

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 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	Danbury Park Community Primary School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Carol Gooding, Headteacher
Pupil Premium lead	Carol Gooding, Headteacher
Governor lead	George Fraser

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£22 160
Recovery Premium funding allocation this academic year	£2 320
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£24 480

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our overarching commitment at Danbury Park Community Primary School is to ensure that all pupils, irrespective of their background or personal challenges make good progress and achieve well both in their personal development and academically across the curriculum.

Every school is different and it is important when making decisions as to how the Pupil Premium and Recovery funding should be spent that the school's context and challenges are taken into account. 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 but we aim to include other pupils who could also benefit wherever possible. We, therefore, reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being disadvantaged. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Our planning approach is founded on assessments, concrete evidence and not assumptions. Each class teacher has a detailed provision map, which clearly identifies those pupils in need of additional support, their specific areas of need, how these barriers are being addressed and the impact of interventions.

In devising our plan, we take into account current research including from the EEF [using your pupil premium effectively](#) and support from our partnership of local schools. We also participate in research projects with the NFER, which contribute to the national picture and help shape the education agenda of the future, as well as informing our own assessments and decisions.

Our aims are to:

- Ensure that teaching and learning opportunities are high quality and challenging across the curriculum and meet the needs of all pupils;
- Identify needs early and instigate appropriate and effective intervention strategies;
- Narrow the gap between disadvantaged and non-disadvantaged pupils using end of key stage and statutory data, as well as school's own internal data;
- Enable pupils to meet or exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus be well prepared for the secondary phase of their education;
- Support pupils in their personal, social and emotional development;
- Adopt a whole school approach so that all teachers and learning support assistants take responsibility for the outcomes for all pupils and particularly the disadvantaged;
- Allocate funding following a needs' analysis, which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that pupils have significant gaps in their knowledge and understanding predominantly in English and Maths due to the COVID-19 school closures and limitations of remote education. These findings are supported by national research projects including the NFER.
2	Our observations and discussions with pupils and families have identified social and emotional challenges for pupils, including their lack of emotional and personal resilience, attachment-related issues, poor self-esteem and poor anger management. Unless supported this impacts adversely on the pupils' attendance and readiness and capacity to learn.
3	From conversations with families, we have identified that more are currently facing financial hardship. This impacts on their children's participation in a range of activities and opportunities that would widen their horizons and life-chances.

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 for disadvantaged pupils at the end of Key Stage 2.	By 2024/25 the end of Key Stage 2 reading outcomes show that at least 80% of disadvantage pupils meet the expected standard; progress scores are in line with the national average or better.
Improved progress and attainment in writing for disadvantaged pupils at the end of Key Stage 2.	By 2024/25 the end of Key Stage 2 writing outcomes show that at least 80% of disadvantage pupils meet the expected standard; progress scores are in line with the national average or better.
Improved progress and attainment in Mathematics for disadvantaged pupils at the end of Key Stage 2.	By 2024/25 the end of Key Stage 2 Maths outcomes show that at least 80% of disadvantage pupils meet the expected standard; progress scores are in line with the national average or better.

<p>Improved progress and attainment in phonics for disadvantaged and all pupils at the end of Key Stage 1.</p>	<p>By 2024/25 the Year 1 and Year 2 Phonics Screening Check outcomes consistently show that at least 90% of disadvantage pupils meet the expected standard and that the school meets or exceeds the national number of pupils meeting the required standard.</p> <p>Assessments and observations, including engagement in lessons, book scrutinies and on-going formative teacher judgements, indicate a significant improvement in pupils' use of phonics in reading and writing within the disadvantaged group.</p>
<p>To achieve and sustain wellbeing for all pupils and particularly the disadvantaged.</p>	<p>By 2024/25 sustained high levels of well-being are demonstrated through qualitative data from family and pupil surveys as well as teacher and family observations.</p> <p>The attendance of disadvantaged pupils is in line with that of school average (97%).</p>
<p>To widen the horizons of disadvantaged pupils where family financial hardship is a barrier to participating in activities and opportunities.</p>	<p>At the end of each academic year all disadvantaged pupils will have been able to participate in wider activities such as Year 6 School Journey, sporting and cultural events and out of school hours activities where financial hardship is a barrier.</p>

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: £2 704

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality training for all teachers and LSAs so that they are able to support pupils in maximising academic progress not only in Maths and English but across the primary curriculum.</p>	<p>Internal tracking data shows that disadvantaged pupils tend to make slower progress from their starting points than other pupils. Teachers and learning support assistants agree that they would benefit from considering new and effective approaches and widening their repertoire of strategies and approaches to support pupils with specific barriers to learning.</p> <p>The National College subscriptions (£1 194) enables all staff to access current, relevant and flexible training online and through attending live and recorded webinars.</p> <p>Training for teachers and LSAs in the use of BugClub (£760) ensures that all teaching staff are able to support pupils with the early stage of learning phonics and reading skills. This ensure high quality teaching and learning.</p>	<p>1</p>
<p>Purchase and use of evidence-based teaching interventions.</p>	<p>IDL (£750) was recommended by other local schools as an effective support programme. IDL was trialled in school with a small number of pupils exhibiting SEND challenges in developing skills in reading. The tracking data showed that pupils made significant progress when using the programme regularly.</p> <p>This intervention package can be used to support pupils in spelling and Maths and will be used to benefit wider groups of pupils and in additional subject areas as identified by class teachers in their on-going assessments.</p> <p>IDL can be readily accessed from home so families can support pupils with additional sessions to maximise impact.</p>	<p>1</p>

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

Budgeted cost: £11 753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish one-to-one and small group English and phonics interventions for disadvantaged pupils to continue to catch up after COVID-19 school closures and who are falling behind age-related expectations.</p>	<p>Internal tracking data shows that disadvantaged pupils tend to make slower progress from their starting points than other pupils.</p> <p>For some pupils parental support with learning during periods of Remote Education was difficult. Internal data has identified those pupils who have fallen significantly behind their peers and who would benefit from small group and/or one-to-one interventions.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Establish one-to-one and small group Maths interventions for disadvantaged pupils to continue to catch up after COVID-19 school closures and who are falling behind age-related expectations.</p>	<p>Internal tracking data shows that disadvantaged pupils tend to make slower progress from their starting points than other pupils.</p> <p>For some pupils parental support with learning during periods of Remote Education was difficult. Internal data has identified those pupils who have fallen significantly behind their peers and who would benefit from small group and/or one-to-one interventions.</p>	<p>1</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

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

Budgeted cost: £10 023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the knowledge, skills, work and capacity of the well-being mentor team and counsellors to support pupils in coping with challenging personal issues and with developing emotional and personal resilience (In-school £4 000 + specialist counselling service £4 023)</p>	<p>School case studies show that pupils and families benefit from the work of the well-being team in dealing with personal situations and development.</p> <p>Pupils and families continue to be in need of additional support. This is evidenced through the number of referrals from families, pupils and staff.</p> <p>Some situations require additional levels of support and expertise that can be accessed promptly, so school recognises that it needs the support of a counselling service.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Support pupils in participating in a wider range of activities (£2 000)</p>	<p>Some families have shared with school that they are currently experiencing financial hardship and that their children would not be able to participate in activities that school deems would be beneficial to the individual child's personal development and expand their life choices.</p>	<p>3</p>

Total budgeted cost: £24 480

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 2021 to 2022 academic year.

Objective 1 -To raise attainment in writing and maths

Analysis of the end of year teacher assessments show that generally pupils made steady progress from their individual starting points. However, the effect of school closures and remote education due to COVID mean that pupils have significant gaps in their knowledge, which are still emerging over time.

Objective 2 - To develop pupils' emotional and personal resilience including attachment issues, poor self-esteem, anger management issues

Since returning to more normal school operation in September 21, most pupils have proved to be very resilient and have settled well. Short-term support has been effective so that pupils' behaviour and attendance has continued to be good. However, the long-term effects of school closures and remote education are still surfacing and affecting a greater number of pupils.

During the year the school's well-being team has worked directly with fourteen pupils and the external counsellor has worked directly with four pupils. This work has ensured that the individual children and families felt supported and that they received more specialised programmes. Pupils' behaviour and attendance improved over time and has continued to be good.

Objective 3 - To support pupils participating in extra-curricular activities and events

No subsidies were required this year as extra-curricular work was curtailed and limited by the COVID response. The funding was used to support Objectives 1 and 2.

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
IDL	IDL/Ascentis
Times Tables Rock Stars	TT Rockstars
Mathletics	3P Learning
Counsellors	Bccs