

# Pupil premium strategy statement – [Daven Primary School 2022-23]

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	162 (July 22) 144 (Dec 22)
Proportion (%) of pupil premium eligible pupils	66.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Academic yr 2020/1-2022/3
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Julia Gawn
Pupil premium lead	Julia Gawn
Governor / Trustee lead	Glen Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22-23)	£149, 580
Recovery premium funding allocation this academic year	£16, 095
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£165,675

# Part A: Pupil premium strategy plan

## Statement of intent

*At Daven Primary we have an ethos that encourages children to have high aspirations for their present and future. Our aim is that all children develop the knowledge and skills to reach their potential in all aspects of their life.*

*We recognise the challenges faced by vulnerable pupils, such as those who have a social worker or who are young carers and adopt a holistic approach to meeting their needs. We do not make assumptions about the impact of disadvantage but ensure that we intervene early to identify specific needs and recognise difficulties faced by our pupils. In essence our approach will be responsive to individual's needs.*

*We recognise the importance of good attendance and behaviour and understand that failure to put these building blocks in place could undermine the effectiveness of the Pupil Premium in raising standards.*

*We offer a range of intervention and support programmes focused on specific areas of development. The aim of these programmes is to develop transferable knowledge and skills that will support pupils to progress through school and prepare them for future education, training and life. We especially recognise the importance of well being and equipping our pupils with the strategies, perseverance and resilience to progress in life. Through our multi-faceted approach we endeavour to support children to engage in their learning with positivity.*

*We recognise that to excite children about learning requires high quality teaching that meets the needs of all pupils. This is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our strategy is also integral to wider school plans for education recovery.*

## Challenges

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

Challenge number	Detail of challenge
1	Pupil attendance.

2	Early Language development
3	Pupil progress and achievement (especially in writing)
4	Pupil mental wellbeing. It is noticeable that many children have reduced confidence and resilience.
5	Lack of cultural stimulation (affects cultural capital and results in low aspirations)

## 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 attendance	Pupil attendance is in line with the national percentage
Pupils make progress in the early language development	EYFS pupils achieve a good level of development in speaking and listening Pupils who require SALT are identified quickly, referred for support and receive intervention Children achieve age expected standards
Improved writing attainment for disadvantaged pupils.	Pupils develop improved writing fluency Pupils achieve expected standard in writing A greater number of pupil premium pupils achieve greater depth in writing
Improved mental wellbeing and resilience	Qualitative data from pupil wellbeing survey will indicate positive attitudes. Pupils can maintain focus more effectively in lessons. Pupils have and can apply strategies to help themselves to calm and manage their emotions Pupils access a range of support systems and interventions that support mental wellbeing.
Children will have opportunities to experience a range of different cultural activities. Pupils aspirations will be raised	An increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils access a variety of clubs Pupils will be aware of their rights and have a voice

## 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: £31, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of <b>standardised assessments</b>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	2, 3
CPD on use of ( <b>Read Write Inc</b> )	Phonics approaches have a strong evidence base indicating a positive impact on accuracy of word reading <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> We have purchased Read Write Inc <a href="https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh">https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh</a> The Phonics Lead is released from timetable to provide continuous CPD for staff and ensure fidelity to the programme.	2, 3
CPD on <b>Power Maths</b>	Power Maths adopts a Teaching for Mastery approach. Fidelity is supported through continued involvement with the local maths hub. Our approach is based on the evidence in: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a> A maths lead from the central team in the MAT will work at the school. Teachers have been released to work alongside her to support the development of their practice.	3
CPD on vocabulary and coordinator release time to develop <b>vocabulary spines</b> for every subject and every year group	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2, 3
<b>Accelerated Reader.</b>	An EEF efficacy trial indicated an impact of +3 for AR	2, 3, 4

(Training for all teachers on effective use)	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a> Assessment data gives ZPD scores that are used to track individuals progress. Training this year will focus on the use of reports to identify children who are not making expected progress so that additional support can be provided. (The stock of Accelerated Reader books will also be improved to promote and enhance reading for pleasure)	
Training on Reading for Pleasure	Participation in the Transforming School's Reading Culture (TSRC) programme delivered by Lacey Green English Hub. Reading lead will participate in a sustained research based CPD programme aimed at transforming the school's reading culture and promoting Reading for Pleasure	2,3, 5
Curriculum enrichment	Wider ops music sessions, range of sports clubs, specialist computing teaching <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	5, 4
ELKLAN training	Teaching Assistant to complete ELKLAN training and become an accredited ELKLAN speech and language practitioner. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> This training will enhance the training completed as part of the NELI course so that the TA can deliver additional support sessions to individuals and small groups of children that focus on developing communication and language skills.	2, 3, 4

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional phonics sessions</b>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	2, 3

targeted at disadvantaged pupils who require further phonics support. This provision has been designed in collaboration with our English Hub (Lacey Green)	disadvantaged backgrounds. EEF indicates high impact for low cost <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
ELKLAN sessions	Additional targeted support sessions will be delivered to individuals and small groups of children to develop communication and language skills. TA will be released to work alongside speech therapists when they are in school to ensure consistency and continuity of support.	2,3,4
<b>Accelerated Reader.</b> (Investment in programme and purchase of additional books)	An EEF efficacy trial indicated an impact of +3 for AR <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a> Assessment data gives ZPD scores that are used to track individuals progress. Additional books will be purchased to enhance dated book stock and address gaps in lower levels used by children when they first move onto the programme.	2, 3, 4
Employment of <b>Safeguarding and Learning Mentor</b> to support families and pupils to access support through targeted interventions and social care.	Pupils and families access a range of mental health support programmes including My CWA, Swans Counselling and Play therapy. Children are referred to these services via the school's Safeguarding and Learning Mentor and she has a direct role in signposting families to services that can meet the needs of families at Early Help.	1, 4, 5
<b>Social and emotional Learning interventions</b>	EEF states an impact of +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Interventions include ELSA (delivered by 2 trained members of staff) <a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>  The school also offers bespoke social and emotional learning interventions (eg sessions focusing on friendship or managing anxiety)	1, 2, 3, 4, 5
<b>Precision Teaching</b>	Precision teaching is a form of mastery learning	2, 3, 4

(Trained TA to deliver to ensure fidelity to approach)	EEF evidence impact measure of +5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	
<b>Lexia</b>	EEF Impact evidence of +2 <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>  Lexia was initially introduced to Years 5 and 6 in 2020-21 and had a significant impact on improving reading standards. In January 2022 it was purchased for all children across the school when they have completed the Read Write Inc phonics programme (usually from Year 2 onwards). As well as using the app itself children will access Targeted support sessions (delivered by TAs based in their class). These sessions address any specific gaps identified by the programme.  There is an annual cost to the programme and this year it will be purchased for all children from Year 3 – Year 6.	2, 3, 4

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

Budgeted cost: £35, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employment of Attendance Lead.</b>	DfE guidance has been used to inform our approach. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>  Approach includes communication with parents to explain implications and deployment of an effective system to monitor attendance and intervene. Emphasis is on engaging with parents/guardians and working on individual cases.	1, 4
Breakfast Club (and provision of free breakfast items)	EEF gives an impact score of +2 for Breakfast clubs <a href="https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs">https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</a>	4, 5
<b>Creation of small group, supervised lunch club</b>	Two additional adults are employed to support a small group of children (typically 4-6 children) with specific SEMH needs that struggle to regulate their emotions in larger groups during unstructured times of day. The adults are able to model behaviour, support social skills development and use Emotion Coaching techniques to support de-escalation of any disagreements.	4

Trauma Informed Practice for behaviour support	Introduce a collaborative whole school relationship where relationships are at the centre. This approach will create a more positive ethos around school where relationships are at the heart of everything we do. This will build confidence, resilience and mutual respect.	4
Rock steady music sessions	Pupils confidence increases and broadens their range of experiences to develop aspirations	4, 5

**Total budgeted cost: £166,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Internal Data:** This headline report is from Insight (Daven's online pupil tracker) and shows progress of all children in year groups that do not have statutory assessments (SATs)

- Red indicates the percentage of pupils working below the expected standard
- Orange indicates the percentage of pupils working towards the expected standard
- Green indicates the percentage of pupils working at the expected standard
- Blue indicates the percentage of pupils working at greater depth

At Daven we use the phrase 'on track' to indicate that the child is working at the Expected Level for that Year Group.

Reading:

#### Headline Report PP vs Non PP

Pupils (from 2021-2022) in Years 1, 3, 4 or 5

		# pupils	% of pupils On-track or higher	2021-2022				
				Autumn	Spring	Summer		
			Attainment Band Chart	% of pupils On-track or higher	Attainment Band Chart	% of pupils On-track or higher	Attainment Band Chart	
Reading Year 1	Pupil Premium	13			38%		54%	
	Not Pupil Premium	1			100%		100%	
Year 3	Pupil Premium	17	27%		53%		65%	
	Not Pupil Premium	3	33%		100%		67%	
Year 4	Pupil Premium	15	67%		60%		50%	
Year 5	Not Pupil Premium	6	100%		100%		60%	
	Pupil Premium	19	61%		50%		68%	
	Not Pupil Premium	11	82%		64%		100%	

Writing:				Autumn	Spring	Summer		
Year 1	Pupil Premium	13	77%		46%		69%	
	Not Pupil Premium	1	100%		100%		100%	
Year 3	Pupil Premium	17	53%		47%		59%	
	Not Pupil Premium	3	33%		33%		33%	
Year 4	Pupil Premium	15	13%		27%		57%	
	Not Pupil Premium	6	50%		33%		100%	
Year 5	Pupil Premium	19	37%		32%		42%	
	Not Pupil Premium	11	45%		55%		64%	

Maths:				Autumn	Spring	Summer		
Year 1	Pupil Premium	13			83%		77%	
	Not Pupil Premium	1			100%		100%	
Year 3	Pupil Premium	18			50%		82%	
	Not Pupil Premium	3			100%		100%	
Year 4	Pupil Premium	15	87%		64%		60%	
	Not Pupil Premium	6	100%		100%		100%	
Year 5	Pupil Premium	19	39%		37%		63%	
	Not Pupil Premium	11	64%		90%		82%	

This data shows that in most year groups children eligible for Pupil Premium showed improved progress as the year progressed (ie a greater percentage were working 'on track' and therefore at the Expected Level).

### **Attendance data:**

	Whole School	Ever 6 FSM	Not Ever6 FSM
2019/20	88.7%	87.6%	90.3%
2020/21	95.2%	94.3%	97.2%
2021/22	94.8%	94.3%	95.9%

This shows a clear improvement in attendance. Attendance information for the autumn term shows that the gap between attendance for pupil premium (Ever 6 children) and non pupil premium has narrowed significantly.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
NA	

## **Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA