

## Deansfield Primary School

### Three-year Pupil Premium Strategy 2021-2024

SUMMARY INFORMATION:			
Current Pupil information – 2021-2022			
Total number of pupils R-Y6:	410	Total number of pupils eligible to pupil premium:	32
Total pupil premium budget:		Amount of pupil premium received per child:	

COHORT INFORMATION (CHILDREN ELIGIBLE TO PUPIL PREMIUM)		
Characteristics	Number in group	Percentage as a group
Boys	12	37%
Girls	20	63%
SEN Support	9	28%
EHC	0	0%
EAL	10	31%
Discreetly pupil premium	13	41%

EYFS						
	Pupils eligible for pupil premium (5 children)	Children not eligible for pupil premium	National average	Data from previous years		
				2017-18 (4 children)	2018-19 (No children)	2021 School data (5 children)
Good level of development (GLD) Overall	60%	80%	n/a	43%	NA	60%
Reading (GLD)	60%	80%	n/a	43%	NA	60%
Writing (GLD)	60%	80%	n/a	43%	NA	60%
Number (GLD)	60%	80%	n/a	43%	NA	60%
Communication and Language (GLD)	60%	80%	n/a	43%	NA	60%

YEAR 1 PHONICS SCREENING CHECK						
Pupils eligible for pupil premium	All pupils	National average	Data from previous years			
			2017-18 (5 children)	2018-19 (6 children)	2021 School data (2 children)	
2	60		60%	67%	50%	

YEAR 1 PHONICS SCREENING CHECK

END OF KS1

	Pupils eligible for pupil premium (2 children)	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2017-18 (6 children)	2018-19 (6 children)	2021 School data (2 children)
% achieving expected standard or above in reading, writing and maths	0%	80%	n/a	17%	33%	0%
% achieving expected standard or above in reading	50%	89%	n/a	50%	67%	50%
% achieving expected standard or above in writing	0%	84%	n/a	33%	67%	0%
% achieving expected standard or above in in maths	50%	91%	n/a	50%	50%	50%
% achieving above expected in reading, writing and maths	0%	13%	n/a	0%	17%	0%
% achieving above expected in reading	0%	29%	n/a	0%	0%	0%

## YEAR 1 PHONICS SCREENING CHECK

% achieving above expected in writing	0%	16%	n/a	0%	0%	0%
% achieving above expected in maths	0%	20%	n/a	0%	0%	0%

## END OF KS2

	Pupils eligible for pupil premium ( <b>9 children</b> )	Pupils not eligible for pupil premium		Data from previous years for pupil premium children		
		School average	National average	2016-17 16 children	2017-18 11 children	2018-19 <b>9 children</b>
% achieving expected standard or above in reading, writing and maths combined	56%	80%	n/a	63%	70%	54%
% achieving expected standard or above in reading	89%	94%	n/a	69%	70%	69%
% achieving expected standard or above in writing	78%	84%	n/a	63%	91%	62%
% achieving expected standard or above in GPS		84%	n/a	63%		62%

END OF KS2						
% achieving expected standard or above in maths	56%	86%	n/a	63%	80%	54%
% exceeding the expected standard in reading, writing and maths combined	0%	33%	n/a	6%	0%	15%
% exceeding the expected standard in reading	33%	57%	n/a	6%	0%	15%
% exceeding the expected standard in writing	0%	43%	n/a	19%	18%	23%
% exceeding the expected standard in GPS	0%	48%	n/a	16%		31%
% exceeding the expected standard in maths	11%	41%	n/a	16%	10%	31%
Progress- combined RWM	+4.17	+4.15	n/a	0		

## OTHER DATA

Look at:	Strengths	Areas of development										
<p>Attendance data 2021</p> <p>Whole school: 97.3</p> <p>Pupil Premium: 98.4</p>	<p>Attendance at Deansfield is consistently above 96% for all groups of children. Persistent Absences is consistently low. Attendance online was high during the pandemic.</p>	<p>We have identified 3 key families to work with to improve their attendance and punctuality.</p>										
<p>Behaviour data</p>	<p>Behaviour across the school excellent. Last year's data is below.</p> <table border="1" data-bbox="792 683 1406 882"> <tbody> <tr> <td>Racist</td> <td>1</td> </tr> <tr> <td>Homophobic</td> <td>0</td> </tr> <tr> <td>Religious Intolerance</td> <td>0</td> </tr> <tr> <td>Physical Restraint</td> <td>2</td> </tr> <tr> <td>Exclusions: internal/ external</td> <td>3</td> </tr> </tbody> </table> <p>The reported behaviour relates to one child who has received additional support and specialist nurture provision.</p>	Racist	1	Homophobic	0	Religious Intolerance	0	Physical Restraint	2	Exclusions: internal/ external	3	<p>Continue to embed a values-based approach and update and ensure all staff trained on a restorative approach.</p>
Racist	1											
Homophobic	0											
Religious Intolerance	0											
Physical Restraint	2											
Exclusions: internal/ external	3											
<p>Safeguarding referrals</p>	<p>1</p>	<p>Continue to ensure all staff are comprehensively trained and up to date with their safeguarding training</p>										

Catch up Premium:			
Amount of funding:		£4640	
Specific focus area identified	Rationale:	Expected Impact:	Link to SDP Pupil premium? if appropriate
Precise, targeted after school tutoring for individuals and small groups focus on maths mastery and reading/vocabulary	<p>We do not want our children to miss their learning during the school day so we will set up after school tutoring sessions in blocks of 8 lessons.</p> <p>Our data shows us that the target group will be in year 4 and 5 as these year groups have the most significant gaps</p> <p>These will be 8-week programs for up to 25 children</p>	Historical gaps will be closed quickly enabling accelerated progress	Quality First Teaching Equity Maths English

LONG-TERM PLAN (3-YEAR TIMESCALE): (3 – 5 priorities)				
Priority		Rationale (Why is it a priority?)	Expected impact	Links to SDP
1.	A mastery approach underpins the teaching of maths across the school	<p>Data shows that PP children across the school are not achieving as strongly as their peers in maths.</p> <p>Research shows that this approach prevents gaps occurring</p>	Children to have a deep and secure knowledge of maths concepts	Maths Equity QFT

2	The structure of explicit, direct instruction is used in all subjects across the school	Research shows that this approach prevents gaps occurring	Children have a deep knowledge base in their long term memory across subjects	QFT Equity
3	Short same day interventions are used across the school in all subjects	Data shows 18/24 of the PP children in Y2 to 6 are below age related expectations in at least one subject area. Precise, in the moment response from teachers and TAs prevent gaps occurring and closes existing gaps	Large gaps in knowledge or understanding of concepts do not occur	QFT Assessment
4	Explicit teaching of the acquisition of vocabulary is planned and implemented across subjects	Data shows 15/24 PP children are below age related expectations for reading Research shows a direct link between vocabulary acquisition and academic achievement	Children develop a curiosity in new vocabulary and can access a broader range of text and use in their written work	English Equity QFT
5.	Extra capacity from the school counsellor is available	4 PP children have SEMH needs. Children will be able to access learning if their mental well being and self esteem is high	Children are able to access learning	Mental Health



**PRIORITY 1 A mastery approach underpins the teaching of maths across the school**

Member of staff responsible: Maria Hazelwood

Objectives	Expected Impact	Actions to be taken	By whom	By when	Resources needed	Progress indicators
<p>Maths leader has a deep understanding of evidence-based research on Maths mastery and how to implement the approach across the school</p>	<p>Gaps in learning do not occur in any year group. Existing gaps in learning are narrowed or closed.</p>	<p>Maths leader to attend hub and Maths subject leaders</p> <p>Maths leader to continue professional development through her research study</p>	<p>Maths lead</p>	<p>Ongoing Review termly</p>	<p>Cover</p>	<p>Maths progress and attainment in disadvantaged group equals non disadvantaged</p>

<p>All staff have a shared understanding of mastery which is evident in maths teaching across the school</p>	<p>Gaps in learning do not occur in any year group. Existing gaps in learning are narrowed or closed.</p>	<p>PDMS to focus on research and current practice which is highlighted in the above meetings</p> <p>Monitoring of maths leader is focused on disadvantaged to ensure</p> <p>Maths leader to support staff to develop their knowledge of the maths mastery approach</p> <p>White Rose curriculum available to all staff</p>	<p>Maths lead</p>	<p>Ongoing Reviewed through QA cycle and data analysis</p>	<p>Cover</p>	<p>Maths progress and attainment in disadvantaged group equals non disadvantaged</p>
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ECTs and teachers new to Deansfield are supported in their understanding of mastery	Pedagogical approaches are consistent and high quality across the school	Targeted training for ECTs and new teachers happens	Maths lead	Booked for Spring term	Identified Hub training	Maths progress and attainment in disadvantaged group equals non disadvantaged
Manipulatives used across the school in the teaching of maths	Maths concepts are understood deeply by children	More manipulatives bought for each phase  Continued CPD on use of manipulatives	Maths lead	Autumn term	Manipulatives	Maths progress and attainment in disadvantaged group equals non disadvantaged

**PRIORITY 2: The structure of explicit, direct instruction is used in all subjects across the school**

Member of staff responsible: Clara Daly, Karen Baldwin, Janice Lewis

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
Lessons across the school are taught through direct instruction structure model	Children's learning is scaffolded well so they remember more  All children are supported to access the learning	CPD undertaken for all teaching staff  Rosenshine's Principles of instruction book given to each year group  Learning walk feedback and lesson observation feedback to focus on Direct instruction	SLT	Autumn term	Copies of book	Lessons observed following this structure

Staff have a shared understanding of each stage of the model and what high quality is	Precise modelling and structure ensures that gaps in learning do not appear	Peer Coaching research groups set up to explore pedagogical approaches  QA cycle focus on this approach being taught to a consistently high standard	SLT	Ongoing	Cover	Children make good or better progress
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**PRIORITY 3: Short same day interventions are used across the school in all subjects**

Member of staff responsible: Clara Daly, Karen Baldwin, Janice Lewis

Objectives	Expected Impact	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators
In lesson gaps are quickly identified	Children's misconceptions are quickly addressed and children have the opportunity to practice their learning and be successful. They are then ready to move on with the class.	In lesson questioning, observation and marking identify misconceptions. Teacher or TA follows up as quickly as possible with targeted intervention.	Class teachers Teaching assistants	Ongoing	No specific	Children make good or better progress Gaps in learning are addressed quickly and not allowed to develop
Training/ mentoring for new TAs in short effective intervention	New staff teach interventions confidently	Training to be organised	Janice Lewis	Autumn 1 2021 and as needed		

PRIORITY4 Explicit teaching of the acquisition of vocabulary is planned and implemented across subjects

Member of staff responsible: Yanoula Goldsmith and Laura Boyer

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
<p>English leaders have a deep understanding of evidence-based research on vocabulary acquisition and oracy and how to implement the approach across the school</p>	<p>Children are more able to access different texts across subjects and apply vocabulary knowledge in their writing.</p>	<p>English leaders attend Compass and Greenwich English Subject leader meetings</p> <p>English leaders continue their Let's think training</p> <p>CPD delivered to staff on the new DFE reading framework</p> <p>Reading canon is evaluated by all staff</p>	<p>English leaders</p>	<p>ongoing</p>	<p>Let's think course</p> <p>Subject leader courses</p> <p>Cover</p>	<p>Children make good or better progress.</p>

Oral rehearsal of new vocabulary is consistently modelled by teachers and children and oral rehearsal is planned into lessons	Children are more able to access different texts across subjects and apply vocabulary knowledge in their writing.	CPD for all staff from Let's think in English  Identified subject based vocabulary identified in all subjects and displayed in all classrooms Stem sentences in Maths	English Leaders	Ongoing CPD Spring Term	As above	Children's acquisition of vocabulary is accelerated and enables them to access texts across the curriculum. They are able to incorporate new vocabulary into their own writing.
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**PRIORITY4** Extra capacity from the school counsellor is available

Member of staff responsible: Janice Lewis

Objectives	Expected Impact	Actions to be taken	By whom	By when <i>(include review dates)</i>	Resources needed	Progress indicators
Specific emotional issues identified are supported and children thrive	Children access lessons confidently	More counsellor time to be purchased	Janice Lewis	ongoing	Counsellor time	Children make progress
Support from counsellor to be offered to parents where needed	Parents are supported to support their children	More counsellor time to be purchased	Janice Lewis	ongoing	Counsellor time	