

Pupil premium strategy statement – Delapre Primary School



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	Delapre Primary School
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	138 (23%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 - 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Harry Portrey
Pupil premium lead	Denise Leivers
Governor / Trustee lead	Richard Warr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023 £174,510
Recovery premium funding allocation this academic year	2022-2023 £19,285
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	2022-2023 £193,795

Part A: Pupil premium strategy plan

Statement of intent

At Delapre Primary School, we recognise that all pupils regardless of their background, should have equal access to a curriculum and learning which will enable them to achieve their potential and thrive. We are committed to raising the attainment of all pupils including those eligible for the Pupil Premium Grant (PPG) and understand that many of these pupils must make accelerated progress. We believe that the highest possible standards can only be achieved by having high expectations of all learners and recognise that some pupils from disadvantaged backgrounds may require additional support.

As a school, we are committed to utilising resources and support effectively, including the PPG and Recovery Premium Grant (RPG), to ensure pupils achieve to the best of their ability. We determine how best to use the PPG to support pupils and raise attainment through the development of the Pupil Premium Strategy Statement. The Strategy Statement is evidence based, using EEF research and other sources to ensure strategies implemented are well selected, and detail priorities, actions and support aimed at addressing a range of identified challenges. Our approach is responsive to common challenges as well as our pupils' individual needs. We aim for all our pupils to be knowledgeable through our broad and balanced curriculum, irrespective of background. We encourage our pupils to think deeply about their learning and become increasingly familiar with the metacognitive elements of it. High-quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils currently 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.

The school rigorously monitors and evaluates the impact of the PPG and RPG to ensure this is allocated appropriately and used effectively. Tracking of progress over time is essential so that needs can be quickly identified, and strategies and interventions developed to accelerate progress. Data collated is consistently used during pupil progress meetings to identify impact of actions and to therefore generate next steps.

To support effective allocation of funding, analysis of impact for Pupil Premium spending is undertaken after the end of an academic year to identify strengths and areas for development for the following year.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions.

Challenges

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

Challenge number	Detail of challenge
1	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 knowledge gaps.
2	A large proportion of pupils have poor literacy skills on entry to our school in reception. 85% of our PP pupils in reception are not at the expected level in literacy vs 73% of other pupils (baseline September 2022).
3	Disadvantaged pupil's attendance rates are historically not as high as their non-disadvantaged peers. December 2022 YTD – disadvantaged attendance 94.3% vs 95.7% for other pupils.
4	Our assessments (including wellbeing survey), 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. 31% of our disadvantaged pupils have had some sort of pastoral or social support in the past year (Dec 2022).
5	Assessments, observations, and data tracking suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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
Attainment in phonics	Phonics check outcomes in years 1 and 2 show a sustained improvement year-on-year.
Attainment in reading	Reading outcomes show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present). Secure expected standards at the end of KS2 for those disadvantaged pupils who were only just at expected standard or emerging at the end of KS1. Extension and stretch activities provided for Most

	Able disadvantaged pupils who were previously expected and exceeding.
Attainment in writing	By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with a target of disadvantaged pupils achieving the expected standard in writing in line with the national average.
Attainment in maths	By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with a target of disadvantaged pupils achieving the expected standard in maths in line with the national average. Secure expected standards at the end of KS2 for those disadvantaged pupils who were only just at expected standard or emerging at the end of KS1. Extension and stretch activities provided for Most able disadvantaged pupils who were previously expected and exceeding.
Well-being of pupils improved	Pupil voice results suggest that there is an improvement of the well-being of our pupils.
To achieve and sustain improved levels of attendance for all pupils, particularly for our disadvantaged pupils.	Average attendance for disadvantaged and non-disadvantaged cohorts will be the same. There will be no difference between the cohorts for rates of persistent absence.

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: £ [60,493]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding high quality adult/child interactions in the early years. Developing language rich environments.	There is strong evidence that the rate at which pupils develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations pupils have with adults and peers throughout the day in a language rich environment is crucial.	1,2,5

<p>Training EYFS staff in the ShREC approach to facilitate high quality interactions.</p>	<p>Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net) <i>“When done well, high quality interactions often look effortless but they are not easy to do well.”</i> EEF Guidance Report, Preparing for Literacy. Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (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. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches (Using the SCARF online scheme) will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	1,4

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

Budgeted cost: £ [85,078]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading fluency and comprehension sessions led by experienced teacher for pupils whose reading progress has slowed.	The EEF toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) collates studies that conclude that small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. It has an average impact of 4 months additional progress over the course of a year.	1
Maths sessions led by experienced teacher for pupils whose maths progress has slowed.		1
Reading intervention to support targeted PP pupils in all year groups from Y1 to Y6.	Reading intervention team to support targeted PP pupils in all year groups from Y1 to Y6. Adopted reading interventions have had a proven impact on narrowing the gap at Delapre (FFT).	1,5
Engaging with the National Tutoring Programme to provide 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.	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 EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £ [19,380]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Continue to fund trips and curriculum days for our disadvantaged pupils. Also, provide lunchtime/after school clubs that are run by staff free of charge.</p>	<p>From our pupil surveys over the years, we have had lots of positive feedback on the wider curricular activities provided by the school. We continue to make these free of charge so that there are no barriers to participation.</p>	3,4
<p>Further develop Delapre to be a mentally healthy school.</p> <p>Provide 1 to 1 and group sessions for identified pupils, led by skilled and experienced practitioners.</p>	<p>Primary : Mentally Healthy Schools</p> <p><i>"Primary schools have a vital role to play in supporting children's mental health – teaching them the skills they need to recognise and deal with their emotions, and helping those with difficulties get the support they need."</i> Anna Freud National Centre for Children and Families</p>	4
<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>	All

Total budgeted cost: £ [48,224]

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.

Year 1 Phonics June 2022 - 43% of our PP pupils in Year 1 achieved the pass rate on the Year 1 phonics screening check vs 83% of other pupils. Gap = -40%

Overall, we had the lowest pass rate for phonics screening (73%) in Year 1 for a number of years. The large attainment gap between the disadvantaged pupils and other pupils can be partially explained by the learning missed during school closures. Several of these pupils struggled to engage with remote learning. Since these results, planned interventions have been executed along with re-groupings for the pupils in phonics lessons. Currently (Dec 22), 91% of our Year 2 disadvantaged pupils (who did not pass the phonics screening in Year 1) are on track to pass the phonics screening re-take in June 23 compared with 86% of other pupils who did not previously pass. Interventions and re-groupings will continue.

Year 2 Phonics June 2022 – 100% of our PP pupils by the end of Year 2 achieved the pass rate on the phonics screen check vs 96% of other pupils. Gap +4%

The planned interventions for this group of pupils worked well. This will continue for our Year 2 pupils this year.

Year 2 Reading June 2022 – 65% of our PP pupils in Year 2 achieved the expected standard vs 69% of other pupils. Gap = -4% (gap 2018-2019 was -29%).

Year 2 Writing June 2022 – 57% of our PP pupils in Year 2 achieved the expected standard vs 63% of our other pupils. Gap = -6% (gap 2018-2019 was -37%).

Year 2 Maths June 2022 – 71% of our PP pupils in Year 2 achieved the expected standard vs 78% of our other pupils. Gap = -7% (gap 2018-2019 was -25%).

In reading, writing and maths, all outcome gaps between disadvantaged pupils and non-disadvantaged pupils have diminished since the last set of statutory assessments (2019). Whilst this is very positive, we realise that every cohort is different and therefore we continue to track progress and attainment closely in order that swift action can be taken to hopefully minimise gaps between the two groups.

Year 6 Reading June 2022 – 73% of our PP pupils in Year 6 achieved the expected standard vs 81% of other pupils. Gap = -8% (gap 2018-2019 was -9%).

Year 6 Writing June 2022 – 73% of our PP pupils in Year 6 achieved the expected standard vs 86% of other pupils. Gap = -13% (gap 2018-2019 was -6%).

Year 6 Maths June 2022 – 59% of our PP pupils in Year 6 achieved the expected standard vs 84% of other pupils. Gap = -25% (gap 2018-2019 was +9%).

The Year 6 attainment gap in Maths was larger than expected. Despite our PP pupils making good progress in their final year at school, some still did not reach the expected standard. This can be partially explained by the learning missed during school closures. Several of these pupils struggled to engage with remote learning, despite our best efforts to set them up with devices, engage with them on the phone and make the learning engaging. Several of these pupils still struggled to participate and this therefore resulted in knowledge gaps.

Attendance

Although the attendance gap is not significant between our disadvantaged pupils and others, this continues to be an area of focus for the school to ensure our usual good attendance does not drop.

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