

Pupil premium strategy statement November 2021

This statement details Deanery CE Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 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.

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	457
Proportion (%) of pupil premium eligible pupils	6%
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 2021
Date on which it will be reviewed	July 2022
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	£44,713
Recovery premium funding allocation this academic year	£1,865
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	£46,578
Pupil Premium Lead - Mrs J Griffiths Governor Lead - Mrs H Williams Review date: September 2021	

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
7	EAL

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: £3,540

Activity	Evidence that supports this approach	Challenge number (s) addressed
Introduction 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 Additional staff trained to provide mentoring for pupils	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	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
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Working with the Learning Trust for Excellence 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.	5

Introduction of a new writing programme by Jane Considine	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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Nesy Reading and Spelling program	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Nesy 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	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 TTRockstars interventions	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
Flash Academy-EAL support	Research shows greater progress for children with EAL when funding is used to address language learning needs. EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal	7

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

Budgeted cost: £26,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on behaviour with Pivotal, 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
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

Total budgeted cost: £46,578

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.

Our internal assessments during 2020/21 showed that whilst reading and maths was largely in line with National data, the writing data for our disadvantaged pupils was lower in most year groups.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was delivered through Google classrooms.

Through well-being surveys and questionnaires, we recognise that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Emotion Coaching	Emotion Coaching UK
The Chimp Management Programme	Chimp Management Ltd
Pivotal Behaviour Training	Pivotal Education
Level 3 Award in Mentoring practice x 2	Our Place Support
TTRockstars	Maths Circle
NELI	Nuffield Foundation