

## What will we use our funding for in 2018-19?

The amount of allocated funding for 2018-19 is £1320.00 per child therefore Dashwood Banbury Academy will receive approximately £135,000 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 2018-19 are as follows:

Key Priorities	Success Criteria
<b>To ensure pupils make substantial progress across the curriculum especially from KS1 to the end of KS2 and for those who are disadvantaged and/or higher attaining.</b>	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 2018/2019**

<b>Intervention/ Strategy</b>	<b>Objective</b>	<b>Key Actions</b>	<b>Lead Person</b>	<b>Estimated Cost</b>	<b>Intended impact</b>
<b>Breakfast Club</b>	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"> <li>• Offer free places to all DA</li> <li>• Provide familiar staff, activities and food to promote healthy lifestyles</li> </ul>	Mrs Gordon-Weeks	<b>£1900</b>	<b>Increased punctuality and attendance % for all. Provide support for families who need to go to work.</b> <b>Target: &gt;96.3% whole school, including DA</b>
<b>The Challenge and Engagement Toolkit</b>	Use the challenge and engagement tool to inspire and motivate children.	<ul style="list-style-type: none"> <li>• Training for staff</li> <li>• Planning documents to reflect challenge</li> </ul>	Mrs Gordon-Weeks	<b>£500</b>	<b>Raise standards of teaching and levels of engagement of pupils.</b> <b>Target: 0% low level disruption in lessons by DA</b>
<b>PiXL assessment, resources software and consultancy</b>	To equip teachers and children with the skills and resources needed to reach their full potential.	<ul style="list-style-type: none"> <li>• Key Marginal pupils identified on plans</li> <li>• PiXL core group and year group meetings focusing on key marginal pupils</li> <li>• SLT focused learning walks.</li> </ul>	Mrs Rogers	<b>£5000</b>	<b>Staff will feel empowered and confident about assessing the needs of their children and be able to identify For all disadvantaged children to make expected progress where every their starting points.</b> <b>Target: There will be no gap between the disadvantaged children for greater depth and for expected level the gap will have narrowed to &lt;10 at the end of key stage 2.</b>
<b>Speech and Language Intervention</b>	To work with other agencies to provide personalised targets to support their learning.	<ul style="list-style-type: none"> <li>• Liaise with other agencies</li> <li>• complete assessments</li> <li>• Set and track target</li> </ul>	Mrs Chew and Mrs Houlihan	<b>£2000</b>	<b>Children will receive personalised programmes to support their specific needs.</b> <b>Target: 100% DA involved make accelerated progress</b>
<b>Forest School</b>	To provide 'Awe and Wonder' life experiences that develop independence, confidence and	<ul style="list-style-type: none"> <li>• Provide further resources to provide further learning in forest school</li> </ul>	Miss Gooch	<b>£500</b>	<b>Children will experience farm life over the year and see the changes. They will be hands on and help with farm duties.</b>

	resilience.	<ul style="list-style-type: none"> <li>• Staff time to train</li> </ul>			<b>Target: pupil voice (before/after)</b>
<b>Support to attend extracurricular activities, trips, careers opportunities and life experiences</b>	Financial assistance for FSM families towards attending extra-curricular clubs and activities.	<ul style="list-style-type: none"> <li>• opportunities inside and outside school including competition</li> <li>• Offer Children's University Passport for Key Stage 1 and 2 which encourages children to take part in activities outside of school which they can gain credits for</li> <li>• We will continue to link with our secondary academy partners, Banbury Academy and Space Studio Banbury, to provide challenging enrichment opportunities</li> <li>• We will provide pupil leadership opportunities including peer mentoring, lead learners and head pupil rolls</li> <li>• Take part in community events</li> <li>• Track and prioritise attendance in after school clubs</li> </ul>	Mrs Nesbitt	<b>£16,000</b>	<b>Increased engagement in school and positive contribution to their physical, emotional, social well-being.</b> <b>Target: pupil voice (before/after)</b>
<b>Interventions with HLTAs and TAs; Maths Specialist Teacher</b>	To provide focused 1-1 tuition and small group intervention; we will provide this before and after school. Targeted support to close the gap in progress and attainment.	<ul style="list-style-type: none"> <li>• Children will attend therapy sessions based gaps in their learning</li> <li>• Pre and post assessments using PiXL resources</li> <li>• Staff training</li> <li>• Setting and tracking targets</li> <li>• Planning, delivering and evaluating interventions</li> <li>• Booster groups - before school.</li> </ul>	Mrs Chew	<b>£50,000</b>	<b>Increased progress in Maths and Literacy for children in all year groups for children who need to make accelerated progress.</b> <b>Target: 100% DA involved make accelerated progress</b>
<b>Welfare and Inclusion Officer</b>	The welfare and inclusion officer liaises with families offering support and guidance with issues including attendance, student health, family problems, finances, homework and friendships.	<ul style="list-style-type: none"> <li>• Completing early help assessments for families</li> <li>• Attending multi agency meetings</li> <li>• Supporting children in class and 1-1 time</li> <li>• Offering advice and</li> </ul>	Mrs Nesbitt	<b>£6000</b>	<b>Increased parental engagement and resolutions to issues faced.</b> <b>Target: DA attendance in line or above whole school</b>

		guidance to staff			
<b>Inspire Maths Programme</b>	To provide a 'Mastery Maths' programme that provides challenge, progression and assessments.	<ul style="list-style-type: none"> <li>• Purchase resources to track mathematical awareness</li> </ul>	Mrs Chew	<b>£1000</b>	<b>Accelerated progress and attainment in maths and increased engagement.</b> <b>Target: KS2 RWM 81% and 19% Greater Depth</b>
<b>Change for Life</b>	To educate children in making healthy life choices in an afterschool club lunchtimes including training.	<ul style="list-style-type: none"> <li>• Supporting parents with healthy life choices</li> <li>• Provide resources</li> </ul>	Miss Gooch	<b>£2000</b>	<b>All children to make healthier life choices and be more aware of the importance of a healthy lifestyle.</b> <b>Target: pupil voice (before/after)</b>
<b>Class music lessons- the cello and violin</b>	To enable children to have a collective musical experience.	<ul style="list-style-type: none"> <li>• We will provide music and drama opportunities to raise self- esteem</li> <li>• Fund 1-1 music lessons</li> </ul>	Miss Schult	<b>£300</b>	<b>To develop confidence, resilience and perseverance when trying some new and different. To feel a sense of accomplishment from a shared experience.</b> <b>Target: pupil voice (before/after)</b>
<b>Support for School Uniform</b>	To provide financial assistance for FSM families towards school uniform costs.	<ul style="list-style-type: none"> <li>• Purchase uniform for those who need it</li> </ul>	Mrs Jakeman	<b>£300</b>	<b>For disadvantaged families as needed to ensure all children feel like they belong to Dashwood.</b> <b>Target: DA attendance in line or above whole school</b>
<b>Links with the Story Museum in Oxford</b>	Provide children with a cultural experience in a vibrant and exciting city linked with many authors.	<ul style="list-style-type: none"> <li>• Attend and deliver the Arts award programme linked to the story museum</li> </ul>	Miss Schult	<b>£500</b>	<b>All children in year 6 will work towards their Bronze level arts award.</b> <b>Target: DA play active role in achieving award</b>
<b>Stepping Stones Literacy Intervention</b>	To provide SEN and EAL intervention for phonics and vocabulary.	<ul style="list-style-type: none"> <li>• Deliver the programme</li> <li>• Track progress</li> </ul>	Miss Gooch	<b>£1000</b>	<b>Increased confidence and skills for decoding, phonological awareness and vocabulary.</b> <b>Target: DA gap in year 3 will have decreased</b>
<b>OTSA Writing and Maths projects</b>	Improving outcomes in writing and maths for disadvantaged students at key stage two through improving teachers' subject knowledge.	<ul style="list-style-type: none"> <li>• Training for staff</li> <li>• Liaise and work alongside SLEs</li> <li>• Provide resources</li> <li>• Quality first teaching with a greater emphasis with working with DA pupils</li> <li>• Additional teacher support in ley year groups</li> </ul>	Mrs Chew and Mr Pearson	<b>£4000</b>	<b>To gain strategies to support students to make accelerated progress and reach their full potential.</b> <b>Target: KS2 RWM 80%</b>
<b>Interventions with senior leaders</b>	To improve outcomes for pupils in reading, writing and maths	<ul style="list-style-type: none"> <li>• Set up, deliver, track and evaluate</li> <li>• Liaise with class teachers and leaders</li> </ul>	Mrs Rogers	<b>£30,000</b>	<b>To diminish the gap between DA and others by the end of KS2.</b> <b>Target: &lt;10% for expected RWM and no gap to be seen in GD data</b>
<b>Protective behaviours and mental well being nurture support</b>	To enable pupils to feel safe and emotionally ready to learn.	<ul style="list-style-type: none"> <li>• Training</li> <li>• Set up, deliver, track and evaluate 1-1 sessions with pupils</li> <li>• Attend TAFs, EHA and safeguarding meetings/reviews</li> </ul>	Mrs Nesbitt	<b>£14,000</b>	<b>To decrease behaviours linked to emotional well being and pupils are able to articulate their thoughts and feelings in a safe environment.</b> <b>Target: Pupil and parent voice. Decrease in behaviour incidents related to emotional well being.</b>

<p><b>Quality first teaching</b></p>	<p><b>To ensure disadvantaged pupils are a priority for all classes</b></p>	<ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Hold an 'Increasing the chances of success meeting' with <b>all</b> children who are receipt of the Pupil Premium.</li> <li>• Our marking a feedback policy consistency marks the disadvantaged books first and there is evidence of more tier 3 feedback</li> <li>• All children's key worker in reception is a teacher; observations will be carried out more frequently</li> <li>• Ensure DA are a priority for guided teaching on a daily basis</li> <li>• Internal staff to cover lessons in order to provide quality teaching so no external supply staff are required.</li> </ul>			<p><b>All staff to have a greater awareness of their children,gaps targeted and parents involved in with supporting their learning needs.</b>  <b>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.</b></p>
<p><b>Total intended spend on specific provision:</b></p>				<p><b>£135,000</b></p>	

*The date of the next Pupil Premium strategy review is 19<sup>th</sup> September 2019*