

Pupil premium strategy statement

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	Deansfield Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	November 2021- November 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Clara Daly Head Teacher
Pupil premium lead	Karen Baldwin Acting Deputy
Governor / Trustee lead	Sally Ann White Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,140
Recovery premium funding allocation this academic year School led tutoring Total	£9560
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	£60,700

Part A: Pupil premium strategy plan

Statement of intent

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 this 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 young carers. The activity we have outlined in this statement is also intended to support their 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. 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.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Adopt a whole school pedagogical approach in which the structure of lessons keep up not catch up
- Act early to intervene at the point of need
- Explicitly teaching the acquisition of vocabulary across all subjects
- We adopt a whole school approach in which all staff take responsibility for disadvantaged children's 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	Assessments, observations and reviewing books suggest disadvantaged pupils are having greater difficulties than their peers. This is amongst children not meeting age related expectations as well as children who should be on track for GDS.
2	Our assessments and observations indicate that the education and wellbeing 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.

3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 14 disadvantaged children currently require additional support with social and emotional needs, receiving small group or 1:1 interventions.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 1.3% lower than for non-disadvantaged pupils. Our Persistent Absence for the whole school is 14.2 but for our pupil premium children it is 17.8.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: the overall absence rate for all pupils being no more than 4%, including those pupils who are disadvantaged.
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 reading, writing and maths attainment among disadvantaged pupils.	Outcomes in 2021-2022 amongst disadvantaged pupils without other significant barriers, meet the expected standard.
To remove the Persistent Absence gap between pupil premium children and none pupil premium children	Sustained drop in PA from our key disadvantaged children
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 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

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
As a result of precise timely intervention, children make accelerated progress and close gaps quickly.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,2,3,5
Explicit direct instruction is embedded as a pedagogical approach in teaching across the curriculum	Based on cognitive science, studies have shown good progress is made with this approach especially SEND and disadvantaged.	1,2,3,5
CPD for all staff from CAHMS	If signs are spotted early and talked about, more serious mental health problems can be minimised	4
Manipulatives for Maths Mastery	Evidence shows that a maths mastery approach is ensure that all children keep up not catch up. Manipulative for m a key part of this approach	1,2,3,5
Little Wandle phonics system embedded	Phonics approaches have a strong evidence base indicating a positive impact on children particularly those from a disadvantaged background. Targeted phonics programs are proven to work when delivered effectively and consistently	1,2,3,5

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

Budgeted cost: £ 15,000'

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disad-	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1,2,3,5

vantaged pupils who require further phonics support.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
School led 1:1 tutoring and small group 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,5
Targeted small group interventions from teachers in years 3 and 4	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,2,3,5

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

Budgeted cost: £ 24,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to work with key children supporting their emotional well being in school and work with families before and after school. Part of this work will focus on attendance	Targeted emotional response based interventions and universal approaches can have positive overall effects. Regular attendance has direct impact on learning	4

Total budgeted cost: £ 51,140

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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.