



STRIVE - THRIVE - ACHIEVE

PUPIL PREMIUM STRATEGY STATEMENT

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Pupil premium strategy statement – Danesgate

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Management Committee
Pupil premium lead	Daniel Furniss
Governor / Trustee lead	TBC (27.11.24)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,200.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88,200.00

Part A: Pupil premium strategy plan

Statement of intent

Strive – Thrive – Achieve

As an inclusive provision, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through:

- rigorous tracking
- careful planning and targeted support and intervention,
- provide all children the access and opportunities to enjoy academic success

thus enabling pupils to achieve and thrive in the future.

Challenges

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

Challenge number	Detail of challenge
1	Academic (including literacy and numeracy) and social barriers due to breakdown in attendance and engagement in mainstream school.
2	Below age related performance when they join the school
3	Family support networks often struggle to encourage good attendance and engagement and may not have had a good experience of education themselves. There may also be concerns around eating a healthy diet and personal care items.
4	Low self-esteem with regard to learning and the opportunities they could take advantage of.
5	Poor self-regulation and associated social skills are sometimes linked to adverse childhood experiences.

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
Improved academic outcomes for pupils	<ul style="list-style-type: none"> ● All pupils at KS4 achieve at least one outcome qualification. ● All pupils fulfill their potential outcomes in year, achieving at least their 'Projected Grade', with most striving to achieve their 'Danesgate Agreed Target'.
Improved social and emotional outcomes for pupils	<ul style="list-style-type: none"> ● Boxall Profile evidences improved social and emotional outcomes for all pupils over the academic year ● Specialist THRIVE teacher with a caseload of students weekly enables Pupil Premium pupils to make accelerated progress overtime. ● ELSA support is provided for identified Pupil Premium pupils, delivered by trained staff in a classroom resourced and dedicated to ELSA. ● Some therapeutic support available such as equine therapy, horse riding and access to a farm setting and an AP with a range of larger animals. ● Access to forest conservation area. ● Support from Young MIND and School Wellbeing Service.
Improved family engagement in school community	<ul style="list-style-type: none"> ● Termly review days with a family focus, taxi provided for parental transport if this is a barrier – parent voice shows success. ● Parent Voice evidences that Key Worker relationship is supporting improved pupil attendance and family engagement. ● Parent Hub has engaged families actively.
Improved self-regulation for pupils	<ul style="list-style-type: none"> ● RPI's are reduced over time (comparing term by term and year by year) ● Behavioural incidents (including Suspensions) are reduced over time comparing term by term and year by year. ● Boxall Profiling data shows progress throughout the year in terms of social, emotional and behavioral development
Improved number of pupils accessing post-16 provision and not NEET	<ul style="list-style-type: none"> ● Number of post-16 Pupil Premium pupils who are NEET is below 10%.
Improved school attendance	<ul style="list-style-type: none"> ● The new Attendance officer is improving the schools overall 'expected' attendance and removing barriers to attendance. ● Pupil Premium attendance matches or exceeds non-Pupil Premium attendance. ● Systems and structures support improving attendance across the school, providing clarity over roles and responsibilities. ● Data analysis is providing the required detail to support the work around attendance, ensuring interventions are in place for all pupils where 'expected' attendance is low..

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: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training ensures the school's workforce is highly skilled at meeting the needs of all Pupil Premium pupils and removes all barriers for all pupils.</p>	<p>Training is provided and we have high expectations of all staff at all times, ensuring the foundation that supports Teaching and Learning at Danesgate supporting all learners to achieve. This includes:</p> <ul style="list-style-type: none"> ● Writing and implementing IEPs, SENOPs and EHCPs ● Teaching and supporting pupils with SEN needs ● Use of assessment and tracking to support Teaching and Learning with a SEN focus. ● Understanding and removing high incidence barriers to learning. ● Delivery of high quality specialist interventions. ● Use of Team Teach and surgeries for de-escalation and behavior management ensures a calm, safe learning environment for all. 	<p>1, 2, 3, 4 and 5</p>
<p>Baseline testing supports Teaching and Learning and is used to identify pupils who would benefit from specialist interventions</p>	<p>Recruitment of specialist assessor who is qualified in Level 7 PATOS and Level 7 SPLD.</p> <p>Reporting of baseline data to parents as part of SEN focused reporting cycle.</p> <p>Focused lessons and the whole school focuses to address barriers to learning.</p>	<p>1 and 2</p>
<p>Very small group sizes (between 3 and 7) built on a nurture model, with one Teacher and one Teaching Assistant, ensures all pupils benefit from Personalised Learning plans that enable all pupils to make rapid progress and have their individual needs met.</p>	<ul style="list-style-type: none"> ● Very high adult to pupil ratio. ● Schemes of work and lesson planning supports personalised Learning. ● Assessment and tracking system to evidence rapid progress. 	<p>1 and 2</p>
<p>Every pupil receives the equipment and resources required to make rapid progress at no cost.</p>	<p>All resources for every lesson are provided for all pupils. There is no expectation on any pupil to bring any resources to school. For example school provides:</p> <ul style="list-style-type: none"> ● All stationary equipment 	<p>1, 2 and 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> ● All vocational lesson resources, eg cooking ingredients, materials for construction ● All SEN resources are provided, eg , colored paper, overlays, pencil grips, wobble boards, fidget toys etc. ● High ratio of computers in classes and laptops for word processing and exam usage. 	
<p>Pupils have access to a wide variety of provisions to meet their individual needs and circumstances. This enables all pupils to make rapid progress.</p>	<p>We have different provisions eg Steps, TalkAbout, Primary, The Bridge, ResPEX; we also provide for those pupils where this is not supporting them:</p> <ul style="list-style-type: none"> ● Bespoke provision (long term personalised curriculum offer) ● Pathway plans (short term personalised curriculum offer) ● Alternative Provision ● Therapeutic responses <p>These different provisions ensure that each pupil is receiving the Teaching and Learning opportunities to allow them to flourish and make rapid progress for them.</p>	1, 2, 3 and 4
<p>Careers program to provide education and guidance to ensure all pupils can make the next steps.</p>	<p>Skills Boosters lessons targeted at Year 11. 3 calendared career weeks (including Careers Fairs) for KS3 and KS4 throughout the academic year. Investment in Compass + software package. Investment in Future Skills software package. KS3 employer encounter opportunity. We also Post 16 opportunities and support for our Year 11 pupils, With Sue James (LAWA) supporting all Year 11's on their next steps.</p> <p>Development of the Careers page on the school website to aid parents and pupils.</p>	3
<p>Investment in digital technology to support Teaching and Learning</p>	<p>ICT audit to identify required hardware to allow pupil access to Teaching and Learning, including:</p> <ul style="list-style-type: none"> ● Additional Chrome books or laptops as required ● Reader Pens ● Development of the use of Google Suite ● Read and Write software ● Switch MIS from Integris to Arbor to allow for better use of Assessment to improve Teaching and Learning. 	1 and 2

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

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individualized educational offer through Bespoke provision (long term personalised curriculum offer), Pathway plans (short term personalised curriculum offer) and the use of Alternative Provision.</p>	<p>For those pupils where the high ratio nurture group model is not meeting need, we will provide either:</p> <ul style="list-style-type: none"> ● Bespoke provision (long term personalised curriculum offer) ● Pathway plans (short term personalised curriculum offer) ● Alternative Provision <p>These are all personalized to provide academic support with a long term view of re-engagement in the nurture group model. All involve SLT and Provision leads being creative and developing provisions that are bespoke to individuals. All provisions are quality assured and the pupils are safeguarded.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Alternative Provision (Nudge, Toolbox, AdAstra, Bilbrough Country Classrooms, Monster Maths)</p>	<p>For those pupils on Bespoke or Pathway Plans or where academic support is more effectively provided by an external company we use Alternative Provision, through Nudge, Toolbox, AdAstra, Bilbrough Country Classrooms, Monster Maths. All provide academic qualifications.</p>	<p>1, 2, 4 and 5</p>
<p>SENOP and IEP's</p>	<p>We use SENOP's and IEP's to ensure that all pupils are receiving the SEN support required to allow them to access the curriculum. Each shares understanding of pupils' needs and barriers to learning to ensure all teachers support all pupils appropriately and provide targeted academic support.</p>	<p>1 and 2</p>
<p>Investment in phonics, mathematics and reading resources</p>	<p>In order to provide targeted academic support we have invested in:</p> <ul style="list-style-type: none"> ● Primary (and lower KS3) resourcing aimed at filling gaps in learning and Mastery Learning (White Rose Maths). ● Read and Write software. ● Read, Write Inc. Nationally accredited resource for KS2 literacy, including phonics. ● Fresh Start. Nationally accredited resource for KS3 and KS4 literacy, including phonics. 	<p>1 and 2</p>
<p>Woodland Classroom to provide Alternative Provision for a greater number of pupils to meet their social and emotional needs.</p>	<p>A Woodland classroom tutor needs to be recruited and a program of study that supports the needs of learners developed.</p>	<p>1, 2, 4 and 5</p>

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide social interaction and skills through 'Tea and Toast' daily.	To use 'Tea and Toast' daily to nurture, develop social skills, promote citizenship and positive behaviours, whilst also ensuring all pupils are eating a substantial and filling breakfast.	1, 2, 3, 4 and 5
To provide a healthy and filling hot meal for all pupils daily.	<p>School meals are healthy and filling every day. Providing our pupils with food that promotes well-being and engages them and their families in learning about and encouraging healthy lifestyles and being ready to learn.</p> <p>We need to expand the team in order that we can meet pupils' needs and keep the best quality options at all times.</p>	1, 2, 3, 4 and 5
Development of the Pastoral Team	<p>We are developing our Pastoral Team:</p> <ul style="list-style-type: none"> ● DSL and Head of the Pastoral Team ● Safeguarding and Wellbeing Officer ● Attendance Officer ● Behaviour specialist <p>In order to provide specialist support to address support our pupils and their families might require, support good attendance, support pupils, families and staff to create a culture where the pupils can thrive and all behaviours are managed effectively. To develop across the school good social skills and self-regulation techniques.</p>	3, 4 and 5
Thrive Tutor full time	THRIVE promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.	4 and 5
ELSA Tutor	We are developing teaching assistants who are trained to provide emotional and social skills support to our pupils.	4 and 5
Boxall Profiling of all pupils 3 times a year.	SEMH & Behavioural profiling of all pupils 3 times a year to identify areas for action by Provisions, Classes and providing individual action plans to support a pupils social, emotional and behavioural development.	4 and 5
Use of Alternative Provision to provide therapeutic break and input, social opportunities, opportunities to improve communication skills.	Depending upon need, we can access Alternative Provision to meet a child's needs, develop self esteem and develop regulation and social skills.	4 and 5
Mental Health Leads appointed	Senior Mental health lead trained and coordinated Wellbeing across the school.	5
Zones of regulation training for staff	Metacognition and self-regulation strategies taught as intervention and in form time	3, 4 and 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switch MIS from Integris to Arbor to allow for better family engagement by using the communication module.	Improved engagement from families through better communication provided by Arbor leads to improved academic performance and attendance.	3

Total budgeted cost: **£111,000**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Outcomes 2024

Pupil outcomes for Pupil Premium pupils in 2024, was not as strong as previous years, but this is due to late arrivals in The Bridge.

KPIs for Pupil Premium included:

- 20% PP Pupils achieved 5 or more 1-9 grades
- 20% 5 or more 1-9 incl En/Ma
- 79% achieved 1 or more 1-9
- 20% achieved 1 or more 4-9 incl En/Ma
- 20% achieved 5 or more 1-9 incl En/Ma

School Attendance 2023/24

- All pupils = 50.2%
- Pupil Premium = 51%

School Structure

Small group tuition has seen a significant shift due to the investment in these areas. The school has shifted to within Class Attainment Grouping, with an intent to better prepare the pupils for the next stages of their learning and to increase social interaction and development of social/communication skills.

- September 2020: Huge shift with 69 pupils moving from personalised learning 1:1 to groups (80% groups, 14% 1:1, 6% home)
- September 2021: 88% Groups, 12% bespoke with pathway into groups planned
- September 2023: 92% groups, 8% on bespoke and pathway plans into destination groups

THRIVE Pilot:

Positive outcomes for those children who have had access to 1:1 work, with teachers reporting much more positive and confident they appear in class. Apart from the work which takes place in sessions, the formation of strong, positive relationships with an emotionally available adult at school can offer another avenue of co-regulation when in crisis. In real terms, every child accessing the intervention has shown improvement against

quantifiable measures. There is now a robust intervention pathway for Thrive at Danesgate, developed by a Thrive specialist, including referral, observations, target setting, pre and post measures and reporting.

Further work required to embed practise across the school. Use of Boxall Profiling to support evidencing progress.

ELSA Pilot

Training has been delivered. Model of delivery has been developed. Next steps to include:

- Development of suitable space for delivery.
- Protocols for ensuring the right pupils receive the support and the work is continued outside of the ELSA sessions.

Curriculum Development

- Investment in the primary mastery curriculum and Cornerstones curriculum is used well, but impact needs to be evidenced.
- Assessment system across Primary is now to be introduced across the whole school in order to identify successes and where interventions for pupils and staff need to be introduced.
- Woodland Classroom have been part funded through a Grant (£6,500 to pay for Alternative Provision for Primary).

Healthy eating

- Good progress has been made this year, with Healthy meals resulting in greater demand (need additional staff to meet the demand).
- 'Tea and Toast' where implemented correctly is having good impact, however we need to work on greater consistency.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

We provide for our Service pupils:

- Nurture group teaching or if not appropriate Bespoke or Pathway Plans
- Alternative Provision as required
- Pastoral Team to provide intensive support
- Access to Thrive and ELSA to address needs if appropriate

The impact of that spending on service pupil premium eligible pupils

We had 4 pupils who accessed the Service Pupil Premium. They all benefited from a package of support and the curriculum provision our service pupils Development of emotional regulation, reduction in anxiety, increased literacy skills. We also developed teachers knowledge around needs, experiences etc.

Further information (optional)

We are a school that is truly inclusive and where we provide for all our learners a truly unique offer that is built around their needs and experiences in order to maximise the outcomes and to allow them to Strive, Thrive and Achieve.

Due to the needs of our learners all pupils arrive from a background where they have struggled to access education. All learners therefore need additional and intensive support that allows them to grow and flourish. Our Pupil Premium pupils therefore benefit from the schools approach and because we remove all barriers for all learners and we design our provisions to meet all needs, they have a very unique offer that ensures coming from a Disadvantaged Background does not result in gaps in outcomes.