

Dean Bank Primary School

Pupil Premium Strategy Statement 2021-2022 (objectives carried on from previous year in line with SDP)

Pupil Premium Lead ~ Will Haynes

Pupil Premium Governor ~ Denis Regan

1.Rational
<p>At Dean Bank Primary School we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non-Pupil Premium pupils.</p> <p>At Dean Bank Primary School we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:</p> <ul style="list-style-type: none"> • Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed • Having an individualised approach to addressing barriers to learning at an early stage through early intervention • Focussing on high quality teaching and effective deployment of staff to support disadvantaged children • Make decisions based on detailed data analysis and responding to evidence.

2. Reception ~ Year 6 Pupil Premium Funding				
Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
113	Per Pupil: £1,320 61	Per Pupil: £1,320 52	Per Pupil £1,700*/ £2,300 2	Per Pupil £300 1

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

3. Early Years Pupil Premium Funding				
Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
10 (3 EYPP)	Hourly Rate £0.53 3	Hourly Rate £0.53 1	Hourly Rate £0.53 2	Hourly Rate £0.53 £111.30 approx per term

6. Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
A	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations. This means they need to make more progress than their peers to catch up that gap. C	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019. High quality provision both indoors and outdoors help supports PP children meet ARE. Tailored provision support for PP children.
B	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP through use of TA support Lesson observations will demonstrate pupils’ learning desire and good behaviours. Number of detentions for PP children to decrease.
C	Some Y1 disadvantaged pupils did not meet the phonics standard at the end of the year. This is going to slow their progress in all curriculum areas that demand effective reading strategies.	Y1 phonics show an increasing number of PP meeting the NA standard Y2 phonics resits confirm that all disadvantaged pupils meet the standard.
D	Children attain at the expected standard in reading, writing and maths.	End of KS1 and KS2 data to be closer to/ in line with national and improved for PP compared to last academic year.
E	Behaviour issues for a small group of pupils at lunchtime (mostly PP pupils) are having a detrimental effect on academic progress made during afternoon sessions.	A reduction in incidents of poor behaviour resulting in a positive impact on behaviour in classrooms in the afternoon period. Access to ‘listening matters’ from a trained TA to support behaviour issues.
F	Pupils eligible for PP often have limited access to resources to support their learning can lead to lack of engagement and poor quality work.	Pupils eligible for PP receive high quality feedback in order to move their learning on.

7. External Barriers to Future Attainment		
Barriers		Desired Outcomes
G	Low attendance rates for some PP children impacts on their learning. This means they are constantly having to catch up to their peers.	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA.
H	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.

8.Pupil Premium Planned Expenditure						
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data To be added at October half term	Evaluation Autumn Spring Summer
A	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019. High quality provision both indoors and outdoors help supports PP children meet ARE. Tailored provision support for PP children.	Audit for outdoor provision Blast training for all staff in EYFS Review Texts used to support communication and language	Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	EYFS Resources £5,000 EYFS Apprentice £7,500 Assessment Licenses £500 Key Worker to support 2Yr Olds £12,000		Sea-Saw the assessment tool is working well staff are confident in using it to identify next steps in learning. Parental Engagement and contact was low during the spring lockdown so on return staff have worked on communication and language skills , phonics and early writing and numeracy. The cohort has also changed significantly with families moving during the year so end of year data will be analysed with this in mind.
B	Improve emotional resilience for pupils eligible for PP through use of TA support Lesson observations will demonstrate pupils’ learning desire and good behaviours. Number of detentions for PP children to decrease.	Lego Therapy training for TA	Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years	Listening Matters ongoing supervision cost £500		Listening matters is being used to target identified children Well-being award almost completed and a

			settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.	TA to support Behaviour For Learning £12,000 Well Being Award £2,000 School Councillor £5,000		verification date set for March School Councillor used to support children who may need extra time/resources. We achieved the Well-Being award in February and have worked with the Mental health Support Team to ensure our children are as supported as they can be during the pandemic. We have also made several referrals to CAMHS and OT for children who might need these services. We have continued to use our school councillor but this has been reduced due to working practises.
C	Y1 and Y2 phonics resits confirm that all disadvantaged pupils meet the standard.	Sounds Write training for Rec Teacher + books to support decodable reading Y1 and 2 teachers HT/DHT and HLTA to have Sounds Write training	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	Sounds Write training £2000 Sounds write decodable books £500 LA Phonic Intervention £15,000		Training completed for all staff teaching SOUNDSWRITE Books purchased and being used Phonics intervention timetabled and assessments completed in line with the new. All our Early Years staff, as well as staff who will be teaching phonics next year have completed the SoundsWrite training virtually and the new staff are booked on it.
D	End of KS1 and KS2 data to be closer to/ in line with national and improved for PP compared to last academic year.	HLTA training to support intervention	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Y2 TA Support £8,000 Y6 TA £12,000 Maths Training £1,000		Books Purchased to foster a love of reading and a specific area identified to store them. Lexia purchased for another 3 years

			<p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>There are some indications that computer-based tutoring approaches can be successful in improving reading comprehension (although the evidence is less robust in this area), particularly when they focus on the development of strategies and self-questioning skills.</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring). It also seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p>	<p>ICT Reading Licenses £3,000</p> <p>KS 1 Reading For Pleasure Library Books £3,000</p> <p>Tablets to support AR and Lexia & Rockstars £1.000</p>		<p>6 more tablets purchased to support TT Rockstars.</p> <p>The school have used catch up premium money as well as capital to buy hardware to support online learning. This has meant that all children were able to access the software purchased to support reading.</p> <p>The Year 6 have continued to access SATs companion and this has worked well if children accessed.</p>
E	<p>A reduction in incidents of poor behaviour resulting in a positive impact on behaviour in classrooms in the afternoon period. Access to 'listening matters' from a trained TA to support behaviour issues.</p>	<p>Listening Matters training for TA/Supervisor</p> <p>Wellbeing Award for Schools</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' 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 or community. Specifically, more specialised programmes which are targeted at students with particular social or emotional needs</p>	<p>On line Well-being training £5,000</p> <p>TA Support for Behaviour Intervention £12,000</p>		<p>Training Completed for listening matters and several rounds of children accessing the course.</p> <p>The Well-being award has been achieved and we continue to do listening matters with targeted children. We are also carrying out intervention for Lego and We Eat Elephants.</p>
F	<p>Pupils eligible for PP receive high quality feedback in order to move their learning on.</p>	<p>EDA support around feedback</p>	<p>Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects</p>	<p>Y3/4 TA Support £24,000</p> <p>Y5/6 Support £12,000</p>		<p>SLT visited schools and a range of strategies trialled.</p> <p>SLT visited some other schools to see their</p>

		SLT to visit other schools	and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.	CL support £1000 SLT to visit other schools £1,000 Management Time for CPD £1,500		implementation of a range of policies and how we can change our policy to support more immediate feedback.
G	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA and hence raise their aspirations around learning		First, evidence suggests that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. Second, where pupils do have lower aspirations, it is not clear that any targeted interventions have consistently succeeded in raising their aspirations. Third, where aspirations begin low and are successfully raised by an intervention, it is not clear that an improvement in learning necessarily follows.	Attendance Officer £3,500 PSA Support (HLTA) £4,000		Gov Attendance working group set up to support school. The group meet monthly and discuss different strategies that can improve attendance and reduce persistent absence. This has had little effect as yet with EYFS persistent absence at a very high level. However, many of these children are not of statutory school age so apart from ensuring welfare and safeguarding concerns are addressed there is little we can do until children reach statutory school age.

H	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	Reading Clubs for children and parents	<p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost</p>	<p>TA support for extra Curricular Activities £6,000</p> <p>PSA Support £4,000</p>	<p>PSA role started it in Jan 2021</p> <p>Reading groups not set up due to COVID</p> <p>The PSA is high profile in school. He has a school mobile which means many more parents are willing to text him. His timetable ensures it is flexible to support parents if there is a crisis but can be planned to support specific meetings too.</p> <p>We are using class dojo which means all parents can be contacted rather than a text service where parents were often unwilling to update us on phone numbers.</p>
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9. Budget Strategy		
Desired Outcome		Cost
A	<p>Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2019/2020.</p> <p>High quality provision both indoors and outdoors help supports PP children meet ARE.</p> <p>Tailored provision support for PP children.</p>	£25,000
B	<p>Improve emotional resilience for pupils eligible for PP through use of TA support</p> <p>Lesson observations will demonstrate pupils' learning desire and good behaviours.</p> <p>Number of detentions for PP children to decrease.</p>	£19,500
C	<p>Y1 phonic test and Y2 phonics resits confirm that the majority of disadvantaged pupils meet the standard.</p>	£17,500
D	<p>End of KS1 and KS2 data to be closer to/ in line with national and improved for PP compared to last academic year.</p>	£28,000

E	A reduction in incidents of poor behaviour resulting in a positive impact on behaviour in classrooms in the afternoon period. Access to 'listening matters' from a trained TA to support behaviour issues.	£17,000
F	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.	£39,500
G	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA.	£7,500
H	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	£10,000
Total Budget Spent		£164,000
10. Additional Funding Supporting Provision		
The Key / Optimus Subscription for School Leaders and Governors to support School Improvement		£2000
Enhancement Visits when appropriate		£5000
Bus Subsidies for each educational visit £100 per visit (1 per term)		£2100
		173.100

Governance

Monitoring The Effectiveness & Impact of Pupil Premium

Pupil Premium Governor ~ Denis Regan

Pupil Premium Meeting

Autumn

Spring

Summer

Autumn

The school have returned following lockdown and pupils were well settled and had shown resilience during their time out of school. Very few children however had accessed online learning but many had collected work packs to complete at home. Following a revised recovery curriculum children were taught 'catch up' interventions until half term and have then been taught their current year curriculum with interventions to mitigate the effect of COVID. Data is showing that our pupil premium are making expected progress over the 2nd half of the Autumn term in Reading , Writing and Maths and this should continue with good Quality First Teaching.

Spring

Again, lockdown has had an impact on pupils and their learning. Pupil Engagement and Contact was monitored closely and varied between year groups. It was particularly poor in EYFS and Y1 and 2 where children needed parental support to access learning, as opposed to older children who could work independently. All pupils did have access to devices and data but engagement was still inconsistent. We have employed a HLTA to carryout interventions in KS2 during the summer term, focusing specifically on ensuring children are next stage ready. The new PSA has supported the emotional needs of the pupils and parents and this has supported with rebuilding positive relationships, which had clearly broken down with many parents following staff having to constantly encourage contact and engagement. We have completed assessments on the return to school in March, with writing identified as the area that the majority of children are needing the most support in.

Summer

This term we have been fortunate enough not to have to send any bubbles home to isolate so have been able to have a consistent teaching term. We have completed return to school baseline assessments, monitored engagement and parental contact and completed end of year assessments. Some year groups have made better progress than others due to engagement. We are going to input our own school end of year attainment data on Fischer Family Trust to ensure we can still compare ourselves with similar schools and ensure our own data is as accurate as possible to prepare for baseline data in the Autumn term.

New PP Strategy to be prepared for September 2021