



DEANESFIELD PRIMARY SCHOOL
Pupil Premium Strategy Statement
2021-2024

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 | Deanesfield Primary School |
| Number of pupils in school | 683 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | First Review: November 2022 |
| Statement authorised by | Ms K O’Sullivan, Headteacher |
| Pupil premium lead | Becci Ford, Inclusion Manager |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year [21-22] | £173,505 |
| Pupil Premium Service children | £1,860 |
| Pupil Premium Early Years | £477 |
| Recovery premium funding allocation this academic year | £4,736 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £175,842 |



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Part A: Pupil Premium Strategy Plan

Statement of intent

Dream, Believe, Achieve & Make a Difference

At Deanesfield Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, online learning programmes and personalised tailored interventions
- ✓ Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- ✓ Target funding to ensure that all pupils have access to uniform and PE Kit as/when needed
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide Chromebooks for home learning
- ✓ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.



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Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the tailored and personalised intervention, support and resources for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Emotional Well-Being and Mental Health |
| 2 | Gaps in Greater Depth for Reading, Writing and Maths |
| 3 | Attendance & Punctuality |
| 4 | Access to Wider Opportunities |

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 |
|---|---|
| Emotional Well-Being and Mental Health Develop pupils emotional well-being, social skills and mental health so that Pupil Premium learners are in a position to able to engage with and make progress with their learning [School Development Plan – Personal Development] | Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. |
| Reading, Writing & Maths Continue to strengthen the progress of Greater Depth Pupil Premium learners by the end of Key Stage 2 [School Development Plan – Quality of Education] | Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. |
| Attendance To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees. [School Development Plan – Behaviour & Attitudes] | To close the gap between whole school attendance and pupils in receipt of pupil premium funding. Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees |
| Access to Wider Opportunities PP learners are fully engaged and participating in home learning, enrichment opportunities and extra-curricular activities [School Development Plan – Personal Development & Quality of Education] | Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum. |



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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: £75,000 [approx.]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Review current provision alongside the guidance: 'Special Educational Needs in Mainstream'; expanding Inclusion Team – employing specialist teacher | Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send | 2 |
| Deputy Head Teacher & Phase Leaders working with subject leaders to improve/enhance the teaching and learning within the curriculum. | Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) | 2 |
| Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2. | | 2 |
| Funding for Specialist Maths and SEND teachers to work across KS1 & 2; working with existing teachers to team teach and work independently with targeted groups. Teachers will also plan & implement provide interventions to ensure all children have achieve; guidance from Inclusion Manager & Phase Leaders | Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) | 2 |



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| Staff CPD – SLT, Specialist Teacher & Curriculum Leaders | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Maths Mastery Hub. | 1,2,3,4,5 |
|--|--|-----------|

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

Budgeted cost: £85,000 [approx.]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To analyse summative assessment data and identify the children who require catch up, booster, challenge and more targeted intervention. | EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’ | 1, 2, 3 |
| Pupil Progress meetings termly | | |
| Provide targeted, structured interventions to children across whole school; to be carried out by experienced teachers and Teaching Assistants | | |
| Regular monitoring of targeted interventions through development of Provision Map Edukey Software] | Provision of QFT, mastery curriculum and effective challenge for children identified The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk) | 2 |
| Maths Specialist Teacher deployed to work within KS2 to support teaching and learning of Maths Mastery based on identified needs. | EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a | |
| Development of whole school use of Google Classroom; purchase of | | |



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| Chromebook for each child from Years 1-6 | powerful tool for supporting these pupils when they are used carefully.' | |
| Purchase of online learning programmes: Times Table Rockstars; Mathletics; Numbots; Mathseeds; Reading Eggs/Reading Eggspress; | | |
| Effective deployment of staff; Teaching Assistant, SEND Teacher and Assistant Head Teacher to support key children and year groups. | EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assitants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size | |

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

Budgeted cost: £15, 842 [approx.]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Pastoral support from key adults for vulnerable children and families- emotional coaching, assertive mentoring, Nurture Group, Seasons for Growth, 1:1 Play Therapy. | EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. 3. Wider strategies EEF (educationendowmentfoundation.org.uk) | 1 |
| TAF process with vulnerable families- allowing them to access key services through the Stronger Families portal [Hillingdon] | About the Stronger Families Hub and making referrals - Information for professionals - Hillingdon Council Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) | 1, 4 |
| Attendance monitoring and meetings when needed. | Just one day off can hamper children's life chances - GOV.UK (www.gov.uk) | 4 |
| Engage the relevant support professionals in | School attendance: guidance for schools - GOV.UK (www.gov.uk) | 4 |



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| <p>line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p> | | |
| <p>Attendance to be a focus item for key pupils at pupil progress meetings</p> | | 4 |
| <p>Development of strong links with new attached Participation Officer</p> | | |
| <p>Increased links with SEND & SEND Advisory team [Stronger Families] and Health Professionals</p> | <p>Multi-agency and interdisciplinary working NSPCC Learning</p> | 1, 4 |
| <p>Use of outdoor learning to support key groups of pupils [Forest School, Purchase & Use of The Hobbit House, Edible Playground]</p> <p>Ensuring sustainability of Forest Schools approach by embedding an outdoor learning model so more pupils can access and staff feel confident to deliver.</p> <p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p> | <p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> ✓ Confidence: children had the freedom, time and space to learn and demonstrate independence ✓ Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play ✓ Communication: language development was prompted by the children’s sensory experiences ✓ Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time ✓ Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills ✓ Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment | 1, 2, 3, 5 |

Total budgeted cost: £175, 842



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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.

| 2021-2022 | |
|---|---|
| Outcome & Evaluation | |
| Emotional Well-Being and Mental Health | <p><i>The pupils are articulate and keen to engage with adults and each other. One told me that the best thing about the school was, “we learn that everyone is different and really special”. They see that it is important that no one is left out and how there is always support available. [IQM Flagship Review 2022]</i></p> <p>Continue to embed Zones of Regulation & Growth Mindset within the classroom</p> |
| Reading, Writing & Maths | <p>Warning Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.</p> <p>Reading Attainment at key stage 2 – 2022 Key stage 2 attainment of the expected standard (100+) in reading (87%) was significantly above national and in the highest 20% in 2022.</p> <p>Maths Key stage 2 attainment of the expected standard (100+) in mathematics (89%) and the high standard (110+) in mathematics (33%) was significantly above national and in the highest 20% in 2022. Of the 90 pupils, 10 did not meet the expected standard. Of these, 8 pupils had a score, with an average scaled score of 96.</p> <p>PP Progress - Support to be strengthened and embedded; use of releasing class teacher to focus in closing the gap; peer coaching embedded; use of conferencing embedded PP Attainment – Support in strengthening PP pupils attaining Greater Depth especially in writing</p> <p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p> |



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| | |
|---|---|
| | To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points |
| Attendance |  <p>Attendance will continue remain a focus</p> |
| Access to Wider Opportunities | <p><i>They like the access they have to activities in school, school trips and the clubs that are available to them as well as the importance of them raising money to support charities. All of Year 6 belong to the School Council and there are School Council representatives for each class who feedback to the Council. Pupil voice is strong and is encouraged in the school. Pupils told me that they feel safe and happy. Much thought is given to the best way to support pupils. [IQM Flagship 2022]</i></p> |
| <p>Evaluation: SEND pupils progressing against own targets</p> <p>Previous Pupil Premium yearly review can be found here: Pupil Premium Deansfield Primary School (secure-primariesite.net)</p> | |

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 |
|--------------------------------|------------|
| FFT Lightening Squad | FFT Aspire |
| Times Table | |
| Rockstars | |
| Mathletics | |
| Reading Eggs/Reading Eggspress | |
| Testbase | |
| Shirley Clarke | |



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