



Deanshanger Primary School Pupil Premium Strategy Statement 2021-22

1. Summary information

The DfE understands that due to coronavirus and school closures, it won't be possible for schools to evaluate the impact of pupil premium funding for all of the 2020/21 academic year. We shall endeavor to monitor and report on the grant's impact at the end of the 2021/22 financial year.

Context

Deanshanger Primary School is a two-form entry village school. We have high aspirations and ambitions for all of our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is the dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. One of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. As in all areas of school life, we are fully committed to constant reflection and improvement to impact on pupil outcomes. During these COVID times, we recognise families in receipt of pupil premium funding will need additional support – this will very likely dovetail with our support for all pupils with catch up plans.

The following is a quote from the DfE website to explain its use:

'The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.'

Academic Year	2021/22	Total PP budget	£52,455	Date of most recent PP Review	Oct 2021
Total number of pupils	351	Number of pupils eligible for PP	39 i.e., 11.1%	Date for next internal review of this strategy	July 2022

Lead for PP in school: Mrs Rachel Rice – Head teacher

Lead for PP on Governing Body: Mr Daniel Peel

Objectives of Pupil Premium spending

When making decisions about using pupil premium funding it is important that we consider the individual context of each child. Common barriers for PP children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups and indeed we don't always want to talk about closing the gap because this could place a ceiling on success. Through targeted interventions we are working to eliminate barriers to learning and progress. During COVID times, we will monitor our Pupil Premium children/families closely. It is essential that the gap in achievement and progress between them and their peers does not widen further.

Our school priorities this year are to:

- Provide strong early support for children in Reception that might be identified to receive PP funding during the school year so that no time is lost.
- Continue to focus on attainment in reading, writing, SPaG and maths to ensure that it is in line with or above national standards at each key benchmark (end FS, KS1 and KS2) - this might be specifically addressing the impact of covid and lockdown as well as additional identified needs.
- Ensure progress in reading, writing and maths is in line with or above national standards (end FS, KS1 and KS2). Our latest data (page 3) demonstrates that PP attainment and progress is below non PP learners.
- Increase levels of challenge, in line with all children to meet the demands of the curriculum.
- Ensure that the gap in learning is not widened by factors related to Coronavirus.
- Continue to provide individualised support for each family and their role in the community and continue to focus on parental engagement in learning.
- Encourage enrichment beyond the daily curriculum, including free access to Wrap Club (before and after school care). Also, provision due to school closures and switch to online learning. Focus on social, emotional and behavioural needs and support through strategic use of our learning mentor, school staff and outside agencies (where required).
- Prioritise attendance and lateness, as required, to ensure full access to the school's curriculum and social emotional health and wellbeing. Although this can be a challenging area, there have been success stories that have massively impacted on individual children and families.
- Ensure that educational provision due to school closure and switch to online learning does not have an adverse impact on pupil premium learning

Feedback from last full Ofsted Report (June 2019)

Leaders have targeted the extra funding for disadvantaged pupils (pupil premium) effectively to ensure that individual needs are met. The learning mentor provides good support to ensure that pastoral needs promote resilience for learning.

Governors know their responsibilities in relation to safeguarding and the use of the pupil premium and PE and sport premium. They assure themselves that effective actions are taken and that additional funding is well spent.

Recent strategies to impact on individual children and families

- Support from head teacher, senior leaders, class teachers, SENCo and learning mentor to ensure that pupil premium children and families are well supported during COVID times. This has included support with online learning, obtaining food and essential supplies for families, providing sessions within school, liaising with external agencies and providing support for building social and emotional resilience.
- Forest School sessions – an opportunity to learn in the widest possible sense and support school values in a very different setting. For some children, additional sessions are built into the timetable to support their wellbeing and readiness for learning.
- Personalised support for individual children has been instrumental in providing social and emotional wellbeing and academic attainment and progress.
- Attendance for identified children has been significantly supported and where problems still exist, support plans are in place.
- Continued focus on parental engagement with regular catch up and support sessions particularly with the Learning Mentor.
- Continued investment in staff professional development, particularly for the learning mentor, to support various aspects of social, emotional and behavioural issues plus speech and language.
- Using the school's chosen parent/carer voucher system to allocate a proportion of the PPG directly to the family to support school life in a personalised way and encouraging this to be spent where possible on additional enrichment opportunities.

2. Recent attainment

Due to coronavirus, we do not have any validated assessment data available for 2020/21 academic year and are therefore unable to benchmark against other schools. We have, instead, presented internal school data.	Pupils at DPS eligible for PPG	Non-PP pupils at DPS	All PP pupils in state funded schools in England
KS1 Reading, Writing, Maths at 'expected' using in house data, July 2021	0%, 0%, 33% Based on 3 chn	71%, 67%, 57% EXP 19%, 7%, 19% GD	Due to coronavirus, we do not have assessment data available for 2020/21 academic year and are therefore unable to benchmark against other schools.
KS2 Reading, Writing, SPaG and Maths at 'expected' using in-house data, July 2021 data based on 2016 KS2 SAT papers for reading, maths and SPaG	67%, 67%, 67%, 83% at Exp 33%, 17%, 17%, 17% at GD Based on 6 chn	80% 68%, 74%, 76% at Exp 38%, 26%, 22%, 18% at GD	
KS2 Combined score	4/6 children achieved Expected i.e., 67% 0/6 children achieved GD	78% children achieved Exp 6% children achieved GD Based on 50 children	

This data, albeit not validated, demonstrates the positive impact of the PPG and strategies as, over time, the gap between PP and non PP learners, is closing.

Spending review 2020/21

There are three main categories of support -

- (i) Focus on learning in the curriculum during coronavirus times
- (ii) Focus on families and support in the community during coronavirus times
- (iii) Enrichment beyond the curriculum during coronavirus times

Desired outcome	Intent (chosen action)	Impact	Projected costs
<p>For parents and carers to have a voice in the spending of PPG fund - to select how part of the fund is used in order to impact on their child/ren. Children are given enrichment activities across the school to develop their oral, social/emotional and language skills.</p> <p>For additional funds to be available at the discretion of the Head, to fund/part fund food/ supplies to support families during coronavirus times/enrichment activities, counselling type sessions and</p>	<p>Each PPG family is provided with a £150 voucher (or a proportion of it in year 6 and for service families).</p> <p>Additional funding is allocated for use as required for 1:1 support, a trained counsellor, after school clubs and trips, in addition to free access to some sessions at Wrap Club.</p> <p>A proportion of the PPG is allocated towards additional curriculum and 'other' opportunities.</p>	<p>The voucher system continued to be well received and be used to support families to make their own decisions about how they would like to support their child/ren.</p> <p>In an extraordinary year, many plans had to be amended and, for part of the year, Wrap Club was unable to run due to the nature of it supporting mixed year groups. We were also unable to run after school activities and school trips in the 'regular' manner.</p> <p>We did support the provision of unplanned support and opportunities such as laptops and iPads at home, learning books when families found it hard to engage with online learning (e.g., CPG books), packs of A4 paper, stationery supplies, art materials and food parcels.</p>	<p>£6750</p> <p>£6500</p>
<p>Development of clear speech and language.</p>	<p>Continue with the Speech and language support programme across the school (as required)</p>	<p>Although the school year was fragmented somewhat, our speech and language specialist continued to be employed and available to work with children. On our full return to school (March 2021), speech and language assessments and sessions resumed - these often took place behind perplex screens to provide safety due to mixing year group bubbles.</p>	<p>£12,000</p>

PP children need to make accelerated progress to close the gap over the year. Some of the students need targeted support to meet and exceed the expectations of non PP in terms of attainment and progress.	A proportion of costs: 1 to 1 and small group provision in all subject areas (as required for each child).	As above. The regular support was available but not fully utilised in its regular form. LSAs did, however, support small groups in school and online in break out groups, 1:1 sessions and daily reading sessions. Our provision was matched closely to the needs of individual children in school, at home and in small group / individual sessions according to their gaps.	£18,000
For all staff to be well equipped with the skills and knowledge to support all groups of children in the school through quality first teaching.	A £2000 budget is allocated to CPD to support individual and complex needs.	Training was limited except via Zoom or Teams due to the pandemic. Training focused instead on delivering learning remotely using these new methods.	£2,000
Increase attendance rates of all children including those eligible for PPG. This will include wellbeing checks during coronavirus times.	Employ a Learning Mentor (family support worker) in school.	Attendance monitoring has been very tricky due to the need for large groups of children to stay at home for parts of the year. Since the full time return, there have been periods of self-isolation and shielding - these have impacted all children both PP recipients and not.	N/A
To provide opportunities for additional teaching and learning to close any gaps in attainment and progress.	Annual subscription to Accelerated Reading, Reading Eggs, Times Table Rockstars, myON, SPaG.Com, Letters and Sounds e-books, Nussy Phonics	All of these additional opportunities, plus the introduction of Collins E Books, were used with good effect during the past year. The attainment data for the end of the year demonstrates that although there are some gaps in learning, our remote learning offer enabled the majority of learners to make progress.	£760

For the individual needs of all children, including PPG, to have additional manipulatives and a resource budget, to address gaps in learning and social and emotional needs.	To budget for additional resources to support teaching and learning including laptops for children that are struggling with handwriting and recording and for those without access at home, particularly in the case of a local or national lock down.	Kindles, Ipads and Laptops were purchased during the school year and used to support home learning. We additionally received laptops from the DfE scheme.	£12,000
To be held for unexpected PP needs and priorities, as the current pandemic continues, in order to address needs and gaps e.g., stationery, food parcels, reading books...			£490
£7,750			Total Spend £58,550

Projected Spend 2021/22

There are three main categories of support -

- (i) Focus on learning through a recovery curriculum.
- (ii) Focus on families and support in the community.
- (iii) Enrichment beyond the curriculum to support a move back to pre-covid times (as much as possible).

Desired outcome	Intent (chosen action)	Rationale for the intent	Implementation and staff lead	Projected costs
<p>For parents and carers to have a voice in the spending of PPG fund - to select how part of the fund is used in order to impact on their child/ren.</p> <p>Children are given enrichment activities across the school to develop their oral, social/emotional and language skills.</p> <p>For additional funds to be available at the discretion of the Head, to fund/part fund enrichment activities.</p>	<p>Each PPG family is provided with a £150 voucher (or a proportion of it in year 6 and for service families).</p> <p>A proportion of the PPG is allocated towards additional curriculum and 'other' opportunities.</p>	<p>To ensure that families are able to select the opportunities that are 'useful' for their child to support learning. It supports easier access to trips and residential, music and sports clubs and learning materials.</p> <p>Wherever possible, we divert families from spending their voucher on uniform as this can be easily given from lost property supplies and our second hand rails.</p>	<p>The PPG voucher is managed in the school office by the admin team and shared with the HT and SLT.</p>	<p>£5850</p> <p>£6000</p>

Development of clear speech and language.	Continue with the Speech and language support programme across the school (as required)	To part fund the costs of the Learning Mentor/Speech therapist to positively impact on the speech of children across the school	To be primarily led by the speech therapist in the school working in conjunction with an LSA with speech and language specialism, the SENCo and all staff	£10,000
PP children need to make accelerated progress to close the gap over the year. Some of the students need targeted support to meet and exceed the expectations of non PP in terms of attainment and progress.	A proportion of costs: 1 to 1 and small group provision in all subject areas (as required for each child).	To support existing LSA costs in their intervention/small group/1:1 work. This is reviewed on a 6-weekly basis with timetables revised at the end of each review block.	SENCo, DHT and SLT	£14,000
For all staff to be well equipped with the skills and knowledge to support all groups of children in the school through quality first teaching.	A £2000 budget is allocated to CPD to support individual and complex needs.	To identify training needs to positively impact on teaching and learning and ensure that these are well matched to the individual needs of children and the SIP.	SENCo, SLT and all staff	£2,000
To provide opportunities for additional teaching and learning to close any gaps in attainment and progress through additional enrichment learning opportunities.	Annual subscription to Accelerated Reading, Reading Eggs, Times Table Rockstars, myON, SPaG.Com, Letters and Sounds e-books, Nessy Phonics and CPG type revision guides and homework books.	To ensure that any additional opportunities that can be accessed to positively impact on attainment, progress and in turn confirmed, are accessed for individual children.	SENCo, SLT and all staff	£1500
To provide opportunities for additional teaching and learning to close any gaps in attainment and progress and give our children the best opportunities are recovering from lockdown and reaching their potential.	Employ fixed term LSAs to specifically support our PP children according to their individual needs from Nov - July 2022.	To support PP learners in small groups and on a 1:1 basis, with pre teaching, post teaching, additional reading and social and emotional sessions to positively impact on qualitative and quantitative outcomes.	HT, Deputy Head and staff	£12,095 towards total costs

To provide additional specialist PE provision to allow intervention / conference time for PP learners.	Employ fixed term PE specialist to support the whole class so that teachers can focus on our PP children according to their individual needs from Nov - July 2022.	To provide specialist PE provision in Year 3 on a fixed term basis to allow intervention / conference time for Year 3 teachers with PP learners.	Sports specialist and Year 2/3 Phase Leader	£1000
			Total Spend £52,445	