

Pupil Premium Strategy Statement Dean Field Community Primary School



In June 2019, the EEF published a new guide on the Pupil Premium. The [EEF Guide to the Pupil Premium](#) which aims to support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and

emotional support.

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.

The EEF (Education Endowment) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action. Red shows the impact in months from research of our chosen activity.

See link for further information <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Pupil Premium School data 2020/21 % pupil achieving age related expectations	EYFS 18 pupils	KS1 13 Pupils	KS2 21 pupils	2019 Attainment		2019 Progress from KS1		
				PP	National	School	National PP	National ALL
Reading	57%	62%	62%	50%	62%	-3.36	-0.66	0.02
Writing	57%	62%	43%	58%	68%	-3.01	-0.59	0.05
Maths	73%	77%	57%	50%	67%	-4.10	-0.43	0.03
reading, writing and maths combined				48%	51%			

Pupil Premium Strategy Statement

School name	Dean Field Community Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	54% (108)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	Termly but full review September 2022
Statement authorised by	Shameem Hussain (CEO)
Pupil premium lead	Fiona Pether
Governor / Trustee lead	Lucy Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,260
Recovery premium funding allocation this academic year	£15,805
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	£161,065

Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some pupil premium children's parents in education, for example; children do not experience story or books or read at home often with an adult outside of school and do not receive parental support with homework tasks.
2	Special educational needs and low ability of many of our PP pupils.
3	Attainment at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium.
4	Attainment at the end of KS2 for pupils is below the national average in Reading and Writing for pupils who are eligible for the pupil premium.
5	Improve attendance rate for PP pupils so it is in line with national average for all pupils.
6	Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences.

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.

Challenge number	Intended outcome
1	The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment. Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.
2	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.
3 and 4	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.
5	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.
6	PP parents will engage more positively with the school and will be better at supporting their children at home with their learning

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: £ 58,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> • Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching. • Staff development and quality CPD <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> • Feedback - to ensure that the feedback provided to all pupils is instant and effective. • Pre teaching – to continue <p>Continue to teach reading comprehension to all pupils on a daily basis in smaller groups.</p>	<p>DFE report: <i>supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</i></p> <p>School continue to support those teachers who took part in the DFE Early Career teachers framework – staff are supported by colleagues across the trust. The school supports 1x ECT.</p> <p>Feedback (+8 months – EEF Toolkit)</p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>Reading comprehension strategies (+6 months)</p>	<p>2,3 and 4</p>

Phonics teaching in EYFS/Y1 in smaller groups and streamed across the phase.	Phonics (+4 months)	
Raise attainment in Mathematics for pupils by diminishing the gap through QFT and the use of Same Day Intervention.	Same Day Intervention- this had a positive impact in Year 5 in 2019-20 where the gaps in maths were decreased. It was rolled out into KS2 in 2020. Data from 2020-21 where pupils were consistently in school and not affected by lockdown shows that maths attainment is higher than previous years and that the gap is closing between PP and non PP.	2,3 and 4
To raise attainment through providing enriching experiences across the curriculum through: <ul style="list-style-type: none"> • Specialist Art /Music teachers to develop pupils' skills in art, dance and music • Ensure pupil receive high quality dance and art provision • Promotion of The Arts within school (See SIP) • Subsidising of trips including residential for PP 	Arts participation (+3 months – EEF Toolkit) Sports participation (+3 months – EEF Toolkit)	2,3 and 4

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

Budgeted cost: £ 70,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.	One to one tuition +5 months (EEF Toolkit) Small group tuition +4 months (EEF Toolkit)	1,2,3 and 4

PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:

- Extra group work with teachers or TAs
- Further develop and run Early Years interventions
- Oral language interventions to run in EYFS
- reading plus for Y6
- additional adult support in year 6
- Reading intervention groups to be run for any pupils who are falling behind
- Extra small group support will be provided to all Rec and Year 1 pupils in phonics
- Additional catch up sessions after school for targeted pupils

Early Years interventions (+5 months – EEF Toolkit)

The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.

Whole school maths intervention to address gaps in all year groups through the use of:

- Same Day Intervention
- Teaching to the top strategies
- additional adult support in Y6
- Additional catch up sessions after school for targeted pupils

One to one tuition +5 months (EEF Toolkit)

Small group tuition +4 months (EEF Toolkit)

Feedback (+8 months – EEF Toolkit)

Mastery Learning (+5 months – EEF Toolkit)

2,3 and 4

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

Budgeted cost: £32,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> • Breakfast club provision • Minibus pickup • Pastoral support around behaviour and social/emotional support from Inclusion Team • Sports Provision • Behaviour treat/reward • One to one work with Inclusion Specialist and Pastoral Manager • Social and Emotional intervention groups • Lego Therapy sessions • Lunchtime support to be provided by learning mentor/pastoral manager for vulnerable pupils who need support. • Free breakfast club for Year 6 leading up to SATs • Sports Provision 	<p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behaviour interventions +3 months (EEF Toolkit)</p> <p>Sports Participation +2 months (EEF Toolkit)</p>	<p>ALL</p>

<ul style="list-style-type: none"> • One to one work with Pastoral Manager 		
<p>Improve Attendance and ensure whole school attendance remains above 96% Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> • Attendance to be on the agenda at Parents' Evenings • First day calls • Home visits • Morning Minibus collection for target pupils • Penalty fines for extended holidays • Referrals to EWO for pupils at risk of becoming 'Persistent Absentees' • Attendance treats/ weekly attendance rewards • Work closely with attendance officer from partner school 	<p><i>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</i></p> <p>Overall attendance at DF is high (around 96%), however there remains a gap between PP and non-PP attendance (PP is 94.6%) and this is an area to continue to work on.</p> <p>Individual case studies shows impact of this provision on pupils impact can be measured through attendance data which is in line with national average and much lower than national average for persistent absence.</p>	5
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> • PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. • Ensure all PP pupils are able to engage and take part in residential and trips. 	<p><i>The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</i></p>	ALL

<p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> • Seesaw APP • Parental engagement programme in place • Family Learning workshops • Parents' Weeks • class assemblies • Family theme week • Coffee mornings 	<p>Parental engagement +2 months (EEF Toolkit) Parental engagement has massively improved through the Seesaw APP-98% of parents are using the APP to engage with their child's learning.</p>	<p>6</p>
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Total budgeted cost: £ 161,035

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-21

	<i>Desired outcomes and how they will be measured</i>	<i>Evaluation of impact – end of academic year</i>
1	<p>The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment.</p> <p>Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.</p>	<p><u>Communication & Language:</u> <u>Listening & Attention:</u> 73.3% (22/30) of the cohort were expected and above. 72.2% (13/18) PP were expected and above. <u>Understanding:</u> 80% (24/30) of the cohort were expected and above. 77.8% (14/18) PP were expected and above. <u>Speaking:</u> 80% (24/30) of the cohort were expected and above. 77.8% (14/18) PP were expected and above. <u>Literacy:</u> <u>Reading:</u> 73.3% (22/30) of the cohort were expected and above. 72.2% (13/18) PP were expected and above. <u>Writing:</u> 73.3% (22/30) of the cohort were expected and above. 72.2% (13/18) PP were expected and above. <u>Parents Engaged:</u> 76.7% (23/30) of parents engaged for this cohort and 66.7% (12/18) of PP parents engaged for this cohort. <u>TalkBoost:</u> <u>Autumn Term:</u> Ch. Working at Further Investigation: 20% (6/30) PP: 22.2% (4/18) Ch. Working at Early Talk Intervention: 10% (3/30) PP: 16.7% (3/18) Ch. Working at Quality First Teaching: 70% 21/30 PP: 61.1% (11/18) <u>Summer Term:</u> Ch. Working at Further Investigation: 3.3% (1/30) PP: 0% (0/18) Ch. Working at Early Talk Intervention: 10% (3/30) PP: 16.7% (3/18) Ch. Working at Quality First Teaching: 86.7% 26/30 PP: 83.3% (15/18)</p>

2	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.	<p>Points Progress (Expected points would be 6 points -2 points per term except for Y1 who baseline in October)</p> <p>All Pupils</p> <table border="1" data-bbox="712 359 1435 804"> <tr><td>Y1</td><td>R:5.9</td><td>W:5.8</td><td>Ma:5.5</td></tr> <tr><td>Y2</td><td>R:7.0</td><td>W:6.8</td><td>Ma:7.6</td></tr> <tr><td>Y3</td><td>R:7.0</td><td>W:7.2</td><td>Ma: 7.1</td></tr> <tr><td>Y4</td><td>R:6.9</td><td>W:6.2</td><td>Ma: 7.1</td></tr> <tr><td>Y5</td><td>R:6.6</td><td>W:5.6</td><td>Ma: 7.3</td></tr> <tr><td>Y6</td><td>R:7.5</td><td>W:7.0</td><td>Ma: 6.4</td></tr> </table> <p>PP pupils</p> <table border="1" data-bbox="712 879 1435 1324"> <tr><td>Y1</td><td>R:6.4</td><td>W:6.0</td><td>Ma:5.8</td></tr> <tr><td>Y2</td><td>R:6.3</td><td>W:6.4</td><td>Ma:7.1</td></tr> <tr><td>Y3</td><td>R:7.0</td><td>W:7.1</td><td>Ma:7.1</td></tr> <tr><td>Y4</td><td>R:6.7</td><td>W:6.4</td><td>Ma: 7.0</td></tr> <tr><td>Y5</td><td>R:6.5</td><td>W:5.0</td><td>Ma: 6.4</td></tr> <tr><td>Y6</td><td>R:7.7</td><td>W:7.2</td><td>Ma: 6.5</td></tr> </table>	Y1	R:5.9	W:5.8	Ma:5.5	Y2	R:7.0	W:6.8	Ma:7.6	Y3	R:7.0	W:7.2	Ma: 7.1	Y4	R:6.9	W:6.2	Ma: 7.1	Y5	R:6.6	W:5.6	Ma: 7.3	Y6	R:7.5	W:7.0	Ma: 6.4	Y1	R:6.4	W:6.0	Ma:5.8	Y2	R:6.3	W:6.4	Ma:7.1	Y3	R:7.0	W:7.1	Ma:7.1	Y4	R:6.7	W:6.4	Ma: 7.0	Y5	R:6.5	W:5.0	Ma: 6.4	Y6	R:7.7	W:7.2	Ma: 6.5
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Points progress for the whole cohort and PP pupils is very similar. This shows PP is effectively being used to ensure PP are making progress in line with their peers. Green highlights show where points progress for PP is higher than that for the whole cohort.

SEND Pupils

Y1	R:6.3	W:4.7	Ma:5.0
Y2	R:3.3	W:4.0	Ma:6.3
Y3	R:5.3	W:5.7	Ma: 6.3
Y4	R:7.2	W:5.8	Ma:7.6
Y5	R:5.5	W:3.5	Ma: 5.3
Y6	R:9.0	W:7.7	Ma: 7.0

In some year groups and subjects, pupil progress data for SEND pupils was higher than that of the whole cohort (see green highlights)

Pupil Progress data for SEND and PP pupils

Y1 (1pupil) - R:6.0 W:4.0 Ma: 5.0
 Y2 (5 pupils) - R:3.3 W:4.0 Ma:6.3
 Y3 (1 pupil) - R:7.0 W:7.0 Ma:6.0
 Y4 (2 pupils)- R:5.5 W:7.5 Ma:7.5
 Y5 (3 pupils)- R:5.5 W: 3.0 Ma:4.5
 Y6 (5 pupils) - R:7.0 W:7.0 Ma:6.5

3 and 4	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.		% at Age Related Expectation	Reading	Writing	Maths
		Y1	PP	53%	47%	40%
			NON PP	80%	73%	80%
		Y2	PP	47%	33%	53%
			NON PP	86%	86%	86%
		Y3	PP	64%	60%	64%
			NON PP	70%	64%	70%
		Y4	PP	71%	59%	71%
			NON PP	77%	62%	77%
		Y5	PP	31%	25%	49%
			NON PP	86%	71%	86%
		Y6	PP	62%	43%	53%
			NON PP	86%	50%	63%

		<p>Pupil Premium Attainment 2020-21</p> <p>In all year groups and subjects, apart from Y5 writing and Y1 maths PP pupils have made 6 or more points progress which is expected or better progress showing the impact of our strategy.</p>			
		Y1	R:6.4	W:6.0	Ma:5.8
		Y2	R:6.3	W:6.4	Ma:7.1
		Y3	R:7.0	W:7.1	Ma:7.1
		Y4	R:6.7	W:6.4	Ma: 7.0
		Y5	R:6.5	W:5.0	Ma: 6.4
		Y6	R:7.7	W:7.2	Ma: 6.5
5	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.	<p>2020-21 PP attendance = 94.6% in comparison with 2019-20 which was 86.9%. This is a rise of just under 8%</p> <p>202-21 non PP attendance = 96.0%</p>			
6	PP parents will engage more positively with the school and will be better at supporting their children at home with their learning	<p>84% of PP parents attended our last parents' evening in April 2021</p> <p>90% of PP parents positively engage with school on Seesaw</p>			