

What will we use our funding for in 2020/21?

The amount of allocated funding for 2020/21 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 2020/21 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 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.
- Covid-19 pandemic - increased trauma experiences; anxiety within families; changes in the school environment and adaptations; potential self-isolation and remote learning barriers

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
- Online reading resources and tracking system using Accelerated reader and Lexia
- New update PiXL resources to support wellbeing
- Staff CPD on supporting traumatic experiences for children and adults
- 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 2020/2021

Intervention/ Strategy	Objective	Key Actions	Lead Person	Estimated Cost	Intended impact	What we have been able to do this year and impact
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 • Offer EHA for DA families • Exciting and engaging curriculum to encourage good attendance • Punctuality initiatives e.g attendance clock and rewards 	Mrs Nesbitt and Miss Gooch	£1000	<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>	<ul style="list-style-type: none"> • The disadvantaged vs non disadvantaged attendance gap has decreased by 3% over the year to a 1.5% gap. This is due to the increased support with families throughout the pandemic to ensure the children come to school everyday. • The latest data shows that there has been a reduction in lateness over the year. Of the 17 pupils who were late regularly, 58% in terms 1 and 2 were disadvantaged and this decreased to 20% in terms 5 and 6 (equating to a very small number of pupils). This has been due to adding more nurture time to support children coming into school, support through TAFs and parent contracts.

		<ul style="list-style-type: none"> Use OCC to fine where appropriate 				
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 Norbar events and Formula E 	Mrs Gordon-Weeks	800	<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> <p>Target: 90% + reach their FFT 20 targets and 100% of pupils will take part in career opportunities</p>	<ul style="list-style-type: none"> It has been challenging to meet this target this year due to covid restrictions which meant our normal timetable of interventions could not take place. Careers events and visits could not take place, but what we have done is: <ul style="list-style-type: none"> All year 6 pupils have taken part in a virtual Trinity College Oxford. Year 5 and 6 pupils have taken part in 2 x parliament virtual trips and interviewed local MP. We have set up links with Trinity College for next year where we hope the children will be able to visit. In our combined RWM, the year 6 disadvantaged children outperformed the non- disadvantaged children resulting in a positive gap.
Accelerated Reader and Lexia programme	To improve reading fluency to develop confident and motivated independent readers	<ul style="list-style-type: none"> Purchase programme Purchase licences for Lexia Training for staff Wider access to using Lexia afterschool Test and track reading fluency and set appropriate intervention and support 	Mrs Gordon-Weeks	£4500	<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>	<ul style="list-style-type: none"> Extra devices were purchased to ensure all of our pupils who were in receipt of extra funding could access learning throughout the pandemic. Time was spent supporting families to access Lexia and PiXL to ensure the children did not miss out throughout lockdown. The introduction of Lexia has been a success in all year groups. The percentage of disadvantaged pupils who have moved at least one level is as follows: Year 1 68%, Year 2 80%, Year 3 64%, Years 4,5 and 6 92%. The percentage of disadvantaged pupils who are on track to move at least one level by the end of the academic year is: Year 1 and 2 90%, Year 3 72% and years 4,5 and 6 is 100%. This shows that Lexia is a successful intervention to support reading.
Continue the development of a strong reading culture and develop a programme of support for parents	To ensure the teaching of reading is systematic and high quality To ensure parents feel supported to support their children at home	<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 and support material 	Mrs Gordon-Weeks	£1000	<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>	<ul style="list-style-type: none"> Accelerated reader books purchased at all levels to ensure there is a range of books to inspire the children and retain their interest. There was no gap between the disadvantaged and non disadvantaged in reading in year 6. 47% of the disadvantaged children met their FFT 20 target. 21% exceeded their FFT 20 target. The purchase of Lexia has meant that 92% of our year 6 disadvantaged children have moved at least one level and 100% are on track to move one level by the end of the year. Year 1 phonics data shows that there was no gap between the disadvantaged and non disadvantaged children. Pupil Voice Lexia: “ I like that I can do it at home too. I have gone up three levels” Year 3 “ I like the different games you play, I find reading fun now!” Year 4 “ We

						are in groups so get to practise about 3 times a week” Year 6
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, mindfulness activities and food to promote healthy lifestyles 	Mrs Gordon-Weeks	£1900	<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>	<ul style="list-style-type: none"> 12% of our disadvantaged children have attended the breakfast club regularly this year. Due to lockdown, restrictions meant that the breakfast club could not run as normal. Whilst this is a decrease of 2% attending from the year before, it is a reflection on the availability rather than the offer. Breakfast club is always offered free of charge and offered to support families. We always contact families to support children’s attendance and punctuality. This has been a successful strategy in some individual cases.
No limits Curriculum and New pedagogy model	To increase engagement in lessons, progress and attainment	<ul style="list-style-type: none"> Training for staff specifically on the Tasc wheel and teaching Training for staff re: coaching 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	<p>Raise standards of teaching and levels of engagement of pupils.</p> <p>Target: At least 90% + reach at least FFT 50 combined targets</p> <p>0% low level disruption in lessons by DA</p>	<ul style="list-style-type: none"> The No limits curriculum is planned in all year groups. More units have been added into each term to increase engagement. All classes have competed 1 or more TASC wheels this year to work on 21st century skills and team work (especially needed after lockdown) 26% of all behaviour incidents recorded from term 1-5 were from our disadvantaged children. It was noted that these incidents were occurring at playtimes therefore plans were put in place to support these pupils compare The FFT 50 combined target was 66% for our disadvantaged pupils for 2021. 68% of our disadvantaged children made the expected level in RWM therefore the target was exceeded. Interventions were done in classes as our normal after school ones were unable to run.
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. Training for staff about how to use DDTR tool 	Mrs Rogers	£5000	<p>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.</p> <p>Target: At least 90% + reach at least FFT 50 combined targets</p>	<ul style="list-style-type: none"> The FFT 50 combined target was 66% for our disadvantaged pupils for 2021. 68% of our disadvantaged children made the expected level in RWM therefore the target was exceeded. Interventions were done in classes as our normal after school ones were unable to run. 47% of the disadvantaged children met their FFT 20 target. 21% exceeded their FFT 20 target.

					Interventions show that 90% Disadvantaged pupils involved will make accelerated progress and 100% make at least expected progress.	
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	Children will receive personalised programmes to support their specific needs. Target: 100% DA involved in interventions make accelerated progress	<ul style="list-style-type: none"> • Due to the pandemic, the speech and language sessions were not able to run as they normally do. However, support from agencies continued throughout the year and individual plans have been put in place to support the children returning back in September 2021. • 100% of children were supported through guidance from external agencies. Strategies were then followed up in class support time instead of specific adult time.
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	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)	<ul style="list-style-type: none"> • All year groups have attended forest school since they have returned from lockdown. However, due to the pandemic the farm trip could not go ahead. • Year 6 have been on a one day residential trip to Rock UK to participate in awe and wonder activities. • Pupil voice year 6 "Before I did any gardening at the beginning of the year, I didn't know what to plant when and by the end I knew the names of the lots of plants and what time of the year they were ready." Pupil Voice year 3 "I was scared of mud at the start of the year and now I am confident to play in it and make nests and faces."
Support to attend extracurricular activities, trips, careers opportunities and life experiences	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 • Increase variety of clubs offered to children including sporting opportunities • 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 • We will continue to link with our secondary academy partners, Banbury Academy and Space Studio Banbury, to provide challenging 	Mrs Nesbitt	£16,000	Increased engagement in school and positive contribution to their physical, emotional, social well-being. Target: 100% of disadvantaged pupils will have accessed at least one extra curricular club/experience each term.	<ul style="list-style-type: none"> • 100% of the year 5 children have attended science sessions at Futures Banbury. • 100% of year 6 have complete their Arts award discover level • We have linked with the Care home on 3 occasions e.g virtual party, Q and A session and all children produced a piece of art for all of the residents. • Year 6 have sent summer postcards to the care home. One member of staff stated that the residents are "absolutely delighted - they all want to reply!" She also said it lifted the staffs' spirits too. • Due to the restrictions of the pandemic, clubs ran in class bubbles in the last 6 weeks of term. 32.5% attended clubs in July 2021. Attendance was lower than last year due to restrictions with timetabling. • Unfortunately, due to the pandemic, links with the Space Studio and pupil leadership opportunities were unable to take place due to restrictions with mixing. These are all opportunities we will prioritise for next year.

		<p>enrichment opportunities</p> <ul style="list-style-type: none"> • 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(offer DA pupils opportunities first) 				
Interventions with HLTAs and TAs	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.	<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. 	Mrs Gordon-Weeks and Miss Gooch	£20,000	<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>	<ul style="list-style-type: none"> • Computers offered to all disadvantaged children where a device was needed to complete lockdown learning. • Class interventions have taken place in class rather than after and before school. • SLT monitoring demonstrated increased engagement for the disadvantaged pupils on returning after lockdown, especially due to the support staff provided to enable them to access learning. • Pupil Voice Year 6 “In class I get really stuck but when I have help in a small group, I can focus and ask for help more quickly” and “You get more time to think quietly and can go at a slower speed. I ask more when I am in a small group.” “Once I know what we are doing in the group, I can then do it more easily in the class with everyone else.”

Welfare and Inclusion Officer	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"> • 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 	Mrs Nesbitt	£15,000	<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>	<ul style="list-style-type: none"> • Support for the wellbeing of our families has increased dramatically over this year. • In 2021 we have supported 64% of our disadvantaged families. This has increased mainly due to support needed in the pandemic (the previous year was around 60%) • Interventions with the MHST e.g small group and 1-1 sessions have taken place • MHST parent consultations and bespoke parenting programmes prioritising DA families • Referred some families to parenting programme through OCC • Allocated behaviour support has seen all pupils that have needed extra and different support and intervention. mainly disadvantaged • Worked with the mosque to gather donations and deliver to families throughout lockdown • Prioritised disadvantaged families for devices through lockdown. • Pupil voice: Place2B “It has given me strategies to help me when I get cross, I used to be mean to people and know I think first- I enjoyed going to these sessions.” “I was able to talk about things and was given advice that I had to work out myself.” Parents have commented positively about the effect the sessions had on the family as support was offered to them too. We have seen positive changes in behaviour of children as they have arrived back to school. • The disadvantaged vs non disadvantaged attendance gap has decreased by 3% over the year to a 1.5% gap. This is due to the increased support with families throughout the pandemic to ensure the children come to school every day.
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 • Identify a champion to run the sessions 	Miss Gooch	£2000	<p>All children to make healthier life choices and be more aware of the importance of a healthy lifestyle.</p> <p>Target: pupil voice (before/after)</p>	<ul style="list-style-type: none"> • Playground equipment has been purchased for all year groups to access at playtimes. • Although the after school club did not run, assemblies and timetables were adapted to support this coming back from lockdown. <p>Please note that the money allocated for this was spent on extra support for nurture as a result of the pandemic.</p>
Year 4 Class music lessons- the	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 	Miss Schult	£300	<p>To develop confidence, resilience and perseverance when trying some new and</p>	<ul style="list-style-type: none"> • Unfortunately, due to restrictions this could not take place this year. We are really excited to do this in the next academic year.

cello and violin		<ul style="list-style-type: none"> Fund 1-1 music lessons 			<p>different. To feel a sense of accomplishment from a shared experience.</p> <p>Target: pupil voice (before/after)</p> <p>Target: 100% of Disadvantaged pupils to perform in a concert to parents/carers at the end of the sessions</p>	
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	<p>For disadvantaged families, as needed, to ensure all children feel like they belong Dashwood and are properly equipped for school.</p> <p>Target: 100% of children wearing the correct school uniform at all times</p>	<ul style="list-style-type: none"> We have donated secondary school uniforms for children for next year. We have given uniform packages to families as well as health products. Although we continue to maintain high expectations of uniform, the pandemic has meant that uniform has not always been available to purchase and maintain for families. However, 100% of pupils followed our more relaxed uniform policy. This is a focus for term 1 when we return to school where the tree house will be up and running to ensure all children are in the correct uniform and feel ready to learn.
Links with the Maths Hub	Improving outcomes maths for disadvantaged students at key stage two through improving teachers' subject knowledge.	<ul style="list-style-type: none"> Training for staff for mastery maths 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	<p>To gain strategies to support students to make accelerated progress and reach their full potential.</p> <p>Target: 90% make at least FFT 50 targets in RWM</p>	<ul style="list-style-type: none"> The FFT 50 combined target was 66% for our disadvantaged pupils for 2021. 68% of our disadvantaged children made the expected level in RWM therefore the target was exceeded. Interventions were done in classes as our normal after school ones were unable to run. We used the ready to progress DFE document to support our maths teaching ensuring that we are focussing on the key concepts the pupils need in order to progress into the next year group. Time was given to allow training for staff through the hub which was then successfully shared with staff in staff meetings. 100% of staff increased their subject knowledge around ready to progress and taught lessons which included refresh and recap activities.
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	<p>To diminish the gap between DA and others by the end of KS2.</p> <p>Target: To decrease the gap from 35% to less than 15%</p>	<ul style="list-style-type: none"> This target was met. There is no gap between the disadvantaged and non disadvantaged children in RWM.
Protective behaviours and mental well being	To enable pupils to feel safe and	<ul style="list-style-type: none"> Behaviour policy recap and introduction for new staff 	Mrs Nesbitt	£7,000	<p>To decrease behaviours linked to emotional well being and pupils are able to articulate their</p>	<ul style="list-style-type: none"> We have reorganised our system for our behaviour support. We now have behaviour support each day to meet specific children to reset learning behaviours and ensure settled for the day. Protective behaviours

<p>nurture support</p>	<p>emotionally ready to learn.</p>	<ul style="list-style-type: none"> • Set up, deliver, track and evaluate 1-1 sessions with pupils • Attend TAFs, EHA and safeguarding meetings/reviews • Monitoring 			<p>thoughts and feelings in a safe environment. Target: Pupil and parent voice. Decrease in behaviour incidents related to emotional well being.</p>	<p>is in place for all of the disadvantaged children who need it.</p> <ul style="list-style-type: none"> • Staff training re: wellbeing and trauma training has increased staff knowledge about how to support children in their classes. Extra wellbeing lessons have been planned in to support children. • Much more money was spent on this following the return from lockdown as the school recognised the needs of the pupils (approximately £10,000 more was spent on staffing this area of need) This had a positive impact as fixed term exclusions decreased completely in the summer term to 0. Behaviour incidents also decreased over the year by from 15 incidents in term 1 to 3 incidents in term 6. • Pupil Voice “I feel really happy when I have spoken in my session. I am given things to help me e.g toys to help me calm down” “I relax in the sessions and I am helped to talk things through if I am worried.”
<p>Quality first teaching</p>	<p>To ensure disadvantaged pupils are a priority for all classes</p>	<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 		<p>£7,000</p>	<p>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.</p>	<ul style="list-style-type: none"> • There is no gap between the disadvantaged children and the non disadvantaged children for RWM. • There is a positive gap between those children who are working at greater depth and disadvantaged compared to the non-dis disadvantaged working at greater depth. • For the rest of the school for those working at greater depth, in Years 1,3 and 4 there is no gap between these two groups. In years 2 and 5 there is a gap of 1 child in each year group. With focused support next year we will aim for there to be no gap in all year groups.

		teaching so no external supply staff are required.				
Total intended spend on specific provision:				£116,000		

The date of the next Pupil Premium strategy review is 19th September 2021