



## Pupil Premium Strategy Statement Dean Field Community Primary School 2023-2024



### Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. This is a 3 year strategy from 2022-25 but it is revised every year.

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

School name	Dean Field Community Primary School
Number of pupils in school	199 + 30 nursery
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	Termly but full review September 2024
Statement authorised by	Fiona Pether (Headteacher)
Pupil premium lead	Fiona Pether
Governor / Trustee lead	Laura Brambani

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,140
Recovery premium funding allocation this academic year	£15,804
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£172,944

## Part A: Pupil premium strategy plan

### Statement of intent

Our whole school ethos is 'Learning without Limits' and inline with this we aim to ensure that ALL pupils, regardless of their background or any challenges and barriers to learning that they face will make good (or better) progress and achieve highly in all areas of the curriculum.

Quality first teaching in its highest form is at the centre of our approach and when creating our strategy we always consider the challenges faced by our most vulnerable pupils. Our aim is to ensure teachers have the correct knowledge and skills to enable pupils to know more and remember more thus positively impacting on the achievements of our disadvantaged pupils.

The pupil premium strategy forms part of the school's wider plan for educational recovery and sits alongside our targeted support through School Led Tutoring.

### 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	Maintaining attainment at the end of KS1 for pupils so that it is in line with or above the national average for Reading, Writing and Maths for pupils who are eligible for the pupil premium.
4	Maintaining attainment at the end of KS2 for pupils so that it is in line with or above the national average for Reading, Writing and Maths for pupils who are eligible for the pupil premium.
5	Maintain 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.
7	Social emotional and mental health has declined in some pupils post pandemic.

### 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.
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
7	Pupils will be supported well socially and emotionally to improve wellbeing.

### 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: £ 57,522

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"> <li>• Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</li> <li>• Staff development and quality CPD</li> </ul> <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> <li>• Feedback - to ensure that the feedback provided to all pupils is instant and effective.</li> <li>• Pre teaching – to continue to support those pupils who benefit from this.</li> </ul>	<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>The school now has 5 teachers who have completed a National Professional Qualification and one member of staff who has completed the NASENCo Award. The school has experienced mentors and tutor supporting our three ECTs with a bespoke programme in place to enhance their training programme.</p> <p>CPD at all levels is prioritised and carefully considered based on the latest research and school data trends.</p> <p style="color: red;">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>2,3 and 4</p>

<ul style="list-style-type: none"> <li>• Teaching to the Top – continue to through Lead Teachers disseminating strategies and support colleagues to ensure PP pupils are challenged more and expected to achieve more.</li> <li>• Continue to teach reading comprehension to all pupils on a daily basis in smaller groups. Year 4, 5 and 6 to use Reading Plus daily.</li> <li>• Phonics teaching in EYFS/Y1 in smaller groups and streamed across the phase through the use of RWI scheme.</li> <li>• Additional phonics catch up for pupils who have fallen behind or are vulnerable.</li> </ul>	<p>Reading comprehension strategies (+6 months)</p> <p>Phonics (+4 months)</p>	
<p>Raise attainment in Mathematics for pupils by diminishing the gap through QFT and the use of Same Day Intervention and the Mastery Maths.</p> <p>Focus on multiplication and times tables in years 1 – 4 in preparation for the MTC.</p> <p>Tutoring programme targeted at year 4 (times tables) and year 6 (KS2 SATs) where needed.</p>	<p>Same Day Intervention- this had a positive impact in all year groups in KS2 both pre and post pandemic, where the gaps in maths were decreased. 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 has closed between PP and non PP.</p> <p>Mastery approach (+6 months)</p>	<p>2,3 and 4</p>
<p>To raise attainment through providing enriching experiences across the curriculum through:</p>	<p>Arts participation (+3 months – EEF Toolkit)</p>	<p>2,3 and 4</p>

<ul style="list-style-type: none"> <li>• Specialist Art /Music/Dance teachers to develop pupils' skills in art, dance and music</li> <li>• Ensure pupil receive high quality dance and art provision</li> <li>• Promotion of The Arts within school</li> <li>• Subsidising of trips including residential for PP</li> <li>• Carefully planned out sports trips and competitions</li> </ul>	<p>Sports participation (+3 months – EEF Toolkit)</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 83,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> <li>• Extra group work with teachers or TAs</li> <li>• Further develop and run Early Years interventions</li> <li>• Oral language interventions to run in EYFS</li> </ul>	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Early Years interventions (+5 months – EEF Toolkit)</p> <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p>	<p>1,2,3 and 4</p>



<ul style="list-style-type: none"> <li>• reading plus for Y4 – 6</li> <li>• additional adult support in year 6</li> <li>• Reading intervention groups to be run for any pupils who are falling behind</li> <li>• Extra small group support will be provided to all Rec and Year 1 pupils in phonics</li> <li>• Additional catch up sessions after school for targeted pupils</li> <li>• Lunchtime tuition for Y6 pupils</li> <li>• School led tuition</li> <li>• Language Legends</li> </ul>		
<p>Whole school maths intervention to address gaps in all year groups through the use of:</p> <ul style="list-style-type: none"> <li>• Same Day Intervention</li> <li>• Teaching to the top strategies</li> <li>• additional adult support in Y6</li> <li>• Additional catch up sessions after school for targeted pupils</li> </ul>	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Feedback (+8 months – EEF Toolkit)</p> <p>Mastery Learning (+5 months – EEF Toolkit)</p>	2,3 and 4

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

Budgeted cost: £31,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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"> <li>• Breakfast club provision</li> <li>• Minibus pickup</li> <li>• Pastoral support around behaviour and social/emotional support from Mental Health and Wellbeing Mentor</li> <li>• Sports Provision</li> <li>• Behaviour treat/reward</li> <li>• One to one work with Inclusion Specialist</li> <li>• Social and Emotional intervention groups</li> <li>• Lunchtime support to be provided by learning mentor/pastoral manager for vulnerable pupils who need support.</li> <li>• Free breakfast club for Year 6 leading up to SATs</li> <li>• Sports Provision</li> <li>• Zones of Regulation for all pupils</li> <li>• Wellbeing Zone accessible to all pupils</li> <li>• Targeted playtime and lunchtime clubs</li> </ul>	<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>
<p>Improve Attendance and ensure whole school attendance remains above the national average.</p>	<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>5</p>

<p>Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> <li>• HT oversees attendance</li> <li>• Attendance to be on the agenda at Parents' Evenings</li> <li>• First day calls</li> <li>• Home visits</li> <li>• Morning Minibus collection for target pupils</li> <li>• Penalty fines for extended holidays</li> <li>• Referrals to EWO for pupils at risk of becoming 'Persistent Absentees'</li> <li>• Attendance treats/ weekly attendance rewards</li> <li>• Work closely with attendance officer from partner school</li> </ul>	<p>Overall attendance at DF is above the national post pandemic (around 93-94%), however there remains a gap between PP and non-PP attendance 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>	
<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"> <li>• PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding.</li> <li>• Ensure all PP pupils are able to engage and take part in residential and trips.</li> </ul>	<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>	<p>ALL</p>
<p>Parents feel more well informed and empowered to support their children through:</p>	<p><b>Parental engagement +2 months (EEF Toolkit)</b>  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>

<ul style="list-style-type: none"><li>• Seesaw APP</li><li>• Parental engagement programme in place</li><li>• Family Learning workshops</li><li>• Parents' Weeks</li><li>• class assemblies</li><li>• Family theme week</li><li>• Coffee mornings</li></ul>		
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**Total budgeted cost: £ 159,430**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2022-23

	<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><b>Communication &amp; Language:</b>  <b>Listening, Attention &amp; Understanding:</b> 77% (23/30) of the cohort were expected and above. 85% (11/13) PP were expected and above.  <b>Speaking:</b> 80% (24/30) of the cohort were expected and above. 85% (11/13) PP were expected and above.</p> <p><b>Literacy:</b>  <b>Comprehension:</b> 70% (21/30) of the cohort were expected and above. 85% (11/13) PP were expected and above.  <b>Word Reading:</b> 67% (20/30) of the cohort were expected and above. 70% (9/13) PP were expected and above.  <b>Writing:</b> 53% (16/30) of the cohort were expected and above. 54% (7/13) PP were expected and above.</p> <table border="1" data-bbox="712 975 1944 1372"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>GLD boys</td> <td>71.4% (+10%)</td> <td>60.6%</td> </tr> <tr> <td>GLD girls</td> <td>75.0% (+1%)</td> <td>74.2%</td> </tr> <tr> <td>Pupil Premium GLD</td> <td>77% (+25%)</td> <td>52%</td> </tr> <tr> <td>Non Pupil Premium GLD</td> <td>71% (+1%)</td> <td>70%</td> </tr> <tr> <td>SEND GLD</td> <td>20%</td> <td>20%</td> </tr> </tbody> </table>			School	National	GLD boys	71.4% (+10%)	60.6%	GLD girls	75.0% (+1%)	74.2%	Pupil Premium GLD	77% (+25%)	52%	Non Pupil Premium GLD	71% (+1%)	70%	SEND GLD	20%	20%
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		<b>Not SEND GLD</b>	<b>84% (+10%)</b>	74%																																								
		<b>Core pupil (Chn with 2 years at DF) GLD</b>	<b>80%</b>	N/A																																								
<b>2</b>	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)</p> <p><b>All Pupils</b></p> <table border="1" data-bbox="714 624 1890 1067"> <tr> <td>Y1</td> <td>R: 5.6</td> <td>W:5.7</td> <td>Ma: 5.7</td> </tr> <tr> <td>Y2</td> <td>R:5.5</td> <td>W:5.6</td> <td>Ma: <b>6.3</b></td> </tr> <tr> <td>Y3</td> <td><b>R:6.2</b></td> <td><b>W:6.6</b></td> <td><b>Ma: 6.4</b></td> </tr> <tr> <td>Y4</td> <td><b>R: 6.2</b></td> <td><b>W:6.3</b></td> <td><b>Ma: 7.0</b></td> </tr> <tr> <td>Y5</td> <td><b>R:6.4</b></td> <td><b>W:6.1</b></td> <td><b>Ma: 6.4</b></td> </tr> <tr> <td>Y6</td> <td>R:5.8</td> <td>W:5.7</td> <td>Ma:4.9</td> </tr> </table> <p><b>PP pupils</b></p> <table border="1" data-bbox="714 1142 1890 1436"> <tr> <td>Y1</td> <td>R: 5.8</td> <td>W: 5.8</td> <td>Ma:5.7</td> </tr> <tr> <td>Y2</td> <td>R: 5.5</td> <td>W: 5.4</td> <td><b>Ma: 6.1</b></td> </tr> <tr> <td>Y3</td> <td><b>R:6.3</b></td> <td><b>W:6.6</b></td> <td><b>Ma:6.2</b></td> </tr> <tr> <td>Y4</td> <td><b>R:6.3</b></td> <td><b>W:6.1</b></td> <td><b>Ma:7.4</b></td> </tr> </table>			Y1	R: 5.6	W:5.7	Ma: 5.7	Y2	R:5.5	W:5.6	Ma: <b>6.3</b>	Y3	<b>R:6.2</b>	<b>W:6.6</b>	<b>Ma: 6.4</b>	Y4	<b>R: 6.2</b>	<b>W:6.3</b>	<b>Ma: 7.0</b>	Y5	<b>R:6.4</b>	<b>W:6.1</b>	<b>Ma: 6.4</b>	Y6	R:5.8	W:5.7	Ma:4.9	Y1	R: 5.8	W: 5.8	Ma:5.7	Y2	R: 5.5	W: 5.4	<b>Ma: 6.1</b>	Y3	<b>R:6.3</b>	<b>W:6.6</b>	<b>Ma:6.2</b>	Y4	<b>R:6.3</b>	<b>W:6.1</b>	<b>Ma:7.4</b>
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		Y1	R: 4.5	W: 5.0	Ma:5.3
		Y2	R: 4.6	W: 5.4	Ma: 7.0
		Y3	R:5.9	W:6.0	Ma:6.1
		Y4	R:5.6	W:5.3	Ma: 8.0
		Y5	R: 5.3	W: 4.5	Ma: 5.5
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<b>3 and 4</b>	<p>Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths.</p> <p>Attainment to be in line with national average.</p>	<p>Attainment and progress data for 2023 shows at all end points and groups PP pupils were significantly higher than non PP pupils.</p>  <p>Dean Field Community Primary 5</p>			
<b>5</b>	<p>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>	<p>2022-23 PP attendance = 92.8%</p> <p>2022-23 non PP attendance = 94.3%</p> <p>National 2022-23 attendance for all pupils = 92.5%</p> <p>Dean Field attendance all pupils 2022-2023 = 93.5%</p>			

<b>6</b>	PP parents will engage more positively with the school and will be better at supporting their children at home with their learning	93% of PP parents attended our last parents' evening. 95% of PP parents positively engage with school on Seesaw.
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