



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	230
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	April 2023
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	£51,017
Recovery premium funding allocation this academic year	£0
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	£51,017



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.

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 – the Sept 22 cohort in Reception has the greatest amount of Speech and Language needs than seen before.
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 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.
Effective interventions support effective attainment and progress of all learners.	The gap between disadvantaged and non-disadvantaged learners is closing.

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: £25,167

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>Through CPD opportunities, staff meeting time and collaborative working opportunities, create an evidence-informed “Vision for Teaching and Learning” at Dane Bank that will ensure all pupils experience high quality teaching.</p> <p>Implement strategies for retrieval practice, spaced practice, activating prior knowledge, application of Cognitive Load Theory.</p> <p>Further roll out of curriculum design model (spaced curriculum giving regular opportunities for retrieval; essential knowledge identified and prioritised for long-term learning) to include more wider curriculum subjects.</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>Work based on research/analysis taken from: Roshenshine’s Principles of Instruction, Hattie and Clarke/Dylan William’s work around feedback, Daniel Willingham – <i>Why don’t students like school?</i></p>	<p>1, 4,5, 6</p>

<p>Strategies implemented in every classroom to support pupils.</p> <p>Activating prior knowledge used consistently by all teachers, for all new learning – use of knowledge organisers, anchor sheets, retrieval practices is embedded.</p> <p>CPD focusing on</p> <ul style="list-style-type: none"> • Modelling and Scaffolding • Guided Practice • High-quality questioning • High-quality feedback • Planning opportunities for metacognitive talk <p>in order that all pupils receive appropriate amounts of support in lessons which can then be reduced in an appropriate and timely way.</p>		
Improve communication and language skills by the end of Reception – increased rates of progress		
<p>INSET training for all staff – <i>Metacognitive Talk in the Classroom</i>.</p> <p>Curriculum review and development to look at inclusion of opportunities for talk throughout school.</p> <p>Continued implementation of Word Aware strategies introduced last year.</p> <p>Implementation of Reception Literacy Programme in Early Years.</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>	<p>1, 3</p>

<p>Implementation of WellComm in Early Years – Early Years lead accessing training in Autumn 1.</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>The WellComm Intervention has been recommended by external professionals and included in Speech and Language reports we have received from therapists working with Reception pupils.</p>	
<p>To develop a whole-school approach for the teaching of Spelling which meets the needs of our learners.</p>		
<p>English Lead to research and evaluate options for the teaching of Spelling across school.</p> <p>Develop provision to encourage ‘Reading for Pleasure’ – development of the library, additional reading books, whole-school events etc.</p> <p>CPD for all teachers focusing on the teaching of Spelling.</p> <p>Implementation of Spelling Age assessments so that baseline data can be secured and progress be measured – intervention teaching for those children that are in need of additional support.</p>	<p>EEF: Improving Literacy in Key Stage Two – <i>KS1, Recommendation 5: “Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils’ spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.”</i></p>	<p>4, 5</p>
<p>To develop effective use of feedback in order to accelerate pupil progress.</p>		
<p>Review the evidence base around the highest impact approaches to feedback.</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>	<p>5, 6</p>

<p>Revise school policy and implement high impact approaches.</p> <p>Consider ways to develop verbal, immediate feedback during lesson time.</p> <p>CPD for staff around high-quality feedback – linked to WalkThrus materials (evidence-based): <i>Feedback that moves forward; Feedback as actions; Whole-Class Feedback</i></p>		
<p>To develop a model for Teaching and Learning which includes providing effective models and scaffolds for pupils.</p>		
<p>Whole-school INSET training focusing on the principles and evidence behind the use of modelling and scaffolding.</p> <p>Opportunities for staff to work in learning pairs to develop their practice.</p> <p>Development of an ‘optimum lesson structure’ where these elements are included so that learners can all receive appropriate in-lesson support.</p>	<p>EEF Guidance Report: Metacognition and Self-Regulated Learning. Recommendation 3: <i>“Teachers should support pupils to plan, monitor, and evaluate their learning. Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils’ metacognitive skills. Teachers should verbalise their meta-cognitive thinking (‘What do I know about problems like this? What ways of solving them have I used before?’) as they approach and work through a task. Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.”</i></p>	<p>1, 5, 6</p>

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

Budgeted cost: £21,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver targeted interventions in English and Maths.		
<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, 1:1 Reading, Boosting Reading at Primary, Reception Literacy Programme, Maths intervention – NCETM “Ready to Progress” materials.</p> <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>HLTA to enroll on “Teaching Assistants’ Specialist Knowledge” course facilitated by Maths Hub – 5 days over 2 terms – preparation to lead the Maths intervention.</p> <p>JL Maths intervention group with Y6 pupils.</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>	<p>3, 4, 5</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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance (reduce the rates of persistent absenteeism) of disadvantaged pupils.		
<p>Purchase SLA from Education Welfare Service (Tameside) – new EWO in place – 6 ½ days throughout the year.</p> <p>EWO to support in developing/improving attendance monitoring systems and the implementation of Attendance Improvement Plans as appropriate for some families.</p> <p>EWO to lead training for new Office staff in frontline attendance management.</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>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>	<p>4</p>

To launch new pastoral offer and prioritise supporting the mental health/well-being of disadvantaged pupils.		
<p>Senior Mental Health Lead in post – give weekly ½ day release time from class to work with children individually and in small groups to support pastoral needs.</p> <p>Senior Mental Health Lead/DSL/DDSL to meet half termly to discuss ongoing cases and new children that may need to be referred in for pastoral support.</p> <p>Senior Mental Health Lead participation in Wellbeing Network in Tameside.</p> <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>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> <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>	<p>2, 4</p>

Total budgeted cost: £51,017

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 2021 to 2022 academic year. Note – some of this work will continue in to academic year 2022 to 2023 in line with School Development Priorities and effective implementation guidance.

Desired Outcome	Impact
<p>To develop the use of metacognition strategies to improve children’s retention throughout school.</p>	<ul style="list-style-type: none"> ▪ Curriculum design work undertaken has taken in to account knowledge of metacognition and cognitive science and been mindful of this when sequencing learning. ▪ Staff CPD opportunities have focused on training in this area – staff are much more confident in their knowledge of metacognition and cognitive science – outcomes from QA and Deep Dives have identified that staff can talk confidently about teaching sequences in relation to the build up and development of knowledge. ▪ Consistency seen in some subject areas in approaches that support effective learning, e.g. – anchor sheets and knowledge organisers.
<p>Improve communication and language skills by the end of Reception – increased rates of progress</p>	<ul style="list-style-type: none"> ▪ Word Aware approaches implemented across Early Years. ▪ New Phonics scheme – Little Wandle – implementation in Early Years and outcomes are pleasing. Children are more confident with their early reading and hence, are showing improvements in their communication and language skills as a result. ▪ 81% of Reception pupils achieved ARE in the Speaking strange of the framework in July 22.
<p>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.</p>	<ul style="list-style-type: none"> ▪ End of KS2 data for summer 22 shows the gap is narrowing between disadvantaged and non-disadvantaged children although their attainment is not yet in line. ▪ Disadvantaged children at the end of KS2 made between than expected progress in Writing in summer 22. ▪ End of Early Years data for summer 22 showed that disadvantaged children achieved in-line with, if not better, than their non-disadvantaged counterparts. ▪ On the whole, the gap between disadvantaged and non-disadvantaged learners is narrower in Reading than in other core subjects – showing that the work done to prioritise the development of this subject has had good impact.
<p>Pupils with specific individual needs have individualised support plans which give a</p>	<ul style="list-style-type: none"> ▪ Individualised support plans are in place for children with additional needs and these are shared with parents and reviewed regularly.

<p>clear picture of tailored support – this is reviewed regularly.</p>	<ul style="list-style-type: none"> ▪ More children have been included on the SEND register, giving them more individualised support as is needed. ▪ A whole-school provision map is now in draft form which shows an overview of support across school. ▪ There is better communication between class teachers, parents and support staff regarding individual pupil needs.
<p>Children that have gaps in their learning following school closures will have made good or better progress.</p>	<ul style="list-style-type: none"> ▪ Work done around curriculum development has allowed us to minimise impact of school closures on learning. ▪ Progress in Reading is strong overall and is a result of the work done in this area. The next area of priority is Maths where the gaps in learning remain due to the amount of curriculum content missed during school closures. ▪ The use of the “Ready to Progress” criteria helps to inform teachers’ planning in Maths so that gaps can be minimised.

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)	
Times Tables Rockstars	TT Rockstars