

# Pupil premium strategy statement November 2022

This statement details Deanery CE Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 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	441
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
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	£45,330
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,955

# 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: £3,730

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  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): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	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
CPD for all staff (teachers and teaching assistants) on Concrete, Pictorial and Abstract learning within Maths provided online by White Rose.  Working with the Learning Trust for Excellence (LTE) to support teaching and learning- Maths Deep Dives across groups of schools within the LTE.	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

Introduction of the Mastering Number programme in Reception, Year 1 and Year 2.	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

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

Budgeted cost: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual licences for 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- 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 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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	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
Flash Academy- EAL support	Research shows greater progress for children with EAL when funding is used to address language learning needs. EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</a>	7

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

Budgeted cost: £28,125

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	<p>Consistent reports demonstrate benefits of arts participation in the form of more positive attitudes to learning and increased well-being.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Similarly, engaging in physical activity shows benefits for children’s health and well-being.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3, 4, 7
Continuing 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: £48,955**

## 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 2021 to 2022 academic year.

Our internal assessments at the end of the academic year 2021/22 showed that 80% of children receiving Pupil Premium (PP) funding reached the expected standard and above in SPAG and Maths, while 70% attained the same standards in Reading.

In Year 1, 98% of children achieved the standard for the Phonics check. However, 50% of the children in receipt of Pupil Premium did not meet the standard.

In Year 4, 33% of children receiving Pupil Premium grant achieved full marks in the Multiplication Tables Check, while 100% scored 18 or above.

Following the disruption caused by COVID-19, we have had a year of re-establishing routines and structures within school and also ensured that all children are able to access the curriculum at the appropriate level. The Little Wandle programme is now well embedded into our practice at the Deanery and children have started the Mastering Number programme in EYFS and KS1.

Due to the impact on wellbeing and mental health, primarily due to COVID-19-related issues, we have continued to use pupil premium funding to provide wellbeing support for pupils, and individual targeted interventions where required.

There has been 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.

Staff are deployed around school to deliver the curriculum, particularly supporting the implementation of Little Wandle (LW). At the end of the last academic year, 100% of Reception children in receipt of PP funding achieved the expected standard with LW Letters and Sounds, and 50% in Year 1.

### 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