

Danegrove School Pupil Premium Grant Expenditure **2019/20**

Context of our school

Danegrove School is a three-forms of entry school in East Barnet. We provide wraparound care for our 630 children, aged from 5-11 years from 7.30a.m.until 6pm, for 51 weeks per annum.

We have high aspirations and ambitions for our children and we believe that no child should underachieve. We strongly believe that passion and a thirst for knowledge, dedication and commitment to learning make the difference between success and failure. We are determined to ensure that all our children are given every chance to realize their full potential. We are determined to create and maintain a climate of great expectations.

Our success with ensuring that all children do well was recognised recently in a letter from David Laws, Education Minister, with regard to raising the attainment of disadvantaged pupils.

We have achieved our current standards by identifying individual barriers to learning in order to provide personalised targeted support so that our children can flourish.

Pupil Premium grant represents a significant portion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be a lack of expectation and so are determined to create a climate that does not limit a child's potential in any way.

Key facts

- Our school motto 'Secure, Successful, Self Confident' reflects our high expectations for the whole school community
- The school was congratulated for raising attainment of disadvantaged pupils.
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community: For example, East Barnet Partnership of 6 local schools, Voluntary Reading Help (6), Home School Support, Higher Level (Mastery) Maths and English projects. Sports Partnership and Gifted and Talented Project with East Barnet Secondary School.
- Accreditations reflecting our best practice include: Financial Management in School; Healthy School Mark; Science Mark (Silver); Sing Up ; Active Mark; Basic Skills Quality Mark; Schools Financial Value Standard.

Recent Initiatives / Improvements:

- Increased performance at KS2 and KS1
- Increased percentages of children working at or above age related levels
- Gap between key groups has been significantly narrowed

- Improved phonics scores
- Team Leaders (two Deputy Headteachers) established to continue to improve quality of teaching, ensure greater consistency in practice and expectations thus reducing any within school variance
- Earlier intervention in place in years 1/2, 3/4 and EYFS
- Pupil Targets in place so that children are clear where they are and what they need to do next to improve thinking
- Outstanding behaviour continues to be achieved through revision of whole school approach - restorative justice
- New ICT infrastructure, including the use of ipads allows ICT to be delivered in classes
- New building (“The Learning Hubs”) to facilitate improved teaching of individuals and small groups especially in reading with increased numbers of voluntary readers and parents working in the school
- New library and teaching space to support teaching of reading and 1:1 / small group interventions and extensive new reading resources
- Learning Mentors based at school, providing support for children with social, emotional and behavioural issues
- Children acting as “leaders” across the school in a variety of roles – new coordinator post and child leaders’ accreditation
- Excellent safeguarding
- Parenting classes aid excellent partnership working with parents
- Increased uptake of extended school provision
- Increased sports provision in school time – basketball, squash, football, tennis, netball, volleyball and a new school sports coordinator
- Introduction of Numicon to support children’s understanding in maths, especially in relation to number and calculation

Objectives of Pupil Premium Funding

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for pupil premium children can be accessing support at home, issues around language and communication skills, confidence issues, compliance with attendance and punctuality regulations. Family situations can prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for pupil premium children– this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement, children as writers, good practice in using pupil premium funding to inform our decision making.

In addition to this we have identified some key principles (outlined below), which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours (early mornings and lunchtimes)

Individualising support

Children self elect to attend our Booster Groups and are keen to be invited to attend an early morning club.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise Beanstalk – volunteer readers, School Home Support
- Providing extensive support for parents to develop their own skills (ESOL, Literacy, ICT, Back to Work/Volunteering) to support their children’s learning within the curriculum and to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children’s strengths to further boost confidence (e.g. Robotics Club and Gifted and Talented Science and Sports)

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Funding Priorities

This year our aim is to further increase the percentage of outstanding teaching across the school through our “Team Leader Model” which has placed two assistant headteachers in a position to lead lessons and coach teachers. We also want to raise standards in reading, by enthusing children to become avid readers and will develop a new school library, extend reading resources and focus on improving home reading via our Bug Club (ICT programme).

In addition we are adopting a new whole school approach to supporting children in developing their skills as writers and will be focusing on developing

children's speaking skills to support this through the use of ICT – film making, web conferencing and podcasting. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child has their own learning targets, which are constantly reviewed.

We are determined to ensure that the percentage of children working at age related expectations and above increases, especially at KS1 and in the EYFS.

To increase parental engagement in learning, we are extending the support on offer for parents through skills sessions, training in the curriculum and through providing targeted parents' meetings to support them in helping children at home. A range of areas are covered for example reading, visits and trips to take, ICT, Science, Homework, ESOL and developing maths skills using Numicon. We will also extend our crèche provision to increase attendance at events.

Our Gifted & Talented coordinator and School Council Leader ensure that there are a range of opportunities for children to develop their leadership skills and introduce a system or accreditation for children.

Pupil Premium Allocation Spending 2019-2020

Item	Description	Calculation	£Cost/ Allocation
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TA Support	Teaching assistants in Year 5	93.75 per week	£37,189
Learning Mentor support	Learning Mentors support children and parents with social and emotional needs		£40,095
Teacher Support	Additional support for Yr 5 pupils	2hrs per week x 38 weeks	£3,546
Extra Resources	Swimming, laptop, Sensory facilities Laptop	£975, £500, £500	£1,975
			£500
School Meals	FSM 175 Children	173x5x38x£2.10	£69,825
Extra Activities	Afternoon TAs for additional teaching/learning	10 staff x 10 hrs per week (38)	£45,600
Additional Activities	Recorder lessons and Orchestra	2 hrs per week x 38 weeks	£1,140
	Lunchtime craft classes run by TAs	4 x 1.25 hrs x5 per week	£4,560
School Journey	Deposits	£100 per child x 10	£1,000
Clubs	Homework (2), Bug Club, IT (Robotics)	4x 1hr per week	£2,280
Clubs	Early Morning Clubs (5)	5 x .50 hrs per week	£1,425
Early Morning	2 Teachers Yr 6 I Pads for learning	£25 per hr 1 hr per day	£950

			£231,000
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Impact of Pupil Premium Spending 2018/2019

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

We use Raise Online, KS2 KS1, Phonics, EYFS SMIFs (Local education authority data summary) as well as whole school data (using School Pupil Target Tracker) to evaluate impact in terms of attainment and progress.

Pupil Premium 2020/21

We have maintained our current levels of staffing which focus upon pupils' learning needs.

Our current strategies are very successful and have been developed over many years. Children are provided with additional teaching sessions to address any shortcomings or misapprehensions. We have increased our early morning groups from 2 groups each morning to 5 groups each day. We have increased our teaching resources and trained staff to use interventions to focus upon children's needs such as, First Class @ Number programme and First Class @ Writing.

Data regarding the progress of Pupil Premium children

13 Pupils yr 6 (2019) in receipt of Pupil Premium and 1 LAC child.
 4 children PP and statemented and did not take SATS. TA BLW. Unfortunately due to the epidemic we are unable to have results for 2020.

	Reading	Writing	Maths	Expected+		
	2017	%2017	2018	%2018	2019	%2019
All pupils	89	79%	117	80.3%	93	79/6%
Boys	50	7%	72	73.6%	52	79.6%
Girls	39	79%	45	91.1%	41	87.8%
Dis	32	59%	35	60%	26	61.5%
Other	57	89%	82	89%	67	86.6%
Stat/ EHCP	3	33%	3	33.3%	4	0%
SEN Support	18	44%	22	45.5%	9	22.2%
No SEN	68	90%	91	91.2%	80	90%

Pupil Premium Funding

Amounts that school allocates varies for each child, according to their educational and social needs.

Learning Mentor (LM) support	£20.20 per hr
Teaching Assistant (TA) support	£17.00 per hr
Teacher (experienced)	£35.00 per hr

Learning Mentor Nurture Group Session (a.m. or p.m.)

Nurture Group (2.5hrs)= At least 1 TA and the Learning Mentor

TA	£42.50 per session
LM	£50.50 per session
Total	£93.00
Per pupil (6)	£46.00

Teaching Assistant 1:1	£17.00 per hr
Teaching Assistant small group support (1:2)	£8.50 per hr
Deputy Head rate	£46.00 per hr

Early Morning Group (TA)(1:4) 8.30 am – 9am	£2.12 per child
Early Morning Group (Teacher) 8.30am-9am (1:4)	£4.38 per child
Lunchtime Groups (TA)	£4.38 per child
Homework Club (Teacher)	£4.38 per child
Booster Groups pms session	£4.38 per child per session

Interpreter support	
Teaching Assistant/ Site Staff	£17.00 per hr
Teaching Staff (Senior)	£46.00 per hr

Playscheme	
Breakfast Club	
7.30a.m. – 8.45a.m.	£4.00
8a.m. – 8.45a.m.	£3.00
Daily Playscheme	
3.30p.m. – 4.30p.m.	£4.00
3.30p.m.- 6.00p.m.	£7.50
Walkover	£1.00

After School Clubs eg
Drama/ Gym/ Art/ Multisports
/French/Spanish £4.00 per session

Music Tuition
Allowance towards lessons £50

School Journey
York/Scarborough £100

Other School Trips
Dependent upon costs of trip