

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 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 | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 – 2024/25 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Jane Wright |
| Pupil premium lead | Lizzie Russell |
| Governor / Trustee lead | David Giles |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £56,240 |
| Recovery premium funding allocation this academic year | £0 (N/A) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £56,240 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year. | |
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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 |
|------------------|---|
| 1 | Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 2 | Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 3 | Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils 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, especially in maths. |
| 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. |

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 KS2 | KS2 reading outcomes in 2024/25 show that more than 40% of disadvantaged pupils met the expected standard. |
| Improved reading attainment among disadvantaged pupils at the end of KS2 | KS2 reading outcomes in 2024/25 show that more than 40% of disadvantaged pupils met the expected standard. |

| | |
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| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 40% of disadvantaged pupils met the expected standard. |
| Improved phonics attainment for disadvantaged pupils at the end of Year 1. | Year 1 Phonics Screening Check outcomes in 2024/25 show that more than 40% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 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. |

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: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Purchase subscription to White Rose | 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) | 3 Continue to buy in |

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| resources plus Classroom Secrets to support teachers when teaching Maths and when challenging children. | The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Release members of the leadership team to run catch up intervention groups across KS1 and KS2 | 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 | 1,2,3,4,5 |
| Focused TA interventions across the school, working on needs identified by teachers; a particularly focus on targeting gaps in disadvantaged children. | 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 | 1,2,3,4,5 |
| Year 6 Intervention group, focusing on maths and reading. | 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 | 2,3 |
| Year 2 Intervention group, focusing on phonics. | 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: | 1,2,3,4 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | |
| Year 1 Intervention group, focusing on phonics. | 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 | 4 |
| Pupil Premium reading intervention group. | 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 | 2,4 |
| Purchase of Speech Link to aid the delivery of speech and language interventions for children identified as needing extra support in S&L and communication difficulties. | 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 Continue |
| Offer subsidized payments to disadvantage 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: £5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase intervention resources to be used across the | Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short | 1,2,3,4 IDL |

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| school to aid with the delivery of high-quality interventions being run by TAs and members of SLT. | sessions, over a finite period, and link learning to classroom teaching: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | |
| 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 |
| ELSA Support to be given across the school to individuals identified as needing extra wellbeing and mental health support. | 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 https://www.elsa-support.co.uk/about-elsa-support/ | 5 |
| Contingency fund for acute issues. | 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. | All |

Total budgeted cost: £17,000

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £56,240 |
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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 2023 to 2024 academic year.

Our End of Key Stage 2 results for reading, writing and maths were above national; 63% of our children met the expected standard in all 3 (compared to 61% nationally). Our disadvantaged pupils did not perform as well as their peers in maths with only 28.6% of our PP children achieving the expected standard compared to 83%. In reading, 42.9% of our PP children achieved the expected standard compared to 66.7% of non-PP children. In writing, 28.6% of our PP children achieved the expected standard compared to 70% of non-PP children. Our maths data was better than in previous years, we are pleased that the support we put into maths produced results. Reading and writing will become a key focus for the Year 6 who will take their SATs in 2025.

The Year 1 phonics screening showed that 60% of our PP children passed their screening check compared to 72.2% of non-PP children. A new phonics scheme has been introduced this year. Read Write Inc is a highly reputable scheme which has a long history of supporting children to learn to read.

In Year R, there was no difference between our PP and non-PP children. 66.7% of the cohort achieved a good level of development.

Our ELSA saw 30 children in the last academic year, 36% of these children were disadvantaged. As our disadvantaged children make up 19% of our school this shows a significant need for emotional support amongst our PP children. By providing targeted emotional support, our children feel more settled in school which means they are able to attend school more regularly – this will have a positive impact on attainment.

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 |
|-----------|----------|
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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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

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.