



# Pupil premium strategy statement – Dearham Primary School 2021-2024

This statement details our 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 following two academic years and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Dearham Primary
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers	2021-22, 2022-23, 2023-24
Date this statement was published	20 <sup>th</sup> July 2022
Date on which it will be reviewed	1 <sup>st</sup> July 2023
Statement authorised by	J Wilson
Pupil premium lead	P Blease and J Glaister
Governor / Trustee lead	L Ireland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
Recovery premium funding allocation (including School Tutor based funding of £3847.50) this academic year	£8633
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	£62648

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all our pupils, whatever their background or individual challenges, make good progress against the curriculum. We want to narrow and eventually remove the learning gap caused by disadvantage and the pandemic. The uniqueness of every child is recognised and valued. We adapt our learning journey to meet the needs and interests of all children, offering an excellent education underpinned by a broad, rich and powerful curriculum. We have high aspirations and expectations for all our pupils and we believe no child should be left behind. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. High quality teaching is at the heart of our approach. We know our children and focus on their needs. Delivering this approach means that our disadvantaged children receive support they need to make the progress we are looking for and that ultimately the attainment gap between them and their peers is closed. Implicit in all this is that non-disadvantaged children will continue to sustain their attainment and improve it alongside their peers and ensure all children are equipped for the next stage of their education. The impact of Covid-19 on the education of children has been huge. This plan is part of a wider school strategy for bridging the gaps in learning. The inclusion of recovery funding and the National Tutoring funding in this document is focused through the targeted support for those children identified as having the largest gaps in their learning. We plan our lessons with clear objectives based on teacher's detailed knowledge of each child, striving to ensure that all tasks set are appropriate to each child's level of ability. Lesson plans make clear the expected outcomes of each lesson.

Day-to-day, on-going assessment is crucial to providing instant feedback to the teacher and ensuring progress within each lesson. Robust assessment procedures working alongside this identify those children who may need rapid interventions to address gaps in learning.

Together the approaches we use will ensure:

- To provide high quality teaching and a whole school approach in all aspects of learning, giving **all** our children the confidence to succeed
- To have high expectations for achievement of **all** children and act early to intervene at any given point identified. To challenge disadvantaged children in the work that is set for them
- To provide equality of opportunity for all children.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessment data indicated maths attainment among disadvantaged pupils in KS 2 is below that of non-disadvantaged pupils. Attainment at the end of Y6 has 50% of disadvantaged meeting the expected standard for maths with 54% of non-disadvantaged pupils.
2	Assessment and observations show disadvantaged pupils having greater difficulty with phonics than their peers do. This impacts negatively on reading development
3	Language and communication skills on entry are lower for disadvantaged pupils than non-disadvantaged. This impacts throughout their school career if not addressed quickly with curriculum matched to the needs and interests of the children and a vocabulary rich environment.
4	Discussions with pupils and observations by staff indicate the periods of lockdown have impacted more significantly with disadvantaged pupils leading to knowledge gaps with pupils falling more behind as indicated in maths
5	A lack of enrichment opportunities and socialisation during periods of enforced closure have had a negative impact particularly on disadvantaged pupils in terms of both wellbeing and academic attainment.
6	The existing marking and feedback policy, whilst effective, has less impact on standards for disadvantaged children.

## 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 maths and English attainment for disadvantaged pupils at the end of KS2	KS2 maths and English outcomes at the end of 2023-24 indicate 95% of disadvantaged children meeting the expected standard
Achieve above national average in phonics screening	Phonics assessments at the end of year 1 show the school consistently above national attainment for disadvantaged pupils
A vocabulary rich curriculum and environment expands the vocabulary and communication skills of disadvantaged pupils in line with their peers.	Classroom displays will include subject specific vocabulary and children will be encouraged to talk about what they are doing. Challenging vocabulary encouraged in all aspects of writing and technical vocabulary used in all subjects.
To achieve and sustain pupil well-being for all pupils but particularly disadvantaged children.	Sustained high quality levels of wellbeing by 2023-24. This will be clear in pupil surveys,

	lesson and break time observations, and through increased participation in external enrichment activities such as residentials.
Establish a marking and feedback policy and procedure, which is beneficial to all pupils without affecting negatively on teacher workload.	Feedback is immediate and constructive with the need for intervention and support identified during the lesson. All children have a more immediate response to their work and therefore are able to be supported as necessary.

## 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: £32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle phonics embedded to ensure all children in Early Years and KS1 receive high quality phonics teaching. Ensure effective Little Wandle intervention strategies used for children in KS2 who need it	The Little Wandle programme is rigorous and in place. Early Years and KS1 and all staff have been fully trained through effective CPD, which supports the school in providing an effective approach. Timetabled intervention and tracking are in place to ensure at least good progress in KS1 and Early Years and to ensure progress for those children receiving intervention through Little Wandle in KS2. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2 and 3
Nurture provision training for LSA creating a nurture group This will involve increased hours for support staff Training a further member of staff as an ELSA to support emotional and mental well-being	Boxall profiles of children in school allowing the establishment of a group for children who need that extra support. Staff trained to identify social and emotional needs in children to help promote academic development. All children who require it have dedicated ELSA time.	1,3 and 4

Meta cognition training for teaching staff to facilitate the development of a meta cognition way of learning	EEF evidence suggests an on average 7 month increase in outcomes for children using this approach <a href="https://educationendowmentfoundation.org/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org/education-evidence/guidance-reports/metacognition</a>	1,2 and 4
Investing in high quality first teaching through increased CPD for all teaching staff	EEF pupil premium guidance has this as a key factor in raising standards for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1,2,3,4,5 and 6

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

Budgeted cost: £19500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster classes with a trained teacher for children in year 6 with significant learning gaps	Previous use of teacher to support this group. Education Endowment Foundation Guide to Pupil Premium recommends high quality teaching as having a significant impact on standards	1 and 4
Increased support staff hours to provided 1:1 and small group support for children in class	Education Endowment suggests 1:1 support increases progress by on average 5 months.	1, 2 and 4
ELSA support offered to those children identified as needing the intervention. Support staff hours cost	ELSA has been working in school and had a positive impact on the children involved. Their relationships in school have strengthened and they are more able to concentrate and focus on work therefore improving outcomes	1,2,3 and 4
Reading comprehension and reading for pleasure developed across school. Children	EEF evidence shows an increase of on average 6 months progress for this strategy Centre for Literacy in Primary Education <a href="https://clpe.org.uk/research/clpe-reading-pleasure-2021-22">https://clpe.org.uk/research/clpe-reading-pleasure-2021-22</a>	2 and 3

working in small groups to encourage discussion and understanding of language. Introduction of Accelerated Reader to promote reading comprehension and reading for pleasure.		
Time allocated for Deputy Head to monitor effectiveness of marking and feedback policy and procedures in raising standards	EEF toolkit suggests 6 months added progress through an effective marking and feedback policy	6
Improve reading fluency in children. Training for staff and encouragement and support of re-reading	Although as they move into KS2 children are able to decode and read, their fluency can be an issue  <a href="https://educationendowmentfoundation.org.uk/news/moving-forwards-making-a-difference-reading-fluency-in-key-stage-2">https://educationendowmentfoundation.org.uk/news/moving-forwards-making-a-difference-reading-fluency-in-key-stage-2</a>	2 and 3

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing and mental health training for all staff	Raised staff awareness of issues will mean any concerns are addressed quickly and children are more settled and focused in school	5
Residential and out of school activities booked and	An inability to afford these visits does not mean disadvantaged children will miss out on the activities that establish team building, self-care and social engagement out of school.	5

funded for disadvantaged children	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	
Investment in mental health and ELSA training to provide necessary staff to support positive mental health in children and families as well as staff.	<p>Mental Health advanced lead training identified the need for staff to be appropriately trained in mental health and well-being. A theory of change document is to be established to identify key areas of success and development and to facilitate signposting to support for families.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3 and 5

**Total budgeted cost: £ 56.500**

## 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 assessments in 2021-22 show that there is still a gap between disadvantaged and non-disadvantaged children and that this gap has been made worse by the pandemic, which has disrupted learning across the whole curriculum. Pupil premium children were unable to access funding as they would be

We are now gaining some momentum on closing the gap having been back in school normally for an academic year. However, there is still significant work to do to ensure our expectations for the children are met.

In the 2021-22 academic year, the children undertook SATs in May 2022. The children had had two significant periods of online learning plus a disrupted start to the year. The results for disadvantaged children were as follows:

Reading

42.9% at expected standard;

Maths

42.9% at expected standard;

Grammar, punctuation and spelling

57.2% at expected standard;

The school has had resource and training investment in Little Wandle. We now need to embed the programme into EYFS and KS1. The catch up programme is in place in KS 2 and is beginning to develop; it does however require significant staffing. In 2022, 79% of children passed the phonics screening in Year 1.

The number of support staff has been maintained throughout this academic year and has increased by two for the 2022-23 year. This will help support the EHCP children but also those children needing extra intervention who are identified as PP or vulnerable. The use of LSAs to support teaching and learning means we are able to work small intervention groups particularly in Year 6 for those children that need it. Following results on 2022, we have reinforced provision for Year 6 with two very

experienced LSAs who are able to provide high quality intervention and our ELSA who will also provide the emotional and well-being support for the children.

All children who wished to were able to attend all trips and residential.

The marking and feedback policy developed by the English lead is proving effective in ensuring focused and immediate response to errors in learning. Common misconceptions are identified and addressed at the latest at the beginning of the next lesson. Children with specific difficulties are identified and supported straight away.

The Commando Joes curriculum has been bought into and training undertaken for all staff. There has been some use of the resource but not all classes have accessed it yet.

The Commando Joes curriculum uses challenges called missions to encourage personal development and characteristics. The challenges develop teamwork, communication, empathy, resilience, self-awareness, excellence and positivity and are using the programme to enhance the personal development of the children as future citizens.

Recovery funding was allocated to interventions for those children identified as needing it most following home based learning. These children have worked on a 1:1 or small group basis with support and teaching staff. As previously stated we are waiting for the KS2 SATs results but hope to see a positive intervention from this spend.

We also used some of the catch-up funding to free time for our ELSA trained staff member to be available to work with those children who needed social and emotional support coming back into school.

The Year 6 children undertook the KS2 SATs in reading, maths and grammar, punctuation and spelling this academic year. The children were teacher assessed in writing and science.

Although our KS2 results were disappointing, they were what we had predicted. A number of contextual issues affected the outcomes for the children. However, 50% of children identified as pupil premium in Year 6 were identified as working at the expected standard in reading, writing and maths.

## 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*

<b>Programme</b>	<b>Provider</b>
Jigsaw	Jigsaw
Spelling Shed	Education Shed Inc.
Purple Mash	Purple Mash
Language Angels	Language Angels.com
Tapestry	Tapestry
Little Wandle	Little Wandle Trust
Times table Rockstars	Maths Circle
Reading Plus	Reading Plus