



Pupil Premium Strategy Statement: Dane Bank Primary School

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	Dane Bank Primary School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers	2020-2021/2021-2022 (Updated)/2022-2023
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Jo Ashcroft
Pupil premium lead	Joanne Lennon
Governor / Trustee lead	Dave Pilkington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,730
Recovery premium funding allocation this academic year	£4,640
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	£59,370

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Aims

- To reduce the attainment gap between disadvantaged pupils and their peers.
- To ensure that disadvantaged pupils make good or better progress as a result of high-quality teaching and targeted academic support.
- To ensure a range of structured interventions are in place to support disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Guiding Principles for our Strategy

- We will teach a broad and balanced curriculum to all our pupils, including learning from enrichment and wider experiences.
- We will ensure that all support and intervention programmes put in place to support children are done so based upon robust evidence and professional research.
- We will work with external agencies and advisors to ensure that specific, individualised targets (particularly for children with SEND) are implemented consistently and robustly.
- We will continue to undertake effective, regular assessment analysis of in-school data in order to address any areas of underperformance and ensure targeted support is put in place in a timely manner.
- Our COVID-19 Recovery Strategy will align with our Pupil Premium Strategy and School Development Plan and should be read alongside these two documents as part of our whole-school strategy.

Evidence Informed Tiered Model

We will be utilising the EEF's recommended Tiered Planning Model to target recovery provision in the following areas:

- Quality First Teaching: enhancing the quality of teaching through: high-quality professional development; curriculum review and improvement and embedding high-impact teaching approaches.
- Targeted Academic Support: effective assessment analysis; accurately targeted use of evidence-informed interventions; development of links between classroom learning and additional interventions – using effective feedback to ensure consistency.
- Wider Support: offer support for families where attendance/punctuality appears to be an issue; offer structured curriculum lessons focusing on mental health and well-being (Jigsaw)

Challenges

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

Challenge number	Detail of challenge
1	Less-developed communication and language skills in Early Years leading to lower outcomes.
2	Some children in Early Years (particularly Nursery) have had limited socialisation opportunities with children of their age leading to less-developed social, emotional and communication skills and issues with forming relationships with peers.
3	Gap in cultural capital between younger children impacting upon general knowledge and vocabulary acquisition.
4	A range of additional needs that impact on children's attainment and progress, e.g. – SEND, challenging home circumstances, attendance.
5	Gaps in learning due to impact of COVID-19 school closures (greater impact seen for disadvantaged learners).
6	Poor metacognition and self-regulation leads to lower attainment in Reading, Writing and Maths.

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
Improved communication and language skills by the end of Reception.	From baseline assessments, disadvantaged learners make good progress and achieve in communication and language Early Learning Goals.
Improved metacognition strategies result in greater retention of learning.	Children become more self-regulated learners – which in turn improves outcomes.
-Increase in the number of disadvantaged learners achieving combined (Reading, Writing and Maths) expected levels – and 'close the gap' between disadvantaged and non-disadvantaged pupils.	The % of disadvantaged learners achieving expected standard by the end of Reception, KS1 and combined at the end of KS2 is at least in line with national comparators.
Pupils with specific individual needs have individualised support plans which give a clear picture of tailored support – this is reviewed regularly.	Support plans are in place and structured intervention is in place to address individual targets and SEND needs.
Children that have gaps in their learning following school closures will have made good or better progress.	The gap will be diminished.



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: £27,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the use of metacognition strategies to improve children's retention throughout school.		
<p>CPD for all staff in understanding memory, metacognition and cognitive science research. All staff understand the research and evidence base around cognitive science and memory.</p> <p>Implement strategies for retrieval practice, spaced practice, activating prior knowledge, application of Cognitive Load Theory.</p> <p>Develop curriculum design – spaced curriculum giving regular opportunities for retrieval; essential knowledge identified and prioritised for long-term learning.</p> <p>Strategies implemented in every classroom to support pupils.</p> <p>Activating prior knowledge used consistently by all teachers, for all new learning.</p>	<p>Use of the EEF Toolkit.</p> <ul style="list-style-type: none"> • <i>Teachers acquire the professional understanding and skills to develop pupil's metacognitive knowledge.</i> • <i>Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.</i> • <i>Teachers promote and develop metacognitive talk in the classroom.</i> • <i>Explicitly teach pupils how to organise and effectively manage their learning independently</i> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Developing pupils' metacognitive knowledge of how they learn and their knowledge of themselves as a learner is an effective way of improving pupil outcomes.</p>	<p>4,5, 6</p>

Improve communication and language skills by the end of Reception – increased rates of progress		
<p>“Closing the vocabulary gap” training for all staff – Alex Quigley.</p> <p>“Word Aware” training for all staff – develop the use of these materials across school (Early Years specific also) – this aims to develop children’s vocabulary and oral language.</p> <p>Implementation of Nuffield Early Language Intervention (NELI) programme – Reception Teacher & Teaching Assistant trained on this. use of Language Screen assessment tools to baseline and identify pupils to receive intervention.</p>	<p>Research done by the EEF shows that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.”</p> <p>NELI children made an average of 3 additional month’s progress in language. This result has a very high security rating: 5/5 on the EEF padlock scale.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/neli</p>	1, 3
To develop whole-class reading, vocabulary/oracy and spelling approaches underpinned by clearly-defined formative assessment practices.		
<p>“Word Aware” training for all staff – develop the use of these materials across school– this aims to develop children’s vocabulary and oral language.</p> <p>Develop provision to encourage ‘Reading for Pleasure’ – development of the library, additional reading books, whole-school events etc.</p> <p>CPD for teachers – whole-class Guided Reading – develop commonality of approach. English Lead: monitoring and coaching for teaching staff.</p> <p>CPD for all staff – reading fluency approaches (Sarah Izon).</p>	<p>EEF: Improving Literacy in Key Stage One and Improving Literacy in Key Stage Two – <i>KS1, Recommendation 4: “Teach pupils to use strategies for developing and monitoring their reading comprehension” / KS2, Recommendation 3: “Teach reading comprehension strategies through modelling and supported practice.”</i></p>	4, 5

To develop effective use of feedback in order to accelerate pupil progress.		
<p>Review the evidence base around the highest impact approaches to feedback.</p> <p>Revise school policy and implement high impact approaches.</p> <p>Consider ways to develop verbal, immediate feedback during lesson time.</p>	<p>EEF Guidance Report: Teacher Feedback to Improve Pupil Learning. <i>“Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.”</i></p>	5, 6

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

Budgeted cost: £28,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver targeted COVID Catch Up and Disadvantaged Pupils interventions in English and Maths. (Use of Recovery Premium)		
<p>Collaborative review of evidence base/impact measures for possible intervention strategies.</p> <p>Analysis of assessment data to precisely identify focus of intervention and needs of individual pupils – to discuss at Pupil Progress Meetings.</p> <p>Select interventions/organise staff training/implement across school: NELI, Catch Up Numeracy, 1:1 Reading, Boosting Reading at Primary, Reception Literacy Programme.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit. (+4 months)</p> <p>See: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>‘Schools should use structured interventions with reliable evidence of effectiveness’ and use them with ‘fidelity’. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5

<p>SLT undertake quality assurance activities throughout year to ensure fidelity.</p> <p>Use of Trust Lead Teachers to offer CPD for staff around targeted academic support.</p> <p>Implementation of 1:1 and small group tutoring in Year 2 and Year 6 initially. (Possible FFT Tutoring)_</p>		
To liaise with external agencies and monitor impact of suggested interventions and recommendations (SEND and vulnerable pupils).		
<p>SENCO to ensure that appropriate intervention/support requirements are in place as recommended by external agencies, e.g. – speech and language therapists.</p> <p>Individual support plans in place with provide overview of additional support for pupils as necessary/appropriate.</p> <p>Programme of support for newly-appointed SENDCO, including access to SENDCO professional qualification and support from experienced Inclusion Manager from within Trust.</p> <p>Use of Educational Psychologist time for Disadvantaged SEND pupils : SENDCO time to develop and implement support plans based on pupils' individual needs.</p>	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.</p>	<p>4, 5</p>

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

Budgeted cost: £3665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance (reduce the rates of persistent absenteeism) of disadvantaged pupils.		
<p>Review pastoral offer.</p> <p>Use assessment tracking systems (Insight) to monitor pupil attendance alongside academic assessment outcomes and analyse link for individual pupils.</p> <p>Work alongside professionals from Tameside Education Welfare Service/Health Mentor/School Nurse to tackle and support families where attendance/punctuality becomes an issue.</p> <p>Ensure Individual Care Plans are in place for any pupils for whom medical needs could become a barrier to good attendance.</p> <p>JL access training through Tameside Education Welfare Service – best practice for managing attendance.</p>	<p>EEF Guidance Report – Working with parents to support children’s learning. “...<i>effective parental engagement can lead to learning gains of +3 months over the course of a year...</i>”</p> <p>DfE Supporting the attainment of Disadvantaged pupils: articulating success and good practice. “...<i>schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour, setting high expectations, focusing on the quality of teaching and developing the role of TAs) and have moved on to more specific improvement strategies.</i>”</p>	4
To develop the pastoral offer to prioritise supporting the mental health/well-being of disadvantaged pupils.		
<p>Review pastoral offer.</p>	<p>EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools: “...<i>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</i>”</p>	2, 4

<p>Continue to develop whole-school approach to PSHCE and RSHE using Jigsaw curriculum materials.</p> <p>Consider possible intervention to support mental health and well-being/reducing anxiety, e.g. – Pyramid Club.</p> <p>Access to CPD for relevant staff through Tameside Education Psychology service – strategies for promoting mindfulness and wellbeing.</p>	<p>--- Importance of teaching Social and Emotional Learning skills explicitly (Jigsaw): <i>“self-awareness, self-regulation, social awareness, relationships skills, responsible decision-making...”</i></p>	
--	--	--

Total budgeted cost: £59,370

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. Note: This is the 2nd year of a 2-year plan. There is more work to do against all of these desired outcomes this year.

Desired Outcome	Impact
<p>To use the language and strategies of metacognition to improve pupil’s retention of learning.</p>	<ul style="list-style-type: none"> ▪ High-quality training delivered throughout the year using the EEF framework for Metacognition and Self-Regulation. This included Metacognition and Cognitive Load theory. ▪ Ongoing curriculum review – starting with History, Geography and Science – making explicit links to prior and future learning: “bridging back/bridging forwards” – ensuring the curriculum includes spaced learning and opportunities for pupils to retrieve prior learning. ▪ Use of “anchor sheets” in History and Science – providing pupils with prompts for prior learning. ▪ All staff understand the research and evidence base around Cognitive Science and memory and recognise the importance of the implementation of these approaches.
<p>To develop whole-class reading approaches alongside a structured approach to teaching vocabulary/oracy and spelling.</p>	<ul style="list-style-type: none"> ▪ Alex Quigley training delivered through CLiC Research to Teaching Seminar: teaching knowledge and understand and hence, confidence increased. ▪ Sarah Izon fluency training undertaken for all staff. Considered how to incorporate these approaches in to whole-class reading but also 1:1 reading opportunities. ▪ English Lead Teacher planning and delivered a series of CPD opportunities around whole-class Guided Reading: spaced practice and opportunities for staff to share resources and ideas and undertake collaborative planning. ▪ Implementation of Nuffield Early Language Intervention (NELI) programme in Reception. ▪ Implementation of Reception Literacy Programme (RLP) in Year 1 ▪ Implementation of Boosting Reading at Primary (BR@P) across KS1 and KS2.
<p>To develop the pastoral offer to prioritise supporting the mental health/well-being of disadvantaged pupils.</p>	<ul style="list-style-type: none"> ▪ Jigsaw Scheme of Work for PSHCE and RSHE implemented across school. ▪ Initial staff training – re: Jigsaw. ▪ Strengths and Difficulties Questionnaires completed for individual pupils to ascertain need and priorities work moving forwards.
<p>To deliver targeted COVID Catch Up and Disadvantaged Pupils interventions in English and Maths. (Use of Recovery Premium)</p>	<ul style="list-style-type: none"> ▪ Implementation of Nuffield Early Language Intervention (NELI) programme in Reception. ▪ Implementation of Reception Literacy Programme (RLP) in Year 1 ▪ Implementation of Boosting Reading at Primary (BR@P) across KS1 and KS2. ▪ Implementation of Catch Up Numeracy across Y2-Y6

	<ul style="list-style-type: none"> Training programmes accessed for relevant Teaching Assistants and Deputy Headteacher (co-ordinator) to deliver the programmes with fidelity. Baseline assessment analysis undertaken in order to select pupils – individual reading assessments also completed using York Assessment of Reading for Comprehension (YARC) materials. 																
Improve the attendance (reduce the rates of persistent absenteeism) of disadvantaged pupils.	<ul style="list-style-type: none"> Analysis of attendance data at regular points (impact of COVID on attendance analysis) Initial meeting with School Nurse (new to Dane Bank) – established need for Individual Care Plans for work around persistent absenteeism on ground of medical needs. <table border="1"> <thead> <tr> <th></th> <th>Overall absence rate</th> <th>Authorised Absence</th> <th>Unauthorised Absence</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>95.1%</td> <td>4.1%</td> <td>0.9%</td> </tr> <tr> <td>Pupil Premium</td> <td>93.9%</td> <td>5.3%</td> <td>0.9%</td> </tr> <tr> <td>SEND</td> <td>93.1%</td> <td>3.4%</td> <td>3.5%</td> </tr> </tbody> </table>		Overall absence rate	Authorised Absence	Unauthorised Absence	Whole School	95.1%	4.1%	0.9%	Pupil Premium	93.9%	5.3%	0.9%	SEND	93.1%	3.4%	3.5%
	Overall absence rate	Authorised Absence	Unauthorised Absence														
Whole School	95.1%	4.1%	0.9%														
Pupil Premium	93.9%	5.3%	0.9%														
SEND	93.1%	3.4%	3.5%														

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
Boosting Reading At Primary (BR@P)	Education Works
Reception Literacy Programme (RLP)	
Catch Up Numeracy	Catch Up
Times Tables Rockstars	TT Rockstars
Jigsaw PSHCE	Jigsaw