attendance and reduce persistent absenteeism rates for disadvantaged pupils.
To provide targeted, age-appropriate SEMH support for all learners, including our younger 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 (Drawing & Talking/Sand Play).

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: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff on teaching and learning/curriculum delivery (desk slides). Implement monitoring framework (including monitoring books, lesson drop-ins and pupil voice)</p>	<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>	1 - 2
<p>Identify and plug gaps in learning as a result of summative assessment data.</p>	<p>All teachers (Y1 from Spring Term) in KS1-2 will have termly formative assessment data and can use PiXL QLA to identify gaps in learning.</p> <p>Research by the DAISA (data analysis and insight for school improvement) found that, <i>'QLA really is a useful tool. It helps teachers better prepare pupils and to refine the curriculum to secure those marginal gains. By looking at how your pupils performed, you can see exactly where you will want to make changes for next year'</i>.</p> <p>https://daisi.education/whatmakesagoodqla/</p>	1 - 2
<p>Offer targeted support to improve outcomes in key areas:</p> <p>Y4 Rd = 64% Y4 Ma = 67% Y5 Rd = 68% Y5 Ma = 64% Y6 Rd = 63% Y6 Ma = 41%</p>	<p>By identifying gaps in learning, teachers can plan appropriate sessions to plug these gaps.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</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-esteem and those from minority ethnic backgrounds.</i></p> <p>https://gov.wales/sites/default/files/statistics-and-research/2019-08/110805-drop-attainment-during-transition-phase-particular-focus-child-poverty-en.pdf</p>	1-2

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/	1-2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72,000* (within staffing budget above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use small-group intervention to support those falling behind/with significant gaps in their learning.	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/	1-2
Implement Lexia Core 5 reading intervention with bottom 20% of readers in Years 1-6.	The EEF states that, <i>Exploratory analysis suggests that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1-2

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

Budgeted cost: £12,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fully fund all class trips for disadvantaged pupils (with the exception of Y6 residential).	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 PE clubs.	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
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 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> https://ifs.org.uk/publications/8714	4
Provide one full uniform to all PP	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	5

students at the beginning of the year.	<p>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>	
Pastoral Manager and Office Attendance Lead to work closely with families to improve attendance and reduce absentee rates (by implementing the new E-ACT attendance strategy).	<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.</p> <p><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.</i></p> <p><i>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>	6
Incentivise good attendance.	<p>By offering a reward for positive 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>	6
To identify most vulnerable pupils that would benefit from and offer drawing & talking therapy in school.	<p>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></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	7
Implement sand therapy with EY pupils as appropriate.	<p>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</i></p>	7

	<p><i>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></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
Implement Nurture group in Year 2 for vulnerable pupils.	<p>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></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	7
For a trained member of staff to run the Family Links Nurture Programme.	<p>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></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	7

Total budgeted cost: £ 84,355

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 to 2023 academic year.

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

The majority of the teaching staff were at the expected level for their level of experience (using an internal QA system to monitor the quality of teaching & learning); where this fell short, coaching support was put in place by SLT. Interventions were established each term, using support staff. Where we struggled was moving staff around with staff illness, and one year group being unable to run interventions due to staffing.

Desired Outcome 2: To improve outcomes at the end of each key stage in key areas (Y6 Reading & Y2 Maths).

Year 6 Reading outcomes in 2022-2023 were 75% meeting the expected standard, an increase of 8% from the previous year.

Year 2 Maths outcomes were 83% meeting the expected standard, an increase of 10% from the previous academic year.

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

ALL disadvantaged pupils had at least one subsidised trip out of school, from Reception to Year 6, with most children having 2-3 trips this year.

All classes had access to one extra-curricular multi-skills club per week, however the total percentage of disadvantaged pupils accessing was 19%.

All pupils had the opportunity to learn an instrument as part of the music curriculum: in the Autumn Term Years 3-4 had peripatetic drumming teacher during music lessons; Y1-2 during the Spring Term; Y5-6 in the Summer Term.

Desired Outcome 4: To ensure disadvantaged pupils can start the day in the best possible way (and to help minimize lateness in pupils).

We have seen the positive impact it has had on attendance and absenteeism, as well as ensuring our most vulnerable families have access to breakfast at school every morning, as well as the service being able to provide wrap-around care for pupils. 67% of all disadvantaged pupils have attended breakfast club. Of our specific vulnerable targeted pupils, 100% used breakfast club.

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

100% of disadvantaged pupils were given free uniform to start the year, meaning one less financial pressure on families where many are struggling due to the cost of living.

Desired outcome 6: To improve attendance and reduce persistent absentee rates.

As of 7/7/23 attendance overall at 94.3 %, which 0.2% above the National Average.)

PP: 92.1% Non-PP: 94.7% Gap: -2.6%

W-School PA: 13.3% (16.3% LA) PP PA: 25.4% Non-PP: 8.4%

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