

Pupil premium strategy statement – Daven Primary School

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	139 (Sept 23) 135 (Nov 23)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 2026/27
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jenny Gosling
Pupil premium lead	Jenny Gosling
Governor / Trustee lead	Mark Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,140
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£157,140

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all phases of primary school, and across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining well.

We consider the challenges faced by all vulnerable pupils, including those who have a social worker, have a special educational need, are looked after, or have previously been looked after, or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Developing a sense of awe and wonder about the world in which we live in, is central to our approach. To ensure we do this, high-quality teaching is integral, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment 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 approach will be responsive to information that emerges and evolves throughout the year. Avoiding assumptions is important; we assess and monitor each child and view them individually. From this information, we look at trends across the school to identify learning, provision, staffing and CPD needs. When looking at trends, we may also consider which resources are needed to ensure our children can succeed.

To ensure the approaches we implement are effective, we will:

- Implement assessment and tracking systems which teachers and leaders own, and act early to intervene at the point need is identified. This includes termly pupil progress meetings.
- Adopt a whole-school teaching and learning approach, in which all staff take responsibility for pupils' outcomes, including disadvantaged and raising expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that disadvantaged pupils come to school with lower communication and language and generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Research on children from disadvantaged backgrounds also shows they have less access to wider experiences including reading for pleasure materials, access to wider trips and learning. We want to ensure our children are stimulated through reading, as well as opportunities to broaden their horizons in seeing the world around them.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from reception through to KS2 and in general, are more apparent among our most disadvantaged pupils than their peers.
4	Although progress measures at the end of KS2 is high, attainment remains low. Internal and external assessments indicate that attainment among all pupils, including disadvantaged pupils, is low. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, reading and writing.
5	Observations indicate that the wellbeing of many of our disadvantaged pupils is impacted due to a range of factors. It is noticeable that many children at Daven lack confidence, resilience and the ability to self-regulate.
6	Pupil attendance, although an improved picture, is still low – with some groups of children being persistently absent. This impacts on a range of factors including mental health and wellbeing, attainment and progress.

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 early reading skills	Children in EY and KS1 are monitored closely and rapid interventions are put in place so that phonics assessments are inline with national and that children's phonics' ability does not hinder their development as readers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Voice 21 resources will help us to track progress in this area.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 70% of disadvantaged pupils meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 show that more than 70% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing, demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in availability and participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance in 2023/24, demonstrated by: <ul style="list-style-type: none"> • Attendance being in-line with national • The gap between disadvantaged and non-disadvantaged decreases

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: £58,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD on RWI</i>	<p>Phonics approaches have a strong evidence base indicating a positive impact on accuracy of word reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The school is continuing to embed RWI phonics, with a new phonics lead and well-resourced curriculum.</p> <p>The Phonics Lead is released from timetable to provide continuous CPD for staff and ensure fidelity to the programme.</p> <p>Weekly CPD sessions for all members of staff who deliver RWI sessions</p> <p>Fast-track tutoring taking place – 3 afternoons per week</p>	1,2
<i>CPD on oracy</i>	<p>Evidence-base from EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Voice 21 evidence-base https://voice21.org/our-impact/</p> <p>Statistics of our school highlights that many of our children come to school with limited vocabulary.</p>	1,3
<i>Accelerated reader</i>	<p>An EEF efficacy trial indicated an impact of +3 for AR. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Assessment data gives ZPD scores that are used to track individuals progress. As we have many new staff, ensuring training takes place 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. It will also ensure that books are appropriately matched.</p>	1,2,4
<i>Developing reading for pleasure</i>	<p>CPD provided to staff to build a love for reading. This will ensure we gain knowledge from book experts to ensure our reading books in school can help develop a love for reading.</p>	2
<i>Maths CPD</i>	<p>The seven recommendations in the EEF report state a mastery curriculum for maths, manipulatives, teaching problem solving are ways to improve success in mathematics. Continuing with Power Maths subscription, releasing maths lead for high-quality CPD and support.</p>	4

<i>NFER assessments</i>	Ensuring children are on track and identifying gaps in learning is key, more information around NFER https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/?gad_source=1&qclid=CjwKCAiA98WrBhAYEiwA2WvhOp7yq4pmkZSZhE_mGJicz4o0fUU91twSvd6A5AOTXt etYpSFaP1WPxoCe9QQAvD_BwE Staff can use this to inform teacher judgements, as well as plan interventions.	4
<i>Employment of behaviour and PD lead</i>	The EEF report states ways to improve behaviour in schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Employing a member of staff who is able to embed behaviour policies and practices is key to improve attainment, progress, attendance and staff/pupil wellbeing.	3,4,5,6
<i>EEF 5-a-day training</i>	Supporting every pupil to succeed academically is a significant challenge for teachers and teaching assistants. The EEF's research evidence suggests there is a set of five core practices that can support all pupils to do succeed. Part of the 5-a-day approach includes cognitive and metacognitive strategies, which has been found to have high impact. https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3,4,5
<i>Trauma informed schools training</i>	Ensuring a mental health and wellbeing lead is effectively trained to support pupils is key. Trauma informed schools will ensure we can deploy strategies effectively. https://www.traumainformedschools.co.uk/ In addition to the above, ensuring bespoke CPD from Team Teach and behaviour consultants will continue to improve children's resilience and wellbeing.	5,6
<i>Therapeutic classroom</i>	Therapeutic classrooms have been found to develop children's self-awareness, self-belief and emotional intelligence. https://www.tpctherapy.co.uk/therapeutic-classrooms/	5,6

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

Budgeted cost: £44,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Fresh Start interventions</i>	Ruth Miskin Fresh Start has been purchased for Y5 and Y6 pupils to support them with reading. Members of staff will be released to deliver this, three times a week. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start	1,4
<i>Lexia</i>	Lexia licences have been bought to support the bottoms 20% of pupils. As well as children completing the online version of Lexia, a member of staff will support the pupils with the weekly interventions. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1,2
<i>Precision teaching</i>	Members of staff have been trained and will deliver precision teaching interventions to children across the school. Mastery learning EEF (educationendowmentfoundation.org.uk)	1,4
<i>SALT interventions</i>	Member of staff is trained to conduct SALT assessments to ensure children are put on the correct pathway. This is in addition to universal work on Voice 21.	2
<i>Continue employed of safeguarding and learning mentor</i>	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. In addition, this member of staff runs nurture group to support pupils directly, with their mental health and wellbeing. https://www.nurtureuk.org/reports/the-eeef-toolkit-and-nurture-groups/	5,6

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

Budgeted cost: £ £54,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rocksteady music</i>	Pupils confidence increases and broadens their range of experiences to develop aspiration	1,5,6
<i>Wellbeing hub</i>	Ensuring children have a safe space to go to in school, to help them regulate, will improve wellbeing, resilience and overall behaviour.	5
<i>Zones of regulation</i>	Improving children's ability to self-regulate will support pupils with their behaviour, mental health and wellbeing.	4,5,6

	<p>If behaviour improves, attendance will also improve as well as attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	
<i>Trips and workshops</i>	<p>Ensuring children see the life beyond school improves aspirations and understanding of the wider world as well as enhancing learning of the curriculum,</p>	1,5
<i>Extra-curricular activities and playtime zones</i>	<p>Ensuring children have appropriate equipment to play with at playtimes will develop their social skills, resilience and behaviour. If children enjoy aspects of the school day, attendance will also improve.</p>	5,6
<i>Developing outdoor learning</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Ensuring our children explore the outside environment will enhance their understanding of the world and improve resilience and social skills.</p>	5,6

Total budgeted cost: £157,140

Part B: Review of the previous academic year

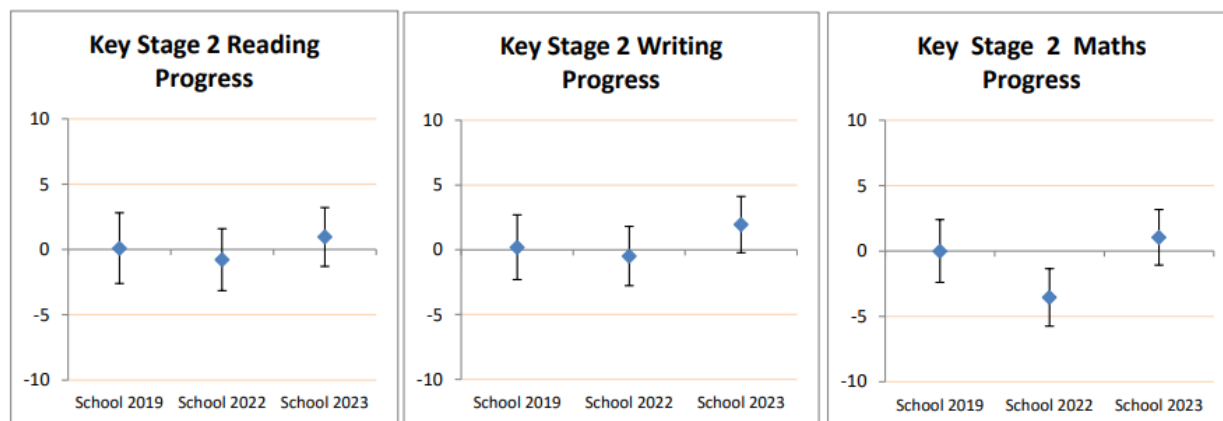
Outcomes for disadvantaged pupils

Internal data.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

In KS2 SATS, disadvantaged children (16) attained lower than non-pupil premium pupils. In maths 69% of pupil premium achieved ARE+ compared to 74%. For reading, 57% of pupil premium achieved ARE+, compared to 73% non-pupil premium. In writing, 56% of pupil premium pupils attained ARE+, compared to 67% non-pupil premium. Pupil premium children, who attained RWM where at 19%. Although attainment for pupil premium pupils was below that of non-pupil premium pupils, progress was good. The table below shows progress made by the end of KS2.



For schools in Congleton, reading progress placed the school 58/125; writing progress 17/124; and maths 48/124.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, even two years on from the pandemic. The disruption of learning for our Year 6 pupils, from March 2020 – July 2021, still had an impact on the pupils during their time in year 6, due to the amount of learning lost. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our observations and assessments demonstrated that pupil behaviour has been impacted due to challenges in relation to wellbeing and mental health. These challenges remain significantly higher than before the pandemic. The impact on disadvantaged pupils continues to be the focus and the tables above highlight how we will continue to develop the mental health and wellbeing of our pupils.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Utilising a DfE grant to train a senior mental health lead.
- Undertaking training developed by the ADHD foundations, with a view to become an accredited ADHD-friendly school
- Providing TLRs to members of staff so they can develop the transition between reception and year 1
- Offering a wide range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.
- Weaving in outdoor learning within our KS1 curriculum, to focus on building life skills such as confidence, resilience, and socialising.
- Setting up a nurture group to support disadvantaged pupils in building social skills and key life skills, such as cooking
- Implementing the play leader's development programme in Upper KS2
- Implementing and training pupils to become anti-bullying ambassadors
- New approach to pupil leadership including Smart Schools Council
- Successfully applied for a Foyle Foundation library grant, which will ensure we can develop our library provision (£4,500 on books, £500 on library shelving)