

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	Dane Royd J&I School
Number of pupils in school	317 UFS to Y6
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clare Kelly Headteacher
Pupil premium lead	Clare Kelly Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,512
Recovery premium funding allocation this academic year	£6525
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	£83,037

Part A: Pupil premium strategy plan

Statement of intent

The key principles of our Pupil Premium plan are to enable all children at Dane Royd School to thrive. The whole school staff believe that being able to read is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, our children develop communication skills for education and for working with others: in school and later in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This is why all our school staff are committed to continuing to raise standards of literacy for all.

Pupils who fail to learn to read early on start to dislike reading. Our aim is to ensure that pupils keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, we will use extra efforts to provide children with extra practice and support from the beginning.

We have identified that as a result of Covid many of our children in UFS and Year 1 have learning gaps and lack school experience and we have therefore targeted these year groups with additional staff to support early reading and language development skills.

A major part of our pupil premium strategy is to use of English and Phonic Leads in school to develop a new strategy for reading underpinned by CPD completed through the Jerry Clay English Hub on the Reading For Pleasure project and using the DfE Reading Framework guidance. This is a long term project that will show impact over the next three years.

In addition our EYFS Lead will work directly with an LA EYFS consultant to evaluate the effectiveness of our revised provision in line with the revised EYFS Framework. We will be evaluating the introduction of NELI and our Early Reading Strategy.

Both our focus on reading and high quality EYFS provision are written into our school development plan this supports our whole school determination for all children to thrive in our school.

Challenges

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

Challenge number	Detail of challenge
1	44.8% of the children eligible for Pupil Premium have current or former support / involvement from Local Authority Early Help services or Social Care
2	29% of the children eligible for Pupil Premium have SEN
3	Current Attendance (Sept-Nov 2021) PP Children vs Non-PP 94%vs 94% (overall 94%) (Wakefield 91% 23/11/21) Persistent absence: 8% PP vs 14% of Non-PP (overall 16%)

4	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident from entry in our Nursery and Reception children.</p> <p>8 out of the 14 disadvantaged children in UFS are below expected attainment in speaking.</p> <p>School uses interventions and assessments to close the language gap by the end of KS2. (Bedrock, NELI, SALT referrals)</p>
5	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Out of the 14 disadvantaged children in UFS, 10 of them are working below expected progress) Additional interventions and support have been implemented to close the gap as quickly as possible.</p>
6	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p> <p>Early assessments show disadvantaged children entering Nursery have lower starting points in their early reading in comparison to previous years and their non-disadvantaged classmates. (%typical and above - non-disadvantaged: 58% vs disadvantaged at 50%)</p>
7	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 19 pupils (16 of whom are disadvantaged) currently require additional support with social and emotional needs, with 7 (7 of whom are disadvantaged) receiving small group interventions.</p> <p>Transition to Secondary school in Summer 2021, identified more pupils than normal needing mental health support as part of their transition experience. 7 pupils were identified as needing mental health support for transition, 6 of which were disadvantaged pupils.</p> <p>Additional time has been allocated for the CIC Lead to further support identified children through 1:1 enrichment activity weekly. This provides enrichment opportunities for these children whilst building a relationship with the link teacher.</p>

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 oral language skills and wider vocabulary usage among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>Improved reading attainment among all pupils and in particular disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that 80% of disadvantaged pupils met the expected standard. (Disadvantaged 2019 national data in reading – 68%)</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils including Children in Care and Post-adoption children.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • early identification of children with adverse childhood experiences and provision of support • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being 0%. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 5% lower than their peers. • Outcomes to take account of Covid related absences and implementation of local and national restrictions

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: £42,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 2 nd year support programme for Read Write Inc which is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	5,6
Purchase of Oxford Owl to support the teaching of our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	5.6
Release time for Phonics Leader to provide weekly training to all staff delivering RWI and monitor pupil progress.	Carefully monitoring progress ensures that phonics programmes are responsive and provide extra support where necessary. Phonics Toolkit Strand Education Endowment Foundation EEF	5.6
KS1 TAs weekly release time to plan for RWI Phonic teaching sessions UFS TAs daily release time to plan for RWI Phonic teaching sessions	Careful planning for progression ensures that phonics programmes are responsive and provide extra support where necessary. Phonics Toolkit Strand Education Endowment Foundation EEF	5.6
Additional teacher employed in UKS2 to release the experienced teacher to teach groups of 12 children in UKS2 in core subjects. This in turn reduces the over all class size of UKS2. The small group targets children who fell behind predicted outcomes due to Covid. <i>Focus on high quality individual feedback to pupils</i>	Research suggests that significant effects of reducing class size are not seen until the number of pupils has decreased substantial (to fewer than 20 or even 15 pupils). Crucially, a reduction in class size is only likely to be effective if it permits teachers to change their teaching approach to the extent that this changes the learning behaviours of pupils. High quality implementation of reducing class size might consider: <ul style="list-style-type: none">Additional opportunities to provide feedback on pupils	5,6

	<ul style="list-style-type: none"> • Time for high quality interaction between pupils and teachers e.g. modelling approaches closely with pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size 	
<p><i>English Leader to complete Reading for Pleasure CPD 1 year course through the Jerry Clay Reading Hub.</i></p> <p><i>Reading Leader to establish a reading working party to implement a revised approach to reading with a focus on the Reading Framework.</i></p> <p><i>Reading Working Party to develop the teaching and resourcing of reading for all pupils and provide CPD for all school staff.</i></p> <p><i>Reading Working Party to work with staff to identify resources required to create mini libraries in each class that will support the reading for pleasure initiative.</i></p>	<p>Reading skills are the fundamental building blocks of a rounded education; they open up a world of discovery. In young children, the increased use of vocabulary improves their ability to communicate and to understand the world. Learning to read accelerates this process of growth. In short, learning to read soon transforms into reading to learn. This is firmly recognised by Ofsted, which states within its School inspection handbook that: “During all inspections of infant, junior, primary and lower-middle schools, inspectors must focus on how well pupils are taught to read as a main inspection activity.” The critical years are in Reception and Year 1, when children have their first experience of structured education, and it is for these year groups that additional support was launched in the form of English Hubs. The Department for Education (DfE) stresses the importance of these Hubs, which “promote a love of reading and help schools provide excellent teaching in phonics and early language”.</p> <p>The National Literacy Trust reports that; While research conducted in May and June 2020 found that children’s enjoyment of reading increased overall during the first lockdown (from 47.8% pre-lockdown to 55.9% post-lockdown), reading enjoyment levels in early 2020 were at the lowest we have recorded since we began surveying children and young people in 2005. In addition, during lockdown, some children reported that a lack of access to books , a lack of quiet space at home and a lack of school/peer support had negatively affected their ability to read and their motivation to read for enjoyment.</p> <p>Our Reading for Pleasure CPD will provide a clear context for helping to tackle disparities in reading enjoyment caused by the pandemic and help to drive an improved reading culture across our school.</p>	5,6
<p>Purchase of the EYFS LA SLA to allow expert support for EYFS team to develop our EYFS setting under the revised EYFS Framework.</p>	<p>The EPPSE study (a longitudinal study assessing children’s development) found that children attending a high-quality pre-school showed an effect on attainment at the end of primary school when compared to those attending lower quality pre-school. High-quality provision is likely to be characterised by:</p> <ul style="list-style-type: none"> • positive, purposeful interactions between staff and children; • activities that support children’s language development; • the development of early number concepts, and self-regulation. 	4,5,6

	Effective Pre-School, Primary and Secondary Education https://www.ucl.ac.uk/ioe/research-projects/2020/sep/effective-pre-school-primary-and-secondary-education-project-eppse	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,610.50

Activity	Evidence that supports this approach	Challenge number (s) addressed
Purchase of a programme to improve vocabulary skills for disadvantaged pupils who have relatively low vocabulary skills language skills.	Building vocabulary and language interventions can have a positive impact on pupils' language skills. Approaches that focus on vocabulary and reading comprehension show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?educationendowmentfoundation.org.uk	2,5,6
Delivery of NELI programme in UFS- Training Teaching Assistants to support early language development	Children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating. Children who received the NELI programme made the equivalent of two additional months' progress in early word reading, on average, compared to children who did not receive NELI, in addition to four additional months' progress in language skills. EEF Evidence https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1 This programme is funded via the government's national Covid Recovery Programme but is integral to our 3 year Pupil Premium strategy.	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	5,6

by full time specialist Reading TA in KS1		
<i>Lexia Core5</i>	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p> <p>Exploratory analysis suggests that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=lexia</p>	5,6
<i>Fresh Start</i>	<p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school</p> <p>https://tinyurl.com/ttpwhnj3</p>	2,5,6
Use TAs to deliver high quality one-to-one and small group support using structured interventions	<p>Employment of Qualified Teacher as a TA in UFS full time to deliver structured interventions.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>https://tinyurl.com/axx6x8nd</p>	2,4,5,6
Provide a programme of school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,5,6

tutoring will be disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The school has an AHT in post with responsibility for behaviour and attendance, they complete weekly tracking of attendance along with EWO monitoring and a first day response from attendance officer.</i></p> <p>AHT responsible for programme of rewards for positive behaviour.</p> <p>AHT and DHT to be part of working party to review Feedback and Marking Policy</p>	<p>A wide range of behaviour interventions, including a positive school ethos and universal programmes to minimise poor behaviour across the school (+3 months progress) EEF Evidence</p> <p>Improving the quality of all forms of feedback to inform student progress through staff CPD and the implementation of a new marking policy (+8 months progress) EEF Evidence</p>	3,7
Homework is set regularly to provide stretch, challenge as well as embed key knowledge	The average impact of homework is positive across both primary and secondary school. (+3 months progress in primary)	6
Ensuring peripatetic music lessons and other activities are also available to PP children so that they can make the most of extracurricular activities	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,7
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and</p>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1,7

<p>supported by professional development and training for staff.</p> <p><i>Direct support for CIC pupils from CIC lead (40 hours per year)</i></p> <p><i>Direct support for CIC pupil from Learning Support Assistant on emotional well-being- 20 hours direct support</i></p>	<ul style="list-style-type: none"> • EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) 	
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Total budgeted cost: £ 83,597 – this is the estimated pupil premium amount for this academic year and the recovery premium funding.

This allocation is in addition to funds from the main school budget that support the school development plan priorities and the teaching of all pupils.

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.

- Due to Covid and lockdown many of the planned outcomes have not been achievable as children have not been in school. In particular this has impacted on the high quality support from the Speech Therapist employed by school. Due to Covid she was unable to work in school due to shielding (8th March onwards). The NHS service have provided a temporary replacement for the Summer Term.
- The school signed up to the national tutoring program giving access to 15 Y6 pupils to have 1:1 Tuition online during spring term and 15 Y5 during summer term. 9/30 were PP children.

Third Space Learning Report

- 30 Pupil completed 1390 learning objectives (Y6 587) (Y5 803)
- 30 pupils have had 246 hr of teaching (Y6 114) (Y5 132)
- Enjoyment of the sessions is up from 40% to 87%. Y5 children were keener to take part in online tuition.
- A rating of 4.4 / 5 in terms of usefulness from Y5 pupils
- 12/15 Y5's achieved Age Related expectations in recent assessment and 2 achieved GD
- Small group tuition delivered by teachers was planned for spring term was postponed until the summer term. All children who participated in school led tutoring made progress from their starting points, tutors were able to share learning gaps with the new class teacher as part of our robust transition procedures.
- Middle leaders completed a tracking document to monitor Pupil Premium pupil engagement in home learning. Where Pupil Premium children were found not to engage staff made daily phone calls to the families. Staff also made door step visits to complete welfare / well-being checks and deliver bespoke learning packs if online engagement was limited.

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
Read Write Inc	Oxford University Press
Bedrock	Bedrock

Lexia	Lexia Learning Systems

Service pupil premium funding (optional)

We did not receive service premium funding

Further information (optional)

As a school we recognise that we have a higher than average number of pupils with SEND. 29% of our Pupil Premium eligible children have SEND. Some of our children with SEND without an EHCP require significant intervention including additional staffing. This is funded through our main school budget. Without this prioritising of funding we would not be able to deliver the high quality support and level of intervention that we do.

Our approach of same day intervention on attendance is funded through the main school budget this year. We have previously funded this approach through Pupil Premium and it has been successful. Due to the level of attendance monitoring required in response to daily absences from suspected and confirmed Covid cases, we have decided to fund this role through the main school budget.

We have appointed our AHT in the role of SENCO and have organised our staffing to release the AHT of class teaching duties 2.5 days per week, allowing for dedicated non teaching time in his role as Inclusion lead. The AHT role encompasses inclusion, attendance, SENCO and behaviour. The non-teaching time allows the AHT to complete specific work for Pupil Premium children with SEND as well as non-pupil premium.

The school will continue to identify funding requirements to support the Reading Framework requirements and our Reading for Pleasure programme. This funding may be in addition to Pupil Premium grant money.

Due to high proportion of children eligible for Pupil Premium who have had or currently having social care or early help support the school has identified the need to have three staff members trained as Designated Senior Leads for Safeguarding. The workload is considerable, with the Headteacher non-classed based, the DHT released 2.5 days per week and a middle leader released as required to manage the workload. These posts are funded through the main school budget but are key to supporting our children with vulnerabilities.