

Pupil premium strategy statement

This statement details our 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.

School overview

Detail	Data
School name	Deanwood Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jane Wright
Pupil premium lead	Jane Wright
Governor / Trustee lead	Sarah Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,677
Recovery premium funding allocation this academic year	£5,365
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	£72,942.59

Part A: Pupil premium strategy plan

Statement of intent

At Deanwood Primary School, we want everyone to be “happy, successful and safe”.

Our intention 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those whose families currently receive Early Help. It is important that we continue to support every child’s needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our 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. Through our approach, we aim to ensure that disadvantaged pupils’ attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure that our approach is as effective as possible, we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	End of Key Stage assessment data indicates that writing attainment among disadvantaged pupils in Key Stages 1 and 2 is significantly below that of non-disadvantaged pupils
2	End of Key Stage assessment data indicates that reading attainment among disadvantaged pupils in Key Stages 1 and 2 is below that of non-disadvantaged pupils
3	End of Key Stage assessment data indicates that maths attainment among disadvantaged pupils in Key Stage 1 is significantly below that of non-disadvantaged pupils
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations
6	Assessments, observations, and discussions with pupils, teachers, parents and external providers suggest that many of our disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps. This is mainly evident in KS1 however also present in KS2
7	Assessments, observations, and discussions with pupils, teachers, parents and external providers suggest that many of our disadvantaged pupils struggle to engage in their learning due to underlying OT and behavioural needs eg: they struggle to self-regulate, become disengaged with their learning due to poor co-ordination skills and also have poor self-care skills. This is present in all Key Stages

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 writing attainment among disadvantaged pupils at the end of Key Stages 1 and 2	KS1 and 2 writing outcomes in 2024/25 show that disadvantaged students are achieving in line with disadvantaged students nationally
Improved reading attainment among disadvantaged pupils at the end of Key Stages 1 and 2	KS1 and 2 reading outcomes in 2024/25 show that disadvantaged students are achieving in line with disadvantaged students nationally
Improved maths attainment for disadvantaged pupils at the end of Key Stages 1 and 2	KS1 and 2 reading outcomes in 2024/25 show that disadvantaged students are

	achieving in line with disadvantaged students nationally
Improved phonics attainment for disadvantaged pupils at the end of Year 1	Year 1 Phonics Screening Check outcomes in 2024/25 show that disadvantaged students are achieving in line with disadvantaged students nationally
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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 scrutiny and ongoing formative assessment
Improved engagement and self-regulation skills from disadvantaged pupils	Assessments and observations indicate significantly improved engagement in learning among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment

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: £8,557.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Twinkl Phonics subscription to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2 and 4
Purchase of Rhino Readers decodable reading books to ensure that reading books match with Twinkl Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2 and 4
Continued enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Purchase White Rose subscription and workbooks, Classroom Secrets and TT Rockstars to support teachers when teaching Maths and when challenging children.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Continue to purchase resources as necessary and to run staff training for newly appointed staff on a	Benefits of the Write Stuff: <ul style="list-style-type: none"> Support for teachers so that they have a deeper and more flexible knowledge of sentence structure. 	1

<p>writing approach that follows the Write Stuff whilst also being closely linked it to the Power of Reading scheme.</p>	<ul style="list-style-type: none"> • Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise. • Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types. • Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with. • Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning. • Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes. • Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs <p>https://www.thetrainingspace.co.uk/product/write-stuff/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,991.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release members of the leadership team to run catch up intervention groups across KS1 and KS2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>

<p>Focused TA interventions across the school, working on needs identified by teachers; a particular focus on targeting gaps in disadvantaged children</p>	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3,4,5</p>
<p>Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Purchase of Speech Link to aid the delivery of speech and language interventions for children identified as needing extra support in S&L and</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>

communication difficulties.		
Provision of speech and language support (both by school staff and specialists) for children identified as having S&L and communication needs	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	6
Beanstalk Reading Intervention to be run, aimed at Year 6 children with a particular focus on disadvantaged children.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Offer subsidized payments to disadvantaged children for trips & residential across the year.	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5

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

Budgeted cost: £17,061.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Toolbox intervention	Social and emotional learning approaches have been found to have a positive impact in academic outcomes over the course of an academic year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5

<p>ELSA Support to be given across the school to individuals identified as needing extra wellbeing and mental health support.</p>	<p>An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship</p> <p>https://www.elsa-support.co.uk/about-elsa-support/</p>	<p>5</p>
<p>Provision of support to help children to be able to self-regulate and better engage with their learning</p>	<p>Occupational therapy is a science-based, health and social care profession (regulated by the Health and Care Professions Council) that can help pupils to overcome challenges learning at school with a focus on wellbeing and being able to participate in activities.</p> <p>https://www.rcot.co.uk/about-occupational-therapy/what-is-occupational-therapy</p>	<p>7</p>
<p>Team Teach training for targeted staff</p>	<p>Team Teach training helps staff to understand the drivers and motivations displayed by distressed individuals and to learn positive ways to manage challenging situations. A Team Teach approach helps staff to learn strategies that maintain positive relationships and encourage de-escalation</p> <p>https://www.teamteach.co.uk/our-courses/</p>	<p>7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £56,610

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 KS1 data for 2021 / 22 shows that, although the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils in reading, writing and maths, the gap was smaller for reading than for writing and maths. Even though there is still an attainment gap, it is clear the use of targeted phonics interventions has had a positive impact in helping to close some of the gaps that are evident as a result of the disruption caused by the pandemic. Analysis of KS1 data shows that there are still significant gaps in the maths knowledge of disadvantaged pupils as a result of the pandemic and that these need to be targeted in the forthcoming academic year.

In KS2, our 2021 / 22 data shows that disadvantaged pupils outperformed non-disadvantaged pupils in maths by 9.6 percentage points. This demonstrates that the targeted interventions and School Led Tutoring provided had a positive impact in helping to address gaps in mathematical knowledge. Data also shows that there is only a 2.9 percentage point gap between the attainment of disadvantaged and non-disadvantaged pupils in writing. With continued targeted interventions, it is hoped that this gap will lessen even more.

Although overall attendance in 2021 / 22 was lower than in the preceding year at 94.3%, it should be acknowledged that it is not possible to compare this with attendance data from the previous year as a significant amount of this is due to COVID-related absence. However, the school are aware that some children struggled last year to attend school due to the impact that the pandemic has had on pupil wellbeing and mental health. As a result of this, the school will continue to target Pupil Premium funding at providing wellbeing support for individuals who are struggling with their mental health. The school will also continue to work closely with the Attendance Advisory Service to encourage parents to ensure that their children attend school regularly and support them to eg: attend Breakfast Club to arrive at school punctually and ready to learn.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.