**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 650 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 by the Education Minister and the Mayor of London, 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 andto 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 |
| TA Support  Learning Mentor  support  Teacher Support  Extra Resources  School Meals  Extra Activities  Additional Activities  School Journey  Clubs  Clubs  Early Morning Club  Equipment  Sports Clubs  Football  Other Athletics  Gardening Club  Science Club  School Trips  Playscheme am and pm | Teaching assistants  Learning Mentors support children and parents with social and emotional needs  Additional support  Swimming, laptop, Sensory facilities  Laptop  FSM 175 Children  Afternoon TAs for additional teaching/learning  Recorder lessons and Orchestra  Lunchtime craft classes run by TAs  Deposits  Homework (2), Bug Club, IT (Robotics)  Early Morning Clubs (5)  2 Teachers Yr 6  I Pads for learning  Coaches  1 teacher and 1 TA 30 mins per week  1 teacher 30 mins per week  6 children per day | 93.75 per week  2hrs per week x 38 weeks  £975, £500, £500  173x5x38x£2.10  10 staff x 10 hrs per week (38)  2 hrs per week x 38 weeks  4 x 1.25 hrs x5 per week  £100 per child x 10  4x 1hr per week  5 x .50 hrs per week  £25 per hr  1 hr per day  12  5 hrs per week  £12.50 and £7.50 x 38  £12.50 x 38  £5 and & £7 per day x 6 x 38 | £27,949  £40,095  £3,546  £1,975  £500  £69,825  £45,600  £1,140  £4,560  £1,000  £2,280  £1,425  £950  £3,600  £1,900  £760  £475  £500  £13,680 |
|  |  |  | £221,760 |

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| **Impact of Pupil Premium Spending 2017/2018** |
| 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 2018/19**  *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**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | **Attainment** | | | **Progress** | | |
| **Pupils** | | | | **Average Scaled Score (Re, Ma)Change** | | | **Average Scaled Score (Re, Ma)Change** | | |
|
|  | | **FSM6** | **Not FSM6** | **FSM6** | **Not FSM6** | **Gap** | **FSM6** | **Not FSM6** | **Gap** |
| Summary | All Pupils | 34 | 82 | 104.4 | 109.8 | -5.4 | 1.1 | 3.1 | -2 |
| Gender | Male | 23 | 48 | 103.5 | 109.1 | -5.6 | 0.7 | 2.9 | -2.2 |
| Female | 11 | 34 | 106.2 | 110.8 | -4.6 | 2 | 3.4 | -1.4 |
| DFE Prior Attainment | Higher attainers | 3 | 34 | 110.2 | 113.1 | -2.9 | -0.5 | 2.5 | -3 |
| Middle attainers | 27 | 36 | 104.2 | 107.4 | -3.2 | 1.9 | 3.7 | -1.8 |
| Lower attainers | 3 | 3 | 99.3 | 105 | -5.7 | -4.3 | 4 | -8.3 |
| SEN Group | SEN Support | 13 | 9 | 101.5 | 106.4 | -4.9 | -1.1 | 1.7 | -2.8 |
| EHC Plan | - | 3 | - | 100 | - | - | -4.5 | - |
| No SEN | 21 | 70 | 106.1 | 110.5 | -4.4 | 2.6 | 3.7 | -1.1 |
| Ethnic Group | White | 16 | 48 | 104.1 | 110.1 | -6 | 2.4 | 3.7 | -1.3 |
| Not White | 18 | 34 | 104.7 | 109.4 | -4.7 | 0 | 2.3 | -2.3 |

Pupil Premium Funding

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

Learning Mentor (LM) support £17.58 per hr

Teaching Assistant (TA) support £14.25 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 £35.63 per session

LM £43.95 per session

Total £79.58

Per pupil (6) £13.26

Teaching Assistant 1:1 £14.25 per hr

Teaching Assistant small group support (1:2) £7.13 per hr

Early Morning Group (TA)(1:4) £1.78 per child

8.30 am – 9am

Early Morning Group (Teacher)

8.30am-9am (1:4) £3.75 per child

Lunchtime Groups (TA) £3.75 per child

Homework Club (Teacher) £3.75 per child

Booster Groups pms £3.75 per child per session

Interpreter support

Teaching Assistant/ Site Staff £13.50 per hr

Teaching Staff (Senior) £45.00 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