

# Dashwood Banbury Academy

## 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	Dashwood Banbury Academy
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Amy Rogers
Pupil premium lead	Sarah Gordon-Weeks
Governor / Trustee lead	Martin Post

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,000
Recovery premium funding allocation this academic year	£13,485.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 133,485



## Part A: Pupil premium strategy plan

### Statement of intent

At Dashwood Banbury Academy we aim to provide all of our children with high quality, inclusive learning opportunities to become socially responsible citizens of the future regardless of their background or challenges. We want all of our disadvantaged pupils to achieve their full potential in all subject areas and will ensure all of our teaching is of the highest quality.

Our ultimate objectives for our disadvantaged pupils are:

- to remove any barriers to learning by ensuring we have clear communication with parents and carers
- to ensure that pupils are in school everyday
- to narrow the attainment gap between the disadvantaged pupils and their peers both within school and nationally
- to develop pupils metacognitive skills to develop themselves as learners
- to ensure that all pupils develop confidence in their ability to communicate effectively
- to support pupils to develop their own strategies to look after their own health, social and emotional ability
- to access opportunities to develop a good understanding of the world around them
- to raise aspirations for their futures by providing authentic learning experiences
- to ensure all children have access to home learning, including technology to develop positive attitudes towards their learning.

Our current pupil premium strategy plan will work towards achieving those objectives by:

- providing high quality CPD to all staff to ensure that all children quality first teaching
- providing targeted interventions both 1-1 and in small group at the point the need is identified
- adopt a whole school approach in which all staff take responsibility for their disadvantaged pupils' outcomes and raise expectations of what they can achieve
- supporting families through targeted funding to ensure all children can access all opportunities in school to support their learning and life experiences

- providing appropriate nurture support to families to ensure pupils can access learning both in school and the community.

*This is not an exhaustive list and will change and develop based on the needs of the individuals*

Our key principles are:

- to make sure that all teaching meets the needs of the individual pupils through rigorous data analysis
- for pupil progress meetings to focus on the progress and attainment of the disadvantaged pupils; interventions will be put in place to support them that have a clear measure of assessment
- to make sure that all pupils have access to well-being support.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance -
2	Observations, monitoring and assessment show that pupils have missed a significant period of school due to the impact of Covid 19 pandemic. Engagement during lockdown has led to a number of pupils falling behind but this is widespread amongst disadvantaged pupils.
3	Covid 19 pandemic has increased anxieties in families and potential to be exposed to traumatic and unsettling situations.
4	Working with families for safeguarding and welfare, Social, Emotional and Mental health concerns including family support is a challenge
5	Health needs
6	Language and communication skills especially for the youngest pupils when they arrive at our school which means they have less vocabulary to express themselves, their needs and wants

7	Observations and assessments indicate that there are a low number of opportunities for enrichment outside of school to extended learning opportunities and life experiences. These reduced opportunities impact on comprehension and vocabulary.
8	Attitudes to learning as some pupils have low aspirations of themselves and their abilities. Their reliance can also be low so they give up easily when work is challenging or react inappropriately to situations.
9	Our observations and discussions with pupils show that there are high level of households without technology or access to other resources to support home learning.

## 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 achieve and sustain improved attendance	The gap between disadvantaged and non disadvantaged will have further narrowed or completely closed. To ensure disadvantaged attendance is at least 96% by 2022/23.
To continue to ensure there is no gap in attainment and progress at the end of Key stage 2, by ensuring any gaps in younger years narrow between disadvantaged pupils and their peers	There will be no gap in Key stage 2 end of year attainment data in Reading, Writing and Maths. KS2 outcomes in Reading, Writing and Maths will show that 64% of disadvantaged pupils met the expected standard in combined RWM in 2022/23.
Improved metacognitive and self regulatory skills among disadvantaged pupils across all subjects	Pupil voice and teacher observations will show that pupils are more able to monitor and regulate their own learning. Quality of learning in school and in homework will have improved.
Pupils are resilient, confident and take an active role in their education.	Pupils are able to reflect on their learning and are accessing extracurricular activities regularly. Monitoring will show that pupils are engaged in their learning and take pride in their work. There will be a 50% reduction of behaviour incidents for disadvantaged pupils by 2022/23

<p>To improve parental engagement and personalised support with particular focus on supporting families after covid 19.</p>	<p>Parent voice data shows that they feel supported. They will have improved their knowledge about how to support their children with learning at home</p>
<p>Pupils are able to communicate effectively with one another in academic situations and social situations.</p>	<p>Pupil voice data will show that pupils have increased their confidence in group tasks (survey). There will be a 50% reduction of behaviour incidents.</p>
<p>Improved health and wellbeing for pupils and their families.</p>	<p>Partnerships with external agencies are supportive and adequately meet the needs of the pupils (cases studies)</p>

## 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: £42,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continue to develop teacher expertise through professional development sessions to ensure that all pupils receive Quality First teaching.</b></p>	<ul style="list-style-type: none"> <li>● Teaching in classes will be consistently of high quality</li> <li>● All children will make expected or accelerated progress</li> </ul> <p><a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p>	2
<p><b>Train staff in the</b> teaching of metacognition skills explicitly to allow learning to commit to the long term memory.</p>	<ul style="list-style-type: none"> <li>● Children that are taught metacognitive and self regulatory strategies explicitly are more likely to use the habitually and independently in the future.</li> <li>● Developing a positive perception of themselves as learners by building their self worth will ensure that pupils make progress, feel confident in their learning and understand how they learn best</li> <li>● There is particularly strong evidence that it can have a positive impact on maths attainment</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	2,6 and 8
<p><b>Staff CPD:</b> TASC wheel training- focuses on resilience, developing communication</p>	<ul style="list-style-type: none"> <li>● Our curriculum is designed so that the children have opportunities to work together to find solutions to real life problems.</li> <li>● Our units of learning start with a driving question which leads to the production of an authentic outcome.</li> </ul>	2, 6 and 8

<p>skills, confidence and presentation skills</p>	<ul style="list-style-type: none"> <li>● Research suggests that children that can communicate effectively will gain confidence, self awareness and empathy when working in a group situation</li> <li>● It is also stated that pupils who develop soft skills are more likely to perform well in an interview for future jobs</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	
<p><b>Staff CPD:</b> Feedback</p>	<ul style="list-style-type: none"> <li>● Pupils that are involved in identifying and rectifying mistakes with an adult, either verbally or written, have shown to have a positive effect on pupil progress, outcomes and confidence.</li> <li>● Pupils will have developed a positive relationship with their teachers</li> <li>● Pupils will be confident using as range of strategies to support progress in their learning</li> <li>● Staff will spend more time providing oral feedback to support learning</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>2 and 8</p>
<p><b>Staff CPD:</b> Recovery curriculum training for all staff</p>	<ul style="list-style-type: none"> <li>● Staff will be confident about the requirements of the recovery curriculum in all subject areas.</li> <li>● Planning will be adapted accordingly in order for learning to be revisited to ensure gaps in knowledge and understanding do not widen further.</li> <li>● Subject leaders will ensure this year's action plans for core subjects focus on training and support for the recovery curriculum.</li> <li>● The DfE guidance will be used to support teaching, learning and staff subject knowledge.</li> </ul> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p>	<p>2</p>
<p><b>Staff CPD:</b> Early reading, phonics and reading in the wider curriculum.</p>	<ul style="list-style-type: none"> <li>● Reading comprehension strategies can have a positive impact on pupils' ability to understand a text and then can apply these to reading across the curriculum</li> <li>● All staff will feel confident teaching phonics and reading due to training from external consultants</li> <li>● Staff will feel confident in the assessment of reading</li> <li>● Children will develop their oracy and vocabulary skills.</li> <li>● Children will be confident when discussing certain topics with their peers</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2 and 6</p>

<p>Embedding the teaching of phonics using Read Write Inc whole school training including fresh start.</p>	<ul style="list-style-type: none"> <li>● Teaching phonics has a profound impact on the accuracy of reading aloud and comprehension when compared to children who focussed on the meanings of new words.</li> <li>● Pupils who were taught by focussing on the meaning of the words were much less accurate in reading aloud and MRI scans also found that their brains had to work harder to decipher what they were reading.</li> <li>● Staff will feel confident when teaching phonics due to training</li> <li>● There will be a whole school, consistent approach to teaching phonics</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></p>	<p>2, 6,8, and 9</p>
<p>We will use funding to pay for teacher release time to receive and embed training on Talk4Writing</p>	<ul style="list-style-type: none"> <li>● All children will have daily practise on specific language structures</li> <li>● Daily oral rehearsal will build confidence to support with their writing</li> <li>● Staff will feel confident when teaching each phase of the process</li> <li>● There will be a whole school, consistent approach to teaching writing</li> </ul> <p>In reference to <a href="#">Atkins (2017) Learning without labels: Improving outcomes for vulnerable learners</a>, he states that engagement, language and enjoyment are enhanced by hands-on experience and that learning stories off by heart improves the children’s use of language. Talk for writing allows us to support specific language structures and children will do better in class if they have opportunities to practice the language. The imitation stage of this process allows the children to orally rehearse each text they are studying. We will continue to develop staff’s subject knowledge and implementation of the talk for writing process in school so that it is fully embedded into our practice.</p>	<p>2 and 6</p>

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

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in a 1-1 tutoring programme	<ul style="list-style-type: none"> <li>● Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those who falling behind</li> <li>● pupils will receive bespoke tutoring working on specific targets</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2 and 8
Targeted interventions -small group, including interventions by senior leaders for disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those who falling behind in small groups</li> <li>● Use of PiXL assessments and QLA, therapies are designed to identify gaps to support targeted teaching</li> <li>● Pupils will make accelerated progress and gain confidence using the PiXL resources</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2 and 8
Purchase the services of a Speech and Language expert to deliver interventions.	<ul style="list-style-type: none"> <li>● Early speech and language support not only supports academic progress but supports communication and promotes social skills and the forming of friendships</li> <li>● Qualified Speech and language teacher onsite to support small groups and 1-1 tuition daily and when required</li> <li>● Teachers will be able to liaise and gain expertise on a daily basis</li> <li>● Links with external agencies will support planning, subject knowledge and parental engagement</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	6

<p>Purchase reading books and resources to support reading at home.</p>	<ul style="list-style-type: none"> <li>● A range of quality books will encourage pupils to read at home and increase engagement</li> <li>● Pupils will have a range of quality books to read at home and share with parents</li> <li>● New reading resources will be phonics based so support the sound they are learning at school</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all children's basic needs are met and support for their social and emotional needs, including staff training.</p>	<ul style="list-style-type: none"> <li>● When all children's basic needs are met it will ensure they are ready to physically, mentally and emotionally learn.</li> <li>● Daily breakfast club, Mindfulness sessions, Mind to be kind, Place2Be and MHST referrals (where applicable) will be used to support pupils</li> </ul>	<p>4</p>
<p><b>Attendance and punctuality:</b> <i>parent contract meetings, welfare support/attendance meetings, attendance rewards, punctuality initiatives, breakfast club, two weekly attendance tracking and discussions in leadership meetings</i></p>	<ul style="list-style-type: none"> <li>● The British Psychological Society states that children and young people who are absent from school are more likely to leave school with few or no qualifications. We will ensure that all children's attendance averages 96%. If attendance is below this then support will be put in place and parent contracts considered.</li> <li>● Building positive relationships with parents is key to academic success. We will ensure we support families in need to ensure their children attend school everyday.</li> <li>● Pupils will have eaten a healthy breakfast and will feel ready for the day as research shows that eating a healthy breakfast improves brain function</li> <li>● A positive relationship will be formed with parents</li> <li>● Parents will have a good understanding about the importance of attending school everyday</li> <li>● Staff will be aware of children who are absent from school and prompt plans will be put into place</li> </ul>	<p>1 and 5</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
<b>Support from the welfare and inclusion officer:</b> <i>Early help assessments inc positive parenting strategies, Place2Be training, attending multi-agency meetings, links and support with the school health nurse and visitors (linked to attendance), links with community hubs for holiday clubs and Cherwell District Council family community days.</i>	<ul style="list-style-type: none"> <li>• Early help is vital to address family needs in order to reduce risk factors and increase protective factors in a child's life.</li> <li>• Families will have the right support and access to health services to support preventable illnesses</li> <li>• Strategies will be shared to support positive parenting strategies at home</li> <li>• Families will be able to access community events in the holidays</li> <li>• Leaders will liaise with external agencies to ensure the right support is put in place for families especially as some families will have experienced high levels of stress due to the pandemic.</li> </ul> <a href="https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention">https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention</a>	1, 3 and 5
<b>Protective behaviours:</b> <i>1-1 support and small group sessions</i>	<ul style="list-style-type: none"> <li>• 1-1 and small group support will be in place to support children to develop their social and emotional wellbeing, resilience, confidence and self esteem.</li> </ul>	4
<b>Parental Engagement:</b> <i>National Online Safety courses, parental sessions to help support their children at home (support gathered through a parental survey)</i>	<ul style="list-style-type: none"> <li>•</li> <li>• Parents will feel supported and equipped to support at home re: keeping them safe online and supporting with homework</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5
Development of the Arts including gaining the Arts Mark	<ul style="list-style-type: none"> <li>• Art participation approaches can have a positive impact on academic outcomes in all areas of the curriculum and wider benefits such as a more positive attitude to learning and increased well being.</li> <li>• Children will become knowledgeable about a wide range of cultures</li> <li>• The arts mark will maximise our arts curriculum</li> <li>• Children will have access to a range of artist/art forms and art opportunities</li> </ul>	2,7,4

	<p>We are also celebrating our 120th Year of Dashwood Academy in the spring term where all children will take part in a variety of activities leading up to the event and on the day itself.</p> <p><a href="https://drive.google.com/drive/folders/1vnx--r8NrCIGuqfDJRpHMIiky3x39HN">https://drive.google.com/drive/folders/1vnx--r8NrCIGuqfDJRpHMIiky3x39HN</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
Provide disadvantaged pupils access technology at home	<ul style="list-style-type: none"> <li>• All children will have access to computers if needed to support the access to the apps in school</li> <li>• Resources/materials will provide support for children at home to help with their homework e.g SATs booster books</li> </ul>	9
Provide a greater range of extracurricular activities to improve reliance and attitudes	<ul style="list-style-type: none"> <li>• Employers in the UK labour market increasingly demand soft skills including, managing your own time, communication, problem solving and planning skills. These opportunities in school will allow pupils to develop all of these skills</li> <li>• Extracurricular activities including sporting, musical and the arts result in a range of positive outcomes</li> </ul> <p><a href="https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8398">https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8398</a></p>	7
Educational School trips including developing strong links with Universities and colleges.	<ul style="list-style-type: none"> <li>• Pupils will have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital</li> </ul> <p><a href="https://www.phf.org.uk/publications/learning-away-final-evaluation-full-report/">https://www.phf.org.uk/publications/learning-away-final-evaluation-full-report/</a></p> <p><a href="https://www.englishoutdoorcouncil.org/">https://www.englishoutdoorcouncil.org/</a></p>	7
Purchase uniform where needed	<ul style="list-style-type: none"> <li>• Pupils will feel smart and ready to learn</li> <li>• Pupils will feel a sense of belonging</li> <li>• Parents will feel supported financially</li> </ul>	8
Use funds to train pupils to develop peer tutoring	<ul style="list-style-type: none"> <li>• Year 6 pupils are paired up with children across the school to support with their SEMH and their learning</li> <li>• Weekly sessions provide time for them to build positive relationships to build self esteem and confidence</li> <li>• Provides pupils will leadership opportunities and to be a role model</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	4 and 8

**Total budgeted cost: £ 120,000 plus £13,485.00 recovery funding**

## 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.

#### Outcomes 2020-21

##### RWM combined level

- The FFT 50 combined target (RWM) for our disadvantaged pupils was 66%. 68% of our disadvantaged pupils made the expected level in Reading, Writing and Maths. Therefore, this target was exceeded.

##### Reading including the purchase of Lexia and Accelerated Reader

- There was no gap between the disadvantaged and non disadvantaged in reading at the end of key stage 2
- 47% of the disadvantaged pupils met their FFT 20 target and 21% exceeded their FFT20 target in reading
- 100% of our year 6 pupils were on track to move up to the next level in Lexia which supported their transition to secondary school
- Year 1 phonics data shows that there was no gap between the disadvantaged and non disadvantaged pupils.

##### Attendance

- The gap between the disadvantaged pupils and non disadvantaged decreased by 3% over the year to 1.5%. This was due to the welfare support provided to families to support, especially throughout the pandemic.

##### Computer devices

- All disadvantaged pupils were offered devices to use throughout lockdown to ensure they had access to online learning.

## 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Bruno Reddy Edtech50
Seesaw (Online communication platform for parents)	Seesaw Learning inc