

# **Dashwood Banbury Academy**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2022/23** 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.

All additions and changes to this year's plan are in red. The green highlight shows where we will not be using the money.

### 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	Sarah Gordon-Weeks Acting Principal
Pupil premium lead	Annelise Gooch
Governor / Trustee lead	Mandy Lancy

## 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	£ 0



## 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	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.
3	Covid 19 pandemic has increased anxieties in families and potential to being exposed to traumatic and unsettling situations
4	Social, Emotional and Mental health concerns including family support
5	Health needs
6	Language and communication skills
7	Low 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
9	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%
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.	There will be no gap in Key stage 2 end of year attainment data in Reading, Writing and Maths
Improved metacognitive and self regulatory skills among disadvantaged pupils across all subjects	Pupils 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. There will be a reduction of behaviour incidents for disadvantaged pupils.
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.
To improve parental engagement and personalised support with particular focus on supporting families after covid 19.	Parent voice shows that they feel supported. They will have improved their knowledge about how to support their children.
Pupils are able to communicate effectively with one another in academic situations and social situations.	Pupil voice will show that pupils have increased their confidence in group tasks (survey). There will be a reduction of behaviour incidents.
Improved health and well-being for pupils and their families.	Partnerships with external agencies are supportive and adequately meet the needs of the pupils (cases studies)

## 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: £44,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Ensure all pupils receive Quality First teaching</b>	<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> <a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a>	2
<b>Staff CPD:</b> Teaching metacognition skills explicitly to allow learning to be committed to the long term memory  <b>Commando Jo's (£2000)</b>	<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> <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>  <ul style="list-style-type: none"> <li>Commando Jos is one of the education leading providers utilising the expertise of the former survive personnel to improve outcomes for pupils through their RESPECT programme.</li> <li>Develops: Resilience, Empathy, Self Awareness, Positivity, Excellent, Communication and Team work</li> <li>This will support all pupils to develop their growth mindset</li> </ul> <a href="https://commandojoes.co.uk/impact-research/">https://commandojoes.co.uk/impact-research/</a>	2,6 and 8



<b>Staff CPD:</b> TASC wheel training- focuses on resilience, developing communication skills, confidence and presentation skills	<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> <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>	2, 6 and 8
<b>Staff CPD:</b> Feedback with a specific focus on maths and writing feedback	<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>	2 and 8
<b>Staff CPD:</b> Recovery curriculum training for all staff	<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>	2
<b>Staff CPD:</b> Early reading, phonics and reading in the wider curriculum.	<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> </ul>	2 and 6

-Tracking, group, quality first training and TA training, visits to other schools	<ul style="list-style-type: none"> <li>Children will be confident when discussing certain topics with their peers</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
<b>Staff CPD: Read Write Inc whole school training including fresh start training</b>	<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> <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>	2, 6,8, and 9
<b>Staff CPD: Talk4Writing training</b>	<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>	2 and 6

## 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
1-1 tutoring	<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 3 teacher model in year 6	<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
Speech and Language interventions including ELSA Emotional literacy Support programme training	<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>  <ul style="list-style-type: none"> <li>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high</li> </ul>	6

	quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.	
Reading books and resources to support reading at home - this will not need to be paid for next year	<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> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Ensure that all children's basic needs are met and support for their social and emotional needs, including staff training</b>	<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>	4
<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>	<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</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> </ul>	1 and 5

	<ul style="list-style-type: none"> <li>Staff will be aware of children who are absent from school and prompt plans will be put into place</li> </ul> <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></p>	
<b>Support form 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>School 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> <p><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></p>	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>Parents will feel supported and equipped to support at home re: keeping them safe online and supporting with homework</li> </ul> <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></p>	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

	<a href="https://drive.google.com/drive/folders/1vnx--r8NrCIguqfDJRpHMlikv3x39HN">https://drive.google.com/drive/folders/1vnx--r8NrCIguqfDJRpHMlikv3x39HN</a> <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>	
New for 2022/23 Drawing and talking programme	<ul style="list-style-type: none"> <li>Expressing trauma and worries through drawing with someone who is receptive to the emotions being expressed in pictures.</li> <li>Gives symbolic resolutions that helps old hurt and enables the child to move on</li> </ul> <a href="https://drawingandtalking.com/wp-content/uploads/2020/01/Spring-2020-Leaflet.pdf">https://drawingandtalking.com/wp-content/uploads/2020/01/Spring-2020-Leaflet.pdf</a>	8 and 4
Use of 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
Extracurricular activities	<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> <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>	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> <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> <a href="https://www.englishoutdoorcouncil.org/">https://www.englishoutdoorcouncil.org/</a>	7
Uniform	<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
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> </ul>	4 and 8

	<ul style="list-style-type: none"> <li>Provides pupils with leadership opportunities and to be a role model</li> </ul> <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>	
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**Total budgeted cost: £ 122,000 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.

#### Impact 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.

## Impact 2021/22

### **Outcome 1: To achieve and sustain improved attendance**

- We have worked really hard this year to reduce the persistent absence attendance figure for our disadvantaged pupils. We know that being in school, having first quality teaching everyday will increase their life chances. The persistent absentee figure is currently 26.5%; last year 2021-22 was 35.2% which is a 8.77% reduction. In term 6 the attendance for our disadvantaged group is currently 92.4% compared to 94% non disadvantaged. We constantly track this group; parent meetings and contracts are put in place to support families.
- Parent contract success rate is good. All families on contracts have improved their attendance and punctuality.

### **Outcome 2: 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.**

- **KS2 Reading data:** The disadvantaged pupils and non- disadvantaged pupils are in line in reading. Their scaled score was 101.3 compared to 100.1. 11/14 disadvantaged pupils got a scaled score of over 101. This is a result of the reading CPD that has taken place this year. Staff feel more confident teaching reading; reading is taught in all areas of the curriculum. We will be focussing on maths and writing next year as well as continuing the good practice in reading.
- **End of KS2 data 2022:** Data shows a 21.7% gap (4 pupils) between the disadvantaged and non-disadvantaged pupils. The gap has increased since last year where there was no gap. Intense intervention took place but the effect of the pandemic for some of these pupils for too great.
- **Year 1 phonics data:** 60% of the disadvantaged pupils passed the phonics screening test compared to 79% non-disadvantaged. This is a gap of 3 pupils. We are confident that at least 4/6 pupils will pass the screen test at the end of year 2. Targeted phonics support will be put in place.
- **Year 2 Phonics data:** 80% of the disadvantaged pupils passed the phonics retake check compared to 85% non-disadvantaged. The disadvantaged pupils who did not pass the screening check are on the SEN register. They will be integrated into targeted phonics groups next year to ensure they make accelerated progress to increased their phonological awareness in order to access the curriculum.
- **Data across the school:** This year we have managed to stabilise the disadvantaged data amongst the challenges coming out of the pandemic and very high disadvantaged persistent absenteeism. When comparing the data between 2021 and 2022, it has stayed relatively stable most year groups. Where there have been drops in attainment, it is due to the mobility in the year group. Our aim has been to support

families and prioritise getting them to school each day; supporting their mental wellbeing and investing time in nurture. Whilst we wish to improve the attendance and data as a result, the impact of issues shouldn't be overestimated. Good practice still remains in school.

<i>EYFS GLD</i>	<i>43% PP achieved GLD vs 66% of non-PP children.</i>
<i>Year 1</i>	<i>53.3% PP pupils achieved EXS in combined reading, writing and maths vs 65.8% of non-PP children. This is a gap of 2 children.</i>
<i>Year 2</i>	<i>50% PP pupils achieved EXS in combined reading, writing and maths vs 65% of non-PP children. This is a gap of 3 pupils.</i>
<i>Year 3</i>	<i>50% PP pupils achieved EXS in combined reading, writing and maths vs 58.5% of non-PP children. This is a gap of 2 pupils.</i>
<i>Year 4</i>	<i>42.9% PP pupils achieved EXS in combined reading, writing and maths vs 76.7% of non-PP children. This is a gap of 5 pupils.</i>
<i>Year 5</i>	<i>50% PP pupils achieved EXS in combined reading, writing and maths vs 56.4% of non-PP children. This is a gap of 1 pupil.</i>
<i>Year 6</i>	<i>47.4% PP pupils achieved EXS in combined reading, writing and maths vs 68.3% of non-PP children. This is gap of 4 pupils.</i>

### **Outcome 3: Improved metacognitive and self regulatory skills among disadvantaged pupils across all subjects**

- Staff training has taken place for all staff about the ways pupils learn and strategies to help them support their own learning.
- Our behaviour policy continues to be successful in supporting pupils to self regulate their emotions and take part in effective restorative. Last year
- Commando Jo's Training has taken place for all staff and will be integrated into PPA sessions and the curriculum. The programme's vision is to raise attainment, behaviour and attendance in schools, inspiring young people to do their best and achieve, irrespective of whether they are eligible for free school meals, looked after children, have special educational needs and/or disabilities or from ethnic minority communities. 'No Child Left Behind' is the founding ethos with every child fully engaged in their education with a 'can do' attitude and self-belief. 100% of pupils will take part in these sessions and this year we will be able to track the characteristics of: Resilience, Empathy, Self-Awareness, Positivity, Excellence, Communication and teamwork. This programme will enhance the future skills that are already embedded into the curriculum.

### **Outcome 4: Pupils are resilient, confident and take an active role in their education.**

- **Student Leadership:** In 2021/22 we had compared to 2022/23 where we have created 79 leadership roles across the school ranging from head pupils, eco warriors, a team of school newspaper reporters, sports leaders and many more. 25% of the leadership roles have been given to disadvantaged pupils. This will support their confidence, self awareness and leadership skills.
- **Club attendance:** All pupils in Year 1 - 6 were offered a space at an afterschool sporting/active club. Take-up %: Year 1 - 50% Non PP v 50% PP; Year 2 - 45% Non PP v 45% PP; Year 3 - 64% non PP v 57% PP; Year 4 - 50% Non PP v 50% PP; Year 5 - 57% Non PP v 47% PP and Year 6 - 63% non PP v 31% PP. Disadvantaged pupils are offered club positions first and we call parents to offer places if they have not signed up.
- **Sporting Achievements:** Disadvantaged pupils are targeted to attend fixtures within school time re: Partnership sporting events. A high proportion of disadvantaged pupils attend the P.E events.

### **Outcome 5: To improve parental engagement and personalised support with particular focus on supporting families after covid 19.**

- **Parental Reading workshops:** We organised phonics and reading workshops last year. Early years and Key Stage 1 workshop was very well attended with 50 parents. 50% of the parents were our disadvantaged families. The Key stage 2 reading workshop was not as well attended

with only 4 parents. We will do some parents' voices to gain opinions as to next support their knowledge and understanding of their child's learning in the Autumn term at our first parents evening.

**Outcome 6: Pupils are able to communicate effectively with one another in academic situations and social situations.**

- **Representing Dashwood at Community events:** We are continually asked to support with community events at Dashwood. We ensure that as many pupils as possible attend these events. We prioritise the disadvantaged group to attend these events such as singing at the care home and attending Mosque functions and events.
- **TASC Wheel projects:** All pupils participate in at least 12 projects throughout the year which rely on them working together and communicating effectively to produce an end product. Some of the projects require the pupils to carry out presentations to the class which develops confidence, presentation skills and teamwork skills. This year we will be able to track these skills to show individual impact.

**Outcome 7: Improved health and well-being for pupils and their families.**

- Inclusion manager continues excellent support for 70% of our disadvantaged families through personalised intervention. Extra transitions have taken place for all year groups and most importantly for those pupils transferring to secondary school.
- Continued relationship with the mosque to provide hello fresh boxes to families each month
- Out of the 22 referrals made to the Mental Health Team, 50% of these were disadvantaged pupils. These meetings are confidential but we know that the support provided to these pupils will be invaluable and personalised.

## 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
TT Rockstars	Bruno Reddy Edtech50
Seesaw (Online communication platform for parents)	Seesaw Learning inc



