

Pupil premium strategy statement

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	DANEMILL PRIMARY SCHOOL
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	15/08/2022
Date on which it will be reviewed	15/08/2023
Statement authorised by	T.LAWRENCE
Pupil premium lead	J. HICKINBOTTOM
Governor / Trustee lead	James Lewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,178
Recovery premium funding allocation this academic year	£13,900
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	£128,078

Part A: Pupil premium strategy plan

Statement of intent

Priority 1	<p>Our intent is to support the wellbeing of our disadvantaged pupils following the closing of schools & the impact of the COVID pandemic. There has been an increase in SEMH needs for our disadvantaged pupils which is impacting on learning needs and progress.</p> <p>Our implementation for improvement will be through our pastoral team that has been expanded to meet the SEMH & Wellbeing needs of our pupils & families. Through our delivery of Solihull Approach, Workshops and Triple P parenting programmes, parents will be supported to support their child.</p> <p>Delivery of Sensory Workshops and Therapies will then be conducted to ensure that our disadvantaged pupils are then ready to learn.</p>
Priority 2	<p>Our intent is to improve the academic achievement of our disadvantaged pupils.</p> <p>Our implementation for improvement will be through our bespoke disadvantaged team. They will ensure that bespoke interventions support the pupil's learning to close that the gap between disadvantaged and non-disadvantaged pupils. We will also implement a tutoring team to provide small group tuition and 1:1 tuition for our disadvantaged children. This will be in addition to the work of the disadvantaged team.</p>
<p>Research used to inform our priorities: EEF Reports: SEMH Report, Literacy and Numeracy. The Inclusive Classroom by Daniel Sobel and Sarah Alston Closing the Attainment Gap by Daniel Sobel</p> <ul style="list-style-type: none">•	

Challenges

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

Challenge number	Detail of challenge
1	Impact of not being in school during lockdowns on not being able to conform to expectations, behaviour for learning and the ability to socialise in larger groups at unstructured times etc.
2	Impact of not having access to equipment for online learning to support with catch-up programmes. The impact of parental support being unable to support with online learning.
3	Impact of SEMH because of the impact of COVID-19 as well as the impact of our changing demographic. Impact of increased SALT needs as a result of COVID-19 and inability to develop conceptual language due to nursery provision closures during the COVID-19 pandemic (not school). Impact of increased SEND and Pupil Premium. Impact of the attainment gap widening in conjunction with the challenges above.
4	Gaps in learning in core subject areas. Many of our disadvantaged pupils have been significantly impacted to a greater extent than for other pupils particularly within our GART Community. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations in core subjects.
5	Poor attendance

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 diminish the difference between the achievement of our PP pupils & our non PP pupils	Increase SS by at least 10 points. At least 4 pupils in each year group to move from WTS to EXS in a subject area.
For our PP pupils to be confident & happy at school. To have an improved self-image & to be positive about the future.	PP pupils report this during Pupil Voice interviews in Summer 2

Our families are more stable, confident & feel well supported	Parents of PP pupils report that things have improved as a result of the support from school
Increased attendance for our PP pupils	Attendance data will show an increase by Summer 2

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, 820.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full CPD Package for all school staff from trained therapists.	Staff are aware of the issues some of our pupil's face. The impact of ACEs is understood. Teachers can adapt their learning accordingly as well as link with the pastoral team for additional support. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	3
Appointed 2 Disadvantaged Intervention leads to run interventions solely targeted for disadvantaged children.	"High quality interventions can have a positive impact on the outcomes of struggling students." Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £10, 631.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group or 1-1 tutoring support for disadvantaged pupils on identified gaps in their learning	DFE School Led Tutoring Document	4

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

Budgeted cost: £ 110, 783.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Solihull Parents Group	<p>"I think this course is brilliant, I want to use the word life-changing as so much has changed in such a short time."</p> <p>Parent Voice from 2020 – 21.</p>	5, 2, 1
Sensory Workshops	<p>Reports from wider agencies for specific children cite sensory workshops as being a suitable intervention to support our children.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	3, 1
Pastoral support for individuals / groups of pupils on a daily basis – Needs met	<p>Developing pupil's metacognition & self-regulation ~ very high impact</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	3, 5, 1
SALT as part of school team	<p>Oral language interventions ~ Very high impact</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4

Total budgeted cost: £ 149, 235.22

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.

Solihull course hosted. Only 3 parents participated. Feedback was very positive & parents reflected on how the course had impacted on their management of their child's behaviour. The children of these parents all moved up a level – 2 WTS became EXS & 1 went from EXS to GDS.

Sensory workshops were delivered to 84 pupils across the school. The sessions were thoroughly enjoyed by all pupils. Pupils overcame fears regarding their sensory awareness and this led to improvements in their S&D scores & ELQ scores. (See whole school trackers)

Pastoral team supported many pupils & families during the academic year. This has resulted in 7 pupils transferring to specialist provision to ensure that their needs are properly catered for. This is reflected in the S&D / ELQ scores also.

All pupils that were supported by our in-school SALT made good (some outstanding) progress. This can be evidenced through the TOMs scores on their individual SALT plan.

Full breakdowns on improvements with attainment & progress are available to view & will be shared with our Advisory Board during our first meeting of the academic year.

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
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.