

# Pupil Premium Strategy Statement – Daubeney Academy 2019-20

1. Summary information					
<b>School</b>	Daubeney Academy				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£95,370	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	344	<b>Number of pupils eligible for PP</b>	112	<b>Date for next internal review of this strategy</b>	
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
<b>Progress 8 score average</b>					
<b>Attainment 8 score average</b>					
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
<b>A.</b>	Although the official PP percentage is 27.5%, as a school we recognise that there are many other social factors such as lack of aspiration, neglect and social deprivation, that contribute to a true figure would 70%				
<b>B.</b>	PP students are negatively impacted by the on-going transition from a 3-tier to 2-tier system across Bedford Borough; this has a greater impact on attainment for these students				
<b>C.</b>	Parental engagement is not always as effective as we would like it to be, including ensuring that student attendance is outstanding				
<b>D.</b>	Prior attainment – students come to school with low prior attainment from a large number of schools				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
<b>A.</b>	There are increasing concerns raised by teachers, students and parents/carers with regard to mental health and wellbeing				
<b>B.</b>	Family backgrounds – PP students in the school do not receive the same level of support outside school (lack of routine, lack of assistance with homework, lack of academic encouragement) when compared to other students in the school.				
4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	Every PP student in Y7 - 10 to be reading at or above their chronological age.			All PP students are reading at their chronological age	
<b>B.</b>	There will be more PP students making at or above expected progress in maths and English.			KS3 PP students are making, at least, expected progress in maths and English	
<b>C.</b>	Improved wellbeing for PP students			Improved well being linked to improved outcomes (behaviour, attendance and progress)	
<b>D.</b>	Attendance of PP students increases in line with their peers towards national figures.			Attendance of PP students is in line with or above national figures	

<b>E.</b>	Quality First Teaching and Brilliant Basics leads to consistently high teaching and learning across the curriculum and key stages	Teaching and Learning Dashboard reflects consistently good practice			
<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019-20</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A. Every PP student in Y7 - 11 to be reading at or above their chronological age.</p> <p>B. There will be more PP students making at or above expected progress in maths and English.</p> <p>E. Quality First Teaching and Brilliant Basics leads to consistently high teaching and learning across the curriculum and key stages</p>	<p>School-wide standardised assessment in September 2019 and March 2020</p> <p>Purposeful and focused reading lessons within English curriculum</p> <p>Employment of teaching assistants to work with targeted groups of students</p> <p>Quality First Teaching and Brilliant Basics posters in all classroom</p>	<p>Staff need to have a baseline from which to measure students' progress and check points to ensure students are making progress</p> <p>Raised awareness and focus on reading will ensure active engagement in ensuring progress</p> <p>Working with groups of students with dedicated support with a clear focus for improvement should lead to accelerated progress</p> <p>A consistent school-wide ethos ensures that all students understand what is expected of them and what they can expect in each classroom with each teacher</p>	<p>Checking of SIMs to ensure all data is input</p> <p>Timetabled library lessons and reading lessons with comprehension activities evident in planning</p> <p>Allocation of TAs on TA timetable Progress of students in receipt of the support and/or interventions</p> <p>Staff meeting to re-evaluate and amend the 4 Quality First Teaching posters Focus Walks to ensure QfT is embedded in practice</p>	<p>MA/TCR/SLT</p> <p>MA/SLT</p> <p>TCR/RT MA/KA/TCR/SLT</p> <p>TCR</p> <p>SLT/TCR</p>	<p>End of September and end of March</p> <p>Ongoing</p> <p>Half-termly Half-termly</p> <p>September 2019</p> <p>Termly</p>
<b>Total budgeted cost</b>					£24,895 - TAs

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
C. Improved wellbeing for PP students  D. Attendance of PP students increases in line with their peers towards national figures.	Daily Breakfast Club	Ensuring students have eaten helps them to focus and learn more effectively in school	Monitoring of breakfast club registers Publicising it to the school community	JB/CF	Termly
	Individual/small group instrument music lessons	Students with emotional difficulties are able to express themselves through music Students with musical abilities have access to lessons they wouldn't otherwise allowing fostering of these talents	Feedback and reports from peripatetic teachers Monitoring of behaviour incidents on SIMs	KA/TCR TCR	Termly
	Full time Family Worker leading: - 1-1 interventions - Action plans for students with poor attendance - The Haven	Having a safe person and place to go to when struggling emotionally and/or socially encourages students (and their families) to be in school and accessing the curriculum	Monitoring of interventions Monitoring of attendance	TCR/RT AJ/RP	Termly Termly
	Speech and Language Therapy	Bedfordshire is recognised as having a much higher than average percentage of people with speech, language and communication needs. Many of these are not picked up by the NHS but difficulties in these areas causes difficulties in accessing all areas of school life and the curriculum	Observations of speech and language sessions  Analysis of data	TCR/RT  TCR/ML	Termly  Termly
	Occupational Therapy	Poor handwriting has been identified by subject leaders as preventing students from achieving their full potential. The NHS is not accepting referrals for handwriting at the moment	Observations of occupational therapy sessions  Book looks for students receiving therapy	TCR/RT  TCR/ML	Half-termly  Half-termly
	Lexia Intervention	This intervention can be delivered to groups of up to fifteen students who are struggling with literacy and, as it is computer-based, students can work through it at their own pace	Analysis of data (Lexia data and in-school data)	SB/TCR	Termly

**Total budgeted cost**

£13,000 – Breakfast Club  
 £4,000 – Music lessons  
 £20,000 – Family Worker  
 £19,500 – Speech and language therapy  
 £12,675 – Occupational therapy  
 £1,300 - Lexia

**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
<p>A. Every PP student in Y7 - 10 to be reading at or above their chronological age</p> <p>B. There will be more PP students making at or above expected progress in maths and English.</p> <p>C. Improved wellbeing for PP students</p> <p>D. Attendance of PP students increases in line with their peers towards national figures.</p> <p>E. Quality First Teaching and</p>	<p>Top 10 Club</p> <p>Values postcards</p> <p>Homework postcards</p> <p>Attendance awards</p> <p>Golden Apple postcards</p> <p>Praise texts</p> <p>Positive phonecalls</p>	<p>Ensuring that students feel valued improves self-esteem and, therefore, the desire to learn.</p> <p>The element of competition appeals to most students and will raise their motivation to do their best</p> <p>Completion of homework helps to raise attainment</p>	<p>Records of which students have received postcards/Top 10 Club/texts/phonecalls on Team Drive/SIMs</p>	<p>All staff</p>	<p>Ongoing</p>

Brilliant Basics leads to consistently high teaching and learning across the curriculum and key stages					
--	--	--	--	--	--

**6. Review of expenditure**

Previous Academic Year	2018-19
------------------------	---------

**i. Quality teaching for all**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
-----------------	------------------------	--	--	------

**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

**iii. Other approaches**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost