

What will we use our funding for in 2019/20?

The amount of allocated funding for 2019-20 is £1320.00 per child therefore Dashwood Banbury Academy will receive approximately £116,000 in total to enhance and support the opportunities for this identified group of children. In order to narrow the gap between groups, our key priorities for the year 2019/20 are as follows:

Key Priorities	Success Criteria
To ensure pupils make positive progress across the curriculum especially from KS1 to the end of KS2 and for those who are disadvantaged and/or higher attaining.	100% of pupils make at least expected progress over the year and Key Stage in RWM. 90% of pupils make at least expected progress in all other curriculum subjects.

Barriers to learning

In school barriers to future attainment:

- Passive learning behaviours of some children
- Low expectations of themselves as learners.

The specific actions to reduce the barriers to academic achievement:

- Aspirations curriculum focuses on increasing children's engagement in their learning
- Careers days/weeks
- Pupil voice allows children and adults to discuss their likes/dislikes and interests both inside and outside of school
- Guiding Principles- self-worth being at the heart and raising sense of accomplishment.

External barriers to future attainment:

- In some cases home support and parental engagement is a barrier especially in homework and reading
- Parent aspirations for themselves and their children and the local community
- Attendance for the FSM
- Health needs e.g oral health and poor diets.

The specific actions to reduce the barriers to academic achievement:

- Use the challenge and engagement tool to inspire, motivate and accelerate learning
- Weekly attendance analyses: letters, parent contracts set up with attendance targets. The inclusion and Welfare manager will hold meetings with parents as soon as attendance figures drop

- Attendance assemblies and rewards
- Parent lesson observations and workshops to engage parents and carers in their child's learning
- Homework club targeting specific children who need extra support
- Increasing the Chances of Success Meetings ,using a new and specific format for each year group, to discuss future aspirations of their children and share with parents supportive ideas
- Leadership and Responsibility condition for learning focuses on careers, dealing with money and the importance of money to support their future plans
- Healthy Schools Fair to give advice and support in key areas
- Homework activities are completed in school with support
- New reading planning to engage children and develop oracy skills
- Regular parents and pupil voice to identify areas of need and support
- Volunteers to support 1-1 readers.
- Pixl APP to support times tables

Specific provisions we will put into place in order to meet our objectives for 2019/2020							
Intervention / Strategy	Objective	Key Actions	Lead Person	Estimated Cost	Mid Year Impact Report	Intended impact	Keep for next year
Disadvantaged Attendance and punctuality	To ensure the attendance of all disadvantaged children is in line with National	<ul style="list-style-type: none"> • Robust fortnightly attendance and behaviour data tracking and discussions in SLT and Leadership meetings • Attendance and punctuality letters/ meetings with parents/parent contracts • Exciting and engaging curriculum to encourage good attendance • Punctuality initiatives e.g attendance clock and rewards • Use OCC to fine where appropriate 	Mrs Nesbitt and Miss Gooch	£1000	<p>Gap at 2%. Due to welfare and SEND medical appointments</p> <p>What are we doing? Providing transport daily, clothing and in support.</p>	<p>Disadvantaged pupils to attend school on time, regularly and in line with national averages for all pupils. Pupils will feel confident, excited and well-prepared about their learning.</p> <p>Target: The gap will have narrowed between the attendance of disadvantaged children and non-disadvantaged children</p> <p>Target: Lateness figures for the disadvantaged pupils will show 50% reduction</p>	Yes
Disadvantaged pupils working at greater depth	To raise aspirations and learning opportunities for higher attaining disadvantaged pupils	<ul style="list-style-type: none"> • Make links with Northampton or Oxford university • AG to work with year 5 and 6 DA pupils on a project incorporating 21st Century Skills • Year 5 and 6 DA children to attend 	Miss Gooch		<p>2 DA pupils attended Parliament</p> <p>Set up new DA GD reading group</p>	<p>Pupils and families believe they can do well in the future and achieve challenging personal goals. Pupils will have had the opportunity to visit universities and places of work, being immersed in rich learning opportunities by professionals and experts.</p>	Yes

		Norbar events and Formula E				Target: 90% + reach their FFT 20 targets and 100% of pupils will take part in career opportunities	
Accelerated Reader programme	To improve reading fluency to develop confident and motivated independent readers	<ul style="list-style-type: none"> • Purchase programme • Training for staff • Test and track reading fluency and set appropriate intervention and support 	Mrs Gordon-Weeks	£3000	<p>All children have been assessed and are reading appropriate level books 95% of children have increased their reading raw scores overtime.</p> <p>8/19 DA children would have passed the reading test already. 8 children are not expected to pass the test. (see separate raw score sheet)</p> <p>Next: Track DA children to ensure the are moving appropriately onto the next book</p>	<p>For Disadvantaged pupils attainment in reading to be in line with their peers nationally; develop a love of reading books and have good levels of reading comprehension.</p> <p>Target: 90%+ make accelerated progress in reading</p>	Yes Action: Add Lexia
Development of a strong Reading culture	To ensure the teaching of reading is systematic and high quality	<ul style="list-style-type: none"> • Staff CPD internal and external experts • Purchase of non-fiction books to support the curriculum • Invite parents to a library session after school with their child • Parent workshops 	Mrs Gordon-Weeks	£2000	<p>Books have been checked in classrooms to ensure they are age and level appropriate. Fiction and Non-fiction books have been purchased. New Reading Long term scheme of work has been developed and has been used to plan term 3. Content domains have been planned for. Reading spine has been developed for all year groups.</p>	<p>For pupils to be immersed in a range of high quality texts, appropriate for their age; pupils confidently use a range of reading strategies and can talk confidently about their favourite books.</p> <p>Target: Pupil Voice Before and after Reading data 90% reach FFT 20 targets</p>	Action: change to supporting parents
Breakfast Club	To provide FSM, school refusing and children with social and emotional needs with breakfast every day from 8.00am to 8.30am ensuring a stable start to the day.	<ul style="list-style-type: none"> • Offer free places to all DA • Provide familiar staff, activities and food to promote healthy lifestyles 	Mrs Gordon-Weeks	£1900	14% attendance March 2020	<p>Increased punctuality and attendance percentage for all. Provide support for families who need to go to work and a safe, purposeful environment for positive social interactions and healthy dining.</p> <p>Target: Increase % attending breakfast club from previous year (see attendance target above)</p>	Yes

No limits Curriculum and New pedagogy model	To increase engagement in lessons, progress and attainment	<ul style="list-style-type: none"> • Training for staff • Planning documents to reflect challenge • Use of pedagogy model documentation • Sharing of good practice and reflection of learning through the use of IRIS 	Mrs Gordon-Weeks	£500	Curriculum is in the development stage. All classes are using No limits model. All topics have a driving question and clear outcome to learning.	Raise standards of teaching and levels of engagement of pupils. Target: At least 90% + reach at least FFT 50 combined targets 0% low level disruption in lessons by DA	Action: Training staff on guided teaching, Tasc Wheel and coaching
PiXL assessment, resources software and consultancy	To equip teachers and children with the skills and resources needed to reach their full potential.	<ul style="list-style-type: none"> • Key Marginal pupils identified on plans • PiXL core group and year group meetings focusing on key marginal pupils • SLT focused learning walks. 	Mrs Rogers	£5000	Year 6 interventions. Key marginals have been identified.	Staff will feel empowered and confident about identifying the needs and next steps for their disadvantaged children. All disadvantaged pupils will make expected progress from their starting points. Target: At least 90% + reach at least FFT 50 combined targets Interventions show that 90% Disadvantaged pupils involved will make accelerated progress and 100% make at least expected progress.	Yes
Speech and Language Intervention	To work with other agencies to provide personalised targets to support their learning.	<ul style="list-style-type: none"> • Liaise with other agencies • complete assessments • Set and track target 	Mrs Chew and Mrs Houlihan	£2000	22 DA children have had speech and language interventions working on individual targets up until March 2020	Children will receive personalised programmes to support their specific needs. Target: 100% DA involved in interventions make accelerated progress	Yes
Forest School and gardening	To provide 'Awe and Wonder' life experiences that develop independence, confidence and resilience.	<ul style="list-style-type: none"> • Provide further resources to provide further learning in forest school • Staff time to train • Run a year round gardening club and link to curriculum 	Miss Gooch	£1500	All children have access to Forest school and gardening is apart of extracurricular activities to support their social and emotional development "I love the mud kitchen and puddles" " I love using the tools to dig" "I can play with my friends"	Children will experience farm life over the year and see the changes. They will be hands on and help with farm duties. Gardening and forest school is plotted out in the curriculum Target: pupil voice (before/after)	Yes
Support to attend extracurricular	Financial assistance for FSM families towards attending extra-curricular clubs and activities.	<ul style="list-style-type: none"> • opportunities inside and outside school including competition • Offer Children's University Passport for 	Mrs Nesbitt	£16,000	Adapt this target to say 3 a year 75% of DA pupils Year 1 to 6 have attended 1 or more extra	Increased engagement in school and positive contribution to their physical, emotional, social well-being.	Yes and increase

activities, trips, careers opportunities and life experiences		<p>Key Stage 1 and 2 which encourages children to take part in activities outside of school which they can gain credits for</p> <ul style="list-style-type: none"> • We will continue to link with our secondary academy partners, Banbury Academy and Space Studio Banbury, to provide challenging enrichment opportunities • We will provide pupil leadership opportunities including peer mentoring, lead learners and head pupil rolls • Take part in community events • Track and prioritise attendance in after school clubs 			<p>curricula/experience activities</p> <p>56% of DA have attended 2 or more extra curricula clubs</p>	<p>Target: 100% of disadvantaged pupils will have accessed at least one extra curricular club/experience each term.</p>	
Interventions with HLTAs and TAs	<p>To provide focused 1-1 tuition and small group intervention; we will provide this before and after school. Targeted support to increase engagement and active learning in lessons.</p>	<ul style="list-style-type: none"> • Children will attend therapy sessions based gaps in their learning • Pre and post assessments • Staff training • Setting and tracking targets • Planning, delivering and evaluating interventions • Booster groups - before school. 	<p>Mrs Gordon-Weeks and Miss Gooch</p>	<p>£20,000</p>	<p>All key marginals identified at the beginning of the year have had interventions in a small group or 1-1 interventions</p>	<p>Increased engagement in lessons for children who need to make accelerated progress. Pupils develop stamina, independence and resilience to achieve personal targets and are well prepared for the next stage of learning.</p> <p>Target: 100% of pupils demonstrate increased engagement in lessons and their learning. (Pupil voice and pre and post assessments)</p>	<p>Yes</p>
Welfare and Inclusion Officer	<p>The welfare and inclusion officer liaises with families offering support and guidance with issues including attendance, student health, family problems, finances, homework and friendships.</p>	<ul style="list-style-type: none"> • Completing early help assessments for families • Attending multi agency meetings • Supporting children in class and 1-1 time • Offering advice and guidance to staff • Place 2 Be training 	<p>Mrs Nesbitt</p>	<p>£15,000</p>	<p>We have worked with 28 families this year to provide guidance and support with a number of welfare concerns.</p>	<p>Pupils and families well-being is supported effectively to ensure they are ready for learning and positive parental engagement. Specialist guidance and support will be given and resolutions to issues faced.</p> <p>Target: Disadvantaged attendance will be in line or above whole school</p>	<p>Yes</p>

Change for Life	To educate children in making healthy life choices in an afterschool club lunchtimes including training.	<ul style="list-style-type: none"> Supporting parents with healthy life choices Provide resources 	Miss Gooch	£2000	Planned for summer term	All children to make healthier life choices and be more aware of the importance of a healthy lifestyle. Target: pupil voice (before/after)	Yes: move to next year
Year 4 Class music lessons- the cello and violin	To enable children to have a collective musical experience.	<ul style="list-style-type: none"> We will provide music and drama opportunities to raise self- esteem Fund 1-1 music lessons 	Miss Schult	£300	Started in January - one class completed by february - "It was really different, I had never seen a cello before- I liked playing together with my whole class"	To develop confidence, resilience and perseverance when trying some new and different. To feel a sense of accomplishment from a shared experience. Target: pupil voice (before/after) Target: 100% of Disadvantaged pupils to perform in a concert to parents/carers at the end of the sessions	Yes
Support for School Uniform	To provide financial assistance for FSM families towards school uniform costs.	<ul style="list-style-type: none"> All staff to maintain high expectations for uniform for all pupils Purchase uniform for those who need it Provide uniform, daily, to those who enter school without the correct uniform from the Treehouse 	Mrs Jakeman	£300	Purchased school uniform	For disadvantaged families, as needed, to ensure all children feel like they belong Dashwood and are properly equipped for school. Target: 100% of children wearing the correct school uniform at all times	Yes
Links with the Story Museum in Oxford	Provide children with a cultural experience in a vibrant and exciting city linked with many authors.	<ul style="list-style-type: none"> Attend and deliver the Arts award programme linked to the story museum 	Mrs Bunn	£500	We were not able to access	All children in year 6 will work towards their Bronze level arts award and be immersed in high quality engagements with authors and artists Target: Disadvantaged pupils to play an active role in achieving award. Pupil voice	No
OTSA Writing and Maths projects	Improving outcomes in writing and maths for disadvantaged students at key stage two through improving teachers' subject knowledge.	<ul style="list-style-type: none"> Training for staff Liaise and work alongside SLEs Provide resources Quality first teaching with a greater emphasis with working with DA pupils Additional teacher support in key year groups 	Mrs Chew, Mr Pearson and Mrs Gordon-Weeks	£2000	See data sheet	To gain strategies to support students to make accelerated progress and reach their full potential. Target: 90% make at least FFT 50 targets in RWM	No but will be doing the Maths Hub

Interventions with senior leaders	To improve outcomes for pupils in reading, writing and maths	<ul style="list-style-type: none"> Set up, deliver, track and evaluate Liaise with class teachers and leaders 	Mrs Rogers	£30,000	See data sheet of current results	To diminish the gap between DA and others by the end of KS2. Target: To decrease the gap from 35% to less than 15%	Yes
Protective behaviours and mental well being nurture support	To enable pupils to feel safe and emotionally ready to learn.	<ul style="list-style-type: none"> Staff training on the new behaviour policy Set up, deliver, track and evaluate 1-1 sessions with pupils Attend TAFs, EHA and safeguarding meetings/reviews Monitoring 	Mrs Nesbitt	£7,000	27 Children were seen regularly for protective behaviour sessions from September 2019 to March 2020. Staff made contact with children throughout the lockdown period even through google meetings to provide support when not at school.	To decrease behaviours linked to emotional well being and pupils are able to articulate their thoughts and feelings in a safe environment. Target: Pupil and parent voice. Decrease in behaviour incidents related to emotional well being.	Yes
Quality first teaching	To ensure disadvantaged pupils are a priority for all classes	<ul style="list-style-type: none"> Hold an 'Increasing the chances of success meeting' with all children who are receipt of the Pupil Premium. Our marking a feedback policy consistency marks the disadvantaged books first and there is evidence of more tier 3 feedback with clear next steps All children's key worker in reception is a teacher; observations will be carried out more frequently Guided Teaching CPD; ensure DA are a priority for guided teaching on a daily basis Internal staff to cover lessons in order to provide quality teaching so no external supply staff are required. 		£7,000	See data sheet	All staff to have a greater awareness of their disadvantaged children's needs; gaps are targeted and parents are involved in supporting their learning needs. Target: By Year 6 the gap is seen to be diminishing in all subjects, combined and at greater depth level. In all year groups any gaps seen, narrows over the year.	Yes
Total intended spend on specific provision:				£117,000			

The date of the next Pupil Premium strategy review is 19th September 2020