

Pupil premium strategy statement

Danbury Park Community 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	Danbury Park Community Primary School
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sam Jones
Pupil premium lead	Sam Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,720
Recovery premium funding allocation this academic year	£0
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	£20,720

Part A: Pupil premium strategy plan

Statement of intent

At Danbury Park Community Primary we understand that there are common barriers to learning for disadvantaged children. We also understand that the challenges are varied and there is no “one size fits all”. At Danbury Park Community Primary School, the number of pupils attracting this funding is lower than other schools and therefore the barriers to learning can be very specific and personal. The needs of individual pupils are taken into account and specific interventions and support are planned accordingly.

High- quality teaching is at the heart of our approach with a focus on key areas of learning in order to give children the best opportunities and prepare them for the next steps in their education. High quality teaching supported with carefully planned, tracked and monitored interventions will benefit all pupils and we reserve the right to allocate the PPG funding to support any pupil or groups of pupils the schools identify as being disadvantaged.

Our ultimate objectives are:

- To ensure all pupils have high quality teaching and provision.
- Identify needs early and instigate appropriate and effective intervention strategies.
- To raise the attainment of disadvantaged pupils.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level and have positive behaviours for learning.
- Adopt a whole school approach so that all staff take responsibility for the outcomes of all children and particularly the disadvantaged.

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

Challenge number	Detail of challenge
1	Formative and summative assessments show that our many of our disadvantaged children are working at a lower level than their peers. They are in need of highly skilled teaching and intervention to accelerate their progress and reach their potential
2	Many of our disadvantaged children struggle with being ready to learn and have significant mental health and well-being needs.
3	Our assessments, observations and discussions with families show that many of our pupil premium or other disadvantaged children not on the pupil premium register do not have access to the rich and varied experiences that our non-pupil premium children experience.

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
Improved progress and attainment in reading, writing and maths	By the end of KS2 data show at least 80% of our disadvantaged pupils will meet the expected standard. Gap will close in achievement between PP and Non PP children.
For PP children will benefit from a wide range of enrichment activities which are offered.	Records show all PP children are attending Multi skills and/or new sports clubs and other enrichment activities such as Arts and Crafts club. Pupil surveys show children are enjoying school and have improved attitudes towards their learning. Behaviour and class records show that social skills, independence, perseverance and teamwork are developing for our pupil premium children.
For PP and other vulnerable children to feel safe and ready to learn at school.	SENCO/Wellbeing LSA records show that targeted PP children are receiving additional support specific to their needs and as a result there is a noticeable improvement in their learning behaviours. The attendance of our disadvantaged pupils is in line with the school average. (95%)

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and feedback from SLT to support implementation of evidence-based approaches	Phonics support – EEF - +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Due a falling roll and a change in class structure we have identified that this is an area for development with our staff and specific training sessions will be put in place throughout the year to support teachers and LSA's. New LSAs to KS1 will require phonic training and support. Release time will be provided to monitor the implementation of these strategies. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Writing Strategies - EEF Improving Literacy in KS1 and KS2 guidance reports with specific reference to writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 There is strong evidence base that suggest quality first teaching has the greatest impact on all learners. EEF research on early writing and supporting writing development highlight the impact of teacher subject knowledge and explicit modelling, direct teaching of composition skills, explicit teaching of transcription skills and spelling and high-quality resources. National College subscription (£1058) enables all staff to access current, relevant and flexible online training.	1

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSAs delivering high quality reading, writing, phonics and maths interventions.	LSA interventions – EEF - +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Specific training for our LSA team will be provided throughout the year so they are able to implement targeted support for individuals or small groups of children. Evidence shows that where teaching assistants are trained to deliver interventions to small groups or individuals it has a higher impact than LSAs working in the general classroom environment.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £11 720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted wellbeing support Targeted counselling. (In school £5000 + specialist counselling service £ (4317) SENCO to complete TPP Train the Trainer training. HT to continue to include TPP reminders in weekly PDM sessions. SENCO/HT to lead wider school staff. Continue to develop the knowledge, skills and understanding of the whole school team to support children and families with increasing their emotional and resilience.	Parental engagement EEF toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Social and Emotional Learning – EEF (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	1,2,3
Ensuring children who are unable to attend specific educational or extra-	Physical Activity – EEF +1	1,3,4

curricular activities have access to them. Specific clubs invite our most disadvantaged learners such as Arts and Crafts are by invite only and focus on our more vulnerable children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Evidence shows that there is a small positive impact of physical activity on academic attainment but it is recognised that pupils have high quality physical activity for other benefits and opportunities it provides. Life skills and enrichment – EEF - +4 https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Evidence shows that the benefits of curriculum enrichment opportunities have a positive impact on both learning and wellbeing. The DfE guidance 'improving school attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Cultural Capital and educational success https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities and access to the arts free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. We will also provide nonsporting clubs to ensure our children have access to rich and varied experiences.	
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Total budgeted cost: £ 20 720

Part B: Review of outcomes in the previous academic year – review completed by previous headteacher.

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
Mathletics	Mathletics
TTRockstars	TTRockstars
Counselling Services	BCCs
White Rose Maths	White Rose
Bug Club - Phonics	Pearson UK
Spelling Shed	EdShed

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.