

Pupil premium strategy statement November 2023

This statement details Deanery CE Primary School's use of pupil 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 effect that last year's spending of pupil premium had within our school.

Vision

We believe that everything we do is a faithful response to God's faithfulness, shown to us through Jesus Christ. Our vision is to reflect God's Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God's heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School overview

Detail	Data
School name	Deanery CE Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jayne Lockett Head teacher
Pupil premium lead	Jennie Griffiths Inclusion Manager
Governor / Trustee lead	Helen Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,103
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>	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,873

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Deanery is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of the Deanery approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Provide targeted intervention through pre-tutoring within small groups and for individuals.
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate mental health and 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	Gaps in reading
2	Phonics difficulties
3	Mental health and well-being issues
4	Oral language skills and vocabulary gaps
5	Multiplication and basic skills in Maths
6	Writing abilities

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes by 2024/25 show that 90% of disadvantaged pupils meet the expected standard.
Improved phonics attainment among disadvantaged pupils	Achieve 100% of pupils in Year 1 passing the Phonics Screening Check
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024/25 demonstrated by pupil voice questionnaires, parent surveys and teacher observations.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book trawls and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2, and achievement in the Multiplication Tables Check at the end of Year 4	KS2 maths outcomes by 2024/25 show that 90% of disadvantaged pupils meet the expected standard. Achieve at least 90% of pupils in Year 4 passing the Multiplication Tables Check
Improved writing attainment among disadvantaged pupils	Achieve outcomes in-line with, or above, national average by the end of KS2.

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: £7,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of the Little Wandle Letters and Sounds Revised programme- training of all teaching staff (EYFS, KS1, KS2).	Little Wandle Letters and Sounds Revised draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.	1,2,6
Improving the quality of mental health and well-being to support learning SCERTS training for two members of staff The Zones of Regulation programme City of Birmingham Schools Behaviour Support Team	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3
Developing oral language skills and vocabulary EYFS staff have undertaken training in the Nuffield Early Language Intervention programme Whole School Communication Plan (Balance System, NHS SALT)	NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.	4
CPD for all staff provided online by White Rose. Working with the Learning Trust for Excellence (LTE) to support teaching and learning Continuation of the Mastering Number programme in Reception, Year 1 and Year 2.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Research, although limited, demonstrates that working with other schools improves educational outcomes whilst also creating better understanding of both challenges and opportunities.	5

	Firm foundations in the development of good number sense allows children to become fluent in calculation and have a confidence and flexibility with number.	
Embedding the writing programme by Jane Considine, from Year 2 to Year 6.	The Write Stuff is a system that sharpens the teaching and learning of writing within the classroom. It is research informed and practically applies evidence into effective best bets for improving writing outcomes.	6
ECT mentoring	Coaching and support delivered in schools is perceived to be impactful for participants.	1,2,3,4,5,6
Increased SEND TA support	Evidence shows that carefully implemented interventions, delivered by trained TAs offering additional support where needed, have a positive impact on progress for pupils with SEND. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702450737	1,2,3,4,5,6
Staff training and courses: <ul style="list-style-type: none"> National College CPD Whole school INSET e.g. Attachment Individual training e.g. SLCN (EYFS) 	Research shows that high quality teaching can narrow the disadvantage gap, and promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1702445755	1,2,3,4,5,6

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

Budgeted cost: £17,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual licences for the Nessy Reading and Spelling program	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Nessy uses a highly structured, sequential, cumulative and systematic synthetic phonics based learning program that progresses to fluency.	1,2,6
Targeted Little Wandle letters and sounds group interventions in KS2- Rapid Catch up	Little Wandle Letters and Sounds Revised draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.	1,2

Targeted multiplication interventions, including TTRockstars as well as small group and individual activities/ games	A carefully sequenced program of Times Tables practice, promoting recall speed.	5
Effective deployment of staff to support key children in year groups	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,5,6
Loan of laptops to individuals/ families	Access to online learning and homework as well as maintaining communication between home and school.	1, 2, 5
Resources to support access to the curriculum	Children sometimes require additional support in order to access the learning alongside their peers, for example, Mindful activity Learning Breaks, fidget toys	1,2,3,5,6

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

Budgeted cost: £26,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities-children within each Key Stage to spend Friday afternoons undertaking an activity of their choice	Consistent reports demonstrate benefits of arts participation in the form of more positive attitudes to learning and increased well-being. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Similarly, engaging in physical activity shows benefits for children's health and well-being. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4, 7
Continuing whole school training on behaviour, with an aim of developing school ethos and improving behaviour across school	A multi-award winning education training consultancy, specialising in leading behaviour change, which inspires, motivates and creates measurable change in behaviour, relationships and learning.	3
Jolly Jungle mentoring	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).	3
Individual therapy sessions	Based on previous years, we recognise that some children may require professional individual support, for example art therapy or specialist counselling.	3
Emotional Literacy support: SCERTS plans	Research shows that social and emotional learning has a positive impact on academic progress.	3

The Zones of Regulation lessons City of Birmingham Schools Behaviour Support Team		
Additional lunchtime supervision	Observations show that if children experience a calm and successful lunchtime break they arrive back in the classroom settled and ready to learn for the afternoon	3
Lunchtime Friendship Groups	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	3
Cherished Mentoring	Research shows that children who have a strong emotional intelligence and feel safe and secure have greater successes in life and make healthier choices	3
Clubs and additional activities e.g. Junior Duke Award	Clubs with well-qualified and well-trained staff are linked to academic benefits.	3, 4
Daily Meet and Greet (small group)	A small number of children benefit from additional support each morning to aid transition into school.	3
Residential in Year 4 and Year 6 Educational visits throughout the school, across the curriculum	An Ofsted document stated that well-planned out-of-classroom activities, which include trips, not only enhance pupils' learning, but can also re-engage those who are hard to motivate. The report listed numerous benefits, including improvements to personal and social skills and significantly raising standards of academic achievement.	3, 4, 6

Total budgeted cost: £50,873

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Our Key Stage 2 SATs data last year showed that 100% of the children in receipt of Pupil Premium funding achieved the expected standard or above in Maths, Reading, Writing and Science. This includes 40% who achieved greater depth in both Maths and Reading.

The following table shows comparable data, using standardised scores, for Birmingham and Deanery (both Pupil Premium and non- disadvantaged pupils):

KS2 SATs 2023	Local data (Birmingham) Non-disadvantaged pupils	Deanery data Non-disadvantaged pupils	Local data (Birmingham) Pupil Premium pupils	Deanery data Pupil Premium pupils
Reading	105.7	109.7	103.1	108.3
Maths	105.9	108.6	102.5	106.3
SPAG	107.1	109.2	103.9	109.0

In Key Stage 1, 50% of the Pupil Premium children were working at the expected standard in Maths, Reading and Science, while 25% achieved the expected standard in Writing.

The children in Year 4 took the Multiplication Tables Check in the summer term where 33% of children receiving Pupil Premium grant achieved full marks, while 83% scored 19 or above (out of 25).

In Year 1, 100% of the Pupil Premium children met the standard required in the Phonics Check.

Maths data across the school from our internal assessments evidences that 64% of our Pupil Premium children have achieved the expected standard or above, of which 6% are working at greater depth. Assessing reading fluency, all children have made progress throughout the year in accuracy and the number of words read correctly, evidenced through termly assessments.

Children are continuing with the Mastering Number programme in EYFS and KS1, and the Little Wandle Phonics and Reading programme is fully embedded into our practice at the Deanery. At the end of Reception, 80% of the children in receipt of Pupil Premium funding were on track within Little Wandle, with targeted children receiving keep up sessions. Staff are deployed across school to deliver the reading groups and keep up sessions.

We are aware of a greater need within the school to support mental health and well-being so Pupil Premium funding has been allocated for this, including individually targeted interventions where required. Children have also embraced the return of Enrichment sessions on a Friday afternoon which allow choice of a variety of activities delivered across each Key Stage.

There continues to be a significant impact through changes to our Behaviour and Relationships policy. Children have developed a sense of community and have many opportunities to celebrate their achievements, for example through sharing work with subject leaders around school and meeting with the Head Teacher on Friday afternoons.

Attendance amongst this group of children averages at 93.5% in the academic year 2022-23, over half of which have attendance of 96% or above.

Externally provided programmes

Programme	Provider
Pivotal Behaviour Training	Pivotal Education
TTRockstars	Maths Circle
NELI	Nuffield Foundation
Little Wandle Reading and Phonics programme	Wandle Learning Trust
Individual and small group mentoring service	Cherished
Mastering Number	NCETM
Nessy Reading and Spelling	Nessy Learning