

Pupil premium strategy statement December 2024

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	444
Proportion (%) of pupil premium eligible pupils	7%
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	December 2024
Date on which it will be reviewed	November 2025
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	£53,161
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	£53,161

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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,872

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 – release of two staff fortnightly to observe and create SCERTS plans The Zones of Regulation programme	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 Whole School Communication Plan (Balanced System, NHS SALT) WellComm- all Reception children assessed and interventions actioned where necessary	The aim of WellComm is to help practitioners identify students who may have speech, language and social communication needs and support those needs through implementing appropriate and targeted interventions. The early identification of any speech and language difficulty or delay is key to the progressive development of a young child's overall development. It is therefore important to ensure that all practitioners have a good awareness of what represents appropriate development at each stage, and have access to programmes that assist them to support children's language.	4
CPD for all staff provided online by White Rose. Working with the Learning Trust for Excellence (LTE) to support teaching and learning	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	5

Continuation of the Mastering Number programme in Reception, Year 1 and Year 2.	<p>outcomes whilst also creating better understanding of both challenges and opportunities.</p> <p>Firm foundations in the development of good number sense allows children to become fluent in calculation and have a confidence and flexibility with number.</p>	
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- from November 2024 the school has employed a full time SEND TA	<p>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.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702450737</p>	1,2,3,4,5,6
<p>Staff training and courses:</p> <ul style="list-style-type: none"> • National College CPD • Whole school INSET e.g. Attachment, ASC • Individual training e.g. SLCN (EYFS) 	<p>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.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1702445755</p>	1,2,3,4,5,6

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

Budgeted cost: £16,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual licences for the Nessy Reading and Spelling program	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Nessy uses a highly structured, sequential, cumulative and systematic synthetic phonics based learning program that progresses to fluency.</p>	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 Little Wandle SEND programme for individual interventions	Little Wandle Letters and Sounds Revised draws on the latest research into how children learn best; this resource provides a graduated approach to Little Wandle.	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, e.g. SLCN, C&L, booster maths 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
TA training (DLP INSET day, September 2024), including de-escalating behaviours, Sensory Processing	EEF research found that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1,2,3,4,5, 6
External agency involvement- assessments, reports, recommendations, meetings	Individual programmes of learning or specialist support is sometimes required where there is a barrier to learning. The right support or advice enables a child to access learning.	1,2,3,4,5, 6

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

Budgeted cost: £25,864

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 or outside agency involvement, delivered by external providers	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 The Zones of Regulation lessons	Research shows that social and emotional learning has a positive impact on academic progress.	3
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. Ofsted (November 2024) commented on the 'harmonious' atmosphere in the playground, which is enabled by a higher ratio of adults to children.	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

<p>Residentials in Year 4 and Year 6</p> <p>Educational visits throughout the school, across the curriculum</p>	<p>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.</p>	<p>3, 4, 6</p>
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Total budgeted cost: £53,161

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Children have been well supported with their mental health and well-being throughout the year, including accessing lunchtime groups, receiving external support (individually and small groups), Jolly Jungle sessions, Enrichment activities and achieving Junior Duke awards. The recent Ofsted inspection (November 2024) commented that Deanery pupils '*benefit from a wide range of personal development opportunities*'. Ofsted graded all five areas assessed as outstanding. The report recognised that '*By the time pupils leave Year 6, they are very well prepared for their next adventures in education.*' This is reflected in the Key Stage 2 SATs results, where of the 2024 leavers in receipt of Pupil Premium funding, 66% achieved the expected standard in both the reading and the Grammar, Punctuation and Spelling tests. Half of this cohort achieved expected standard in writing and a third in maths. Of this group of children, 33% were also identified as having Special Educational Needs.

In Key Stage 1, 100% of the Pupil Premium children were working at the expected standard in reading at the end of Year 2, while 33% achieved the expected standard in writing and maths.

The children in Year 4 undertook the Multiplication Tables Check in the summer term where 50% of pupils receiving Pupil Premium grant achieved full marks, with all scoring 20 or above (out of 25).

In Year 1, 100% of the Pupil Premium children who took the Phonics Check in June 2024 met the standard.

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. Staff are deployed across school to deliver the reading groups and keep up sessions. This year the Little Wandle SEND programme has also been introduced, specifically to support children in receipt of Pupil Premium funding. These are daily 1:1 interventions.

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. The Ofsted report this term recognised that Deanery children '*behave exceptionally well around the school due to the well-understood and consistently applied rules and expectations.*'

Attendance amongst this group of children averages at 93.3% in the academic year 2023-24, with over half of these children achieving between 95% and 100% attendance. The school's position on high attendance, was commented on in the Ofsted report, reflecting that Deanery '*works tirelessly to ensure that pupils attend regularly, and they are rarely absent.*'

Working closely with families is important in recognising individual needs and putting the correct support in place. Parents are invited to drop-in appointments on our Parents Evenings to discuss their child and to ensure that the Pupil Premium funding is used effectively and productively.

Externally provided programmes

Programme	Provider
TTRockstars	Maths Circle
SCERTS	Educational Psychology Service
Little Wandle Reading and Phonics programme	Wandle Learning Trust

Executive Functioning (Autism)	Communication and Autism Team
SLCN- Sliding In	Educational Psychology Service, SALT
White Rose Maths CPD	White Rose Maths
CPD- various	National College
The Write Stuff	Jane Considine
Enrichment activities/ Lunchtime activities	Aspire
Junior Duke Award	Junior Duke
Individual and small group mentoring service	Educational Psychology Service, Cherished
Mastering Number	NCETM
Nessy Reading and Spelling	Nessy Learning
WellComm	GL Assessment