

Pupil premium strategy statement

Deanshanger Primary School

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.

School overview

Detail	Data
School name	Deanshanger Primary
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	39 children i.e., 11.1%
Academic year/years that our current pupil premium strategy plan covers	2021-22 See school website for previous plans
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Rachel Rice, Head teacher
Pupil premium lead	Rachel Rice
Governor / Trustee lead	Daniel Peel - Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£8,844
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	Not applicable

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	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
3	Continue to provide individualised support for each family and their role in the community and continue to focus on parental engagement in learning.
4	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.

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
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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.	That our families entitled to PP funding, are working closely with the school and identifying areas where they feel additional support and enrichment would be positive for their children.
For the children to have access to additional speech and language support (including NELI), as required. Particularly in the early stages of their learning journey.	Children have had additional support which has positively impacted on their speech and language development.
Gaps in learning are identified early and additional support is put in place to improve attainment and progress in all areas.	With additional and bespoke support, and over time, it is our intention to close the gap between children with PP funding and those without.

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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 support - Some of the students need targeted support to meet and exceed the expectations of non PP in terms of attainment and progress.	Ongoing focus work of this type, has demonstrated that gaps in learning can be well supported in this way as well as boosting confidence.	1 and 2
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.	Staff professional development has been proven to support progress across the school and a consistency in teaching and learning.	1 and 2

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

Budgeted cost: £ 24,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Development of clear speech and language. Additional support in class to provide release time for the speech and language specialist and NELI lead.	Early intervention from our speech and language specialists providing 1:1 support, including NELI	1 and 2
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.	Working closely with parents, and seeing evidence on Tapestry and in Home/School diaries etc, shows that these additional opportunities are accessed and positively impact on attainment, progress and confidence.	1,2 and 3
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.	Ongoing focus work of this type, has demonstrated that gaps in learning can be well supported in this way as well as boosting confidence.	1 and 2
To provide specialist PE provision on a fixed term basis to allow intervention / conference time for teachers with individual children.	Ongoing focus work of this type, has demonstrated that gaps in learning can be well supported in this way as well as boosting confidence.	1 and 2

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

Budgeted cost: £11,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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.	3

For additional funds to be available at the discretion of the Head, to fund/part fund enrichment activities.		
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Total budgeted cost: £52,445

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 2020 to 2021 academic year.

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.

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
Not Applicable at the current time	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable at the current time
What was the impact of that spending on service pupil premium eligible pupils?	