

Pupil Premium Strategy Statement

Deanshanger Primary School

This statement details our school's use of pupil premium 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	306
Proportion (%) of pupil premium eligible pupils	35 children i.e., 11.4%
Academic year/years that our current pupil premium strategy plan covers	2023-24 See school website for previous plans
Date this statement was published	September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Rachel Rice, Head teacher
Pupil premium lead	Rachel Rice
Governor / Trustee lead	Peter Nickoll, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,475
Recovery premium funding allocation this academic year	£5,075 i.e., 35 x £145
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	£53,550

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using pupil premium funding it is important that we consider the unique 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 any barriers to learning and progress. It is essential that the gap in achievement and progress between them and their peers does not widen further.

The strategies below have been selected to ensure that a child’s academic success is at the forefront as well as their happiness, wellbeing and breath of opportunities.

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 pupils in Reception and Year 1 so that there is every opportunity for them to reach GLD and the expected standard.
2	To focus on attainment and progress in reading, writing, SPaG and maths to ensure that it is in line with or above national standards at each key benchmark (end EYFS, KS1 and KS2). To close any gaps in attainment and progress in KS2 to ensure that pupils make expected progress from the differing starting points and are secondary ready.
3	To ensure that there are opportunities for recipients of the PPG to have full access to clubs and residential trips and thus extend their learning opportunities and cultural capital.
4	To provide additional opportunities for all staff to extend their understanding and knowledge regarding inclusive strategies for behaviour management and outcomes

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
Early learners, in Reception and Year 1, make good progress in line with non-PP recipients and have every opportunity to achieve GLD and expected in Year 1	Reaching expected and GLD or, strong evidence to demonstrate the intent
For PP recipients to make expected progress and attainment in all subjects	The attainment and progress for PP and non-PP pupils is comparable
For all pupils in the school to have equal access to extra activity opportunities to enrich their learning, match interests and provide cultural capital.	Attendance for school activities will be similar for PP and non-PP recipients
Whole staff training to better understand proven strategies for inclusion and intervention support	Staff teaching and learning demonstrates strong intervention support with a focus on inclusion

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: £3,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class cover costs to support phonics training for LSAs and teachers as needed	Staff need to be well equipped with the skills, knowledge and confidence to deliver effective intervention support.	4
Inclusion / SEND/ intervention training for all staff	Staff need to be well equipped with the skills, knowledge and confidence to deliver effective intervention support.	4

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To cover a proportion of the costs of Learning Mentor support and homework club	The Learning Mentors are able to support individual needs with bespoke programmes, provide additional nurturing support , lunchtime activities and homework club.	1 and 2
To cover a proportion of the costs of the staff member providing NELI type interventions, speech and language support and the school's 'listening ear'	The member of staff provides additional speech and language support, provides additional nurturing support (for younger learners) and runs the school's daily 'listening ear'.	1 and 2
Maths intervention support from an external specialist teacher for Y6 and Y5	Small group and 1:1 intervention/ conferencing is able to accurately	1 and 2

PP learners is being considered (dependent of early assessment data)	pick up on gaps in learning and misconceptions.	
LSA intervention support (proportion of costs)	Small group and 1:1 intervention/ conferencing is able to accurately pick up on gaps in learning and misconceptions. Focus on reading, maths and SPaG.	1 and 2

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

Budgeted cost: £15,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide £150 vouchers for all PP recipients that can be used for clubs, instrument lessons, trips, uniform etc	Families are given the opportunities to enrich their child's learning in a bespoke way. Previous use of the voucher at DPS has been well received.	3
To cover the cost of Y6 and Y4 residential trips	To provide inclusive opportunities and remove any potential financial barriers	3
To provide additional learning resources bespoke to each PP recipient	Resources that match need and interest are most likely to support individual progress.	3

Total budgeted cost: £53,560

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 2022 to 2023 academic year.

The school's pupil premium voucher provided opportunities for parents/carers to sign their children up for multiple clubs and activities. They also part funded residential with it. ***This year again, part of the PPG will be used to 100% fund residentials for PP recipients.***

Achievement for PP learners was not in line with non-pp learners at the end of Y6. 1/8 achieved the expected in reading; 6/8 achieved the expected in writing. PP recipients in maths and SPaG did not achieve the expected standard. 6/8 achieved the expected standard in science.

At the end of KS1, 2/3 pupils achieved the expected standard in maths, reading, writing.

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
-	-

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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?	