



Deepdale Community Primary School

Pupil Premium Policy and Statement

Autumn Term 2024



What is the Pupil Premium?

The pupil premium was introduced by the government in April 2012. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals, children whose parents serve in the armed forces and children in local authority care. These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds. The Government believes the pupil premium which is additional to main school funding is the best way to address the current underlying inequalities between these vulnerable groups of pupils and their wealthier peers, by ensuring that funding to tackle disadvantaged children reaches the pupils who need it most.

The purpose of the pupil premium is to help schools provide targeted support for vulnerable children. In most cases the pupil premium is allocated to schools and is clearly identified. It is for schools to decide how the pupil premium is spent since they are best placed to assess what additional provision should be made for the pupils in their responsibility. However schools are to be held accountable for how they have used the additional funding to support their pupils. From September 2012 this information must be published on the school website.

Pupil Premium at Deepdale Community Primary School

At Deepdale Community Primary School we are committed to ensuring all of our children make the best possible progress. We track the progress of every child on a regular basis and do all we can to make sure that each child achieves their potential. We also have a duty to ensure no groups of children are disadvantaged due to their gender, ethnic origin, family income or background.

We are well staffed at Deepdale Community Primary School and children in all year groups learn in classes where the staff team include a teacher and support staff. Children are familiar in working in different sized groups at different times of the day with different adults. Children of all abilities have the opportunity to work on a one to one basis or in a small group with an adult. At Deepdale Community Primary School, we do give children extra support when they need it.

The pupil premium funding has allowed us to continue and extend what we already do to monitor children's progress and give additional support when required. Children are certainly not singled out or stigmatised for getting extra attention and we never label a child in front of the other children for receiving free school meals or being in care.

In making provision for disadvantaged pupils we also recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.



Deepdale Community Primary School

Pupil Premium Plans: 2024 – 2025



Common barriers for our disadvantaged pupils can be weak language and communication skills, lack of confidence, more frequent behavioural difficulties, attendance and punctuality and less support at home. There may also be complex family situations that can have an impact on children's learning and progress. The challenges are complex and varied, therefore it is important that individual needs are identified and catered for.

There is a significant degree of social and economic disadvantage within the local community. LSIP (2024) Socio-economic indicators – Multiple Deprivation Index, Education, Income, Employment, Health, Housing, Crime and Living Environment indices place the Deepdale area of Preston between the 5% and 25% most deprived wards in the country. At Deepdale Community Primary School, there is a school wide commitment to raising achievement for all pupils and a key objective for the use of the pupil premium grant is to close the gap between pupil groups.

Aims

- To further develop language and communication skills
- To raise standards and close the attainment gap in Reading
- To raise standards and close the attainment gap in Writing
- To raise standards and close the attainment gap in maths
- To continue to develop confidence, independence and self esteem
- To continue to improve attendance and punctuality

In 2024/2025 Deepdale Community Primary School was allocated £279,720 for the indicative Pupil Premium Grant (£1480 per pupil for 189 pupils)

In October 2024, at the time of the School Census there were 184 Pupil Premium children in school. In November 2024, there are 185 Pupil Premium children in school

Other significant funding has been added to ensure we can support all of our most disadvantaged and vulnerable pupils and effectively meet their needs.

The money is being used to provide the following:

- A high level of teaching assistant support in all classes in EYFS, KS1 and KS2 to ensure children receive small group differentiated support for phonics, writing, reading and maths so that they are challenged to achieve
- One to one and small group provision by the Learning Mentor team – led by an experienced Pupil Support Manager, to support the social and emotional development of targeted pupils experiencing barriers to their learning, which range from low self-esteem, prevention of bullying, poor attendance, poor behaviour and poor attitudes to learning. The team also provide family support and parenting classes
- Additional reading, writing, phonics, PSHE interventions delivered to clearly identified focused groups of children throughout the school.
- Link educational psychologist provided by Acorn Psychology Service to support the assessment, mentoring, implementation and evaluation of interventions and programmes for children with SEN.
- Speech and Language Therapy provided by Happy Talk to support children with speech, language and communication difficulties.
- Regular CPD to support staff in teaching basic skills within a broad and rich curriculum so that they can engage and meet the needs of all learners.

- Relentless focus on High Quality First Teaching – Making use of expert and experienced Senior Leaders through `Joint Practice Development which consists of lesson study, team teaching and Modelling teaching strategies approaches
- Expert and Experienced Senior Leaders that are focussed on Phonics, Reading, Writing and Maths issues throughout the school
- Support for the Pastoral Team to monitor the attendance patterns of targeted pupils, address the needs of vulnerable children whose attendance is a concern and provide support, advice and guidance to parents and pupils on improving attendance and punctuality.

Autumn Term 2024

Reception Pupil Premium Plans 2024 - 2025

- 14 (15.5%) children entitled to the Pupil Premium, 5 boys (36%) and 9 girls (64%)
- 2 children also fall into the SEND group: for learning/autism
- 0 children are NTE
- 10 of these children fall into other vulnerable groups (2 only Pakistani Heritage, 3 only Summer Born, 4 white British, 3 only Any other Asian Background, 2 white British and Summer Born
- 0 children are currently receiving learning mentor support for behaviour and well-being.
- 0 children are CP
- 0 children are CLA

Attendance Information for these children:

- 93% is the average attendance of the 14 Pupil Premium children in the cohort.
- 9 children are tracked by attendance team as they have below 96% attendance (3 of which have less than 90%)
- 5 children have expected/good attendance (above 96%) with **3** of these children having 100% attendance

Interventions and additional support:

- **1:1 Reading** – All Pupil Premium children are in receipt of additional 1:1 Reading at least 3x weekly
- **Phonics** - Individual/Small group support for phonics if children are not remaining on track
- **Language Intervention** – WELCOMM assessments are being carried out. Interventions to start once completed.

Year 1 Pupil Premium 2024 - 2025

- 21 (23.5%) children entitled to the Pupil Premium, 10 boys (48%) and 11 girls (52%)
- 3 children also fall into the SEND group: for learning/autism (1 Has EHCP – 1 is waiting)
- 0 child is NTE
- 12 of these children fall into other vulnerable groups (2 only Pakistani Heritage, 3 only Summer Born, 6 white British, 3 only Any other Asian Background, 2 white British and Summer Born
- 4 children are currently receiving learning mentor support for behaviour and well-being.
- 0 children are CP
- 0 children are CLA
- 0 child is on CIN

Attendance Information for these children:

- 90% is the average attendance of the 21 Pupil Premium children in the cohort.
- 11 children are tracked by attendance team as they have below 96% attendance (9 of which have less than 90%)
- 10 children have expected/good attendance (above 96%) with 5 of these children having 100% attendance

Interventions and additional support:

- **1:1 Reading** – All Pupil Premium children are in receipt of additional 1:1 Reading at least 3x weekly.
- **Small group Phonics** – Children work in small groups if they are not working at the expected Phonics Phase. Small groups focus on Phase 2 and 3.
- **Fine motor skills** – Focusing on fine motor games (tweezers etc.) alongside handwriting – when required.
- **Additional KUCU in Maths**. Additional TA support following the lessons to recap/consolidate daily Maths learning - when required

Year 2 Pupil Premium 2024 - 2025

- 29 (32.22%) children entitled to the Pupil Premium, 10 boys (34.48%) and 19 girls (65.52%)
- 3 children also fall into the SEND group
- 2 children are NTE
- 6 children are white British (vulnerable group)
- 9 children are currently receiving learning mentor support for attendance, confidence / self-esteem and well-being.
- 0 children on CP
- 1 child is a CLA (SGO)

Attendance Information for these children:

- 87.97% is the average attendance of the 29 Pupil Premium children in the cohort (compared to Year 2 whole cohort 92.38%).
- 16 children are tracked by attendance team as they have below 96% attendance.
- 13 children have expected/good attendance (above 96%) with 7 of these children having 100% attendance.

Interventions and additional support:

- **1:1 Reading** – All Pupil Premium children are in receipt of additional 1:1 Reading at least 3x weekly.
- **Phase 3 Phonics** – Consolidating Phase 2/3 phonemes in addition to blending and segmenting skills – daily for identified children and also in NTE Tuition where appropriate
- **Phase 5 Phonics** – Consolidating alternative phonemes in addition to blending and segmenting skills – daily for identified children to secure pass at Phonics Screening retake
- **Additional KUCU in Maths** – Additional TA support following the lessons to recap/consolidate daily Maths learning - when required.

Year 3 Pupil Premium 2024 – 2025

- 20 (21.74%) children entitled to the Pupil Premium, 8 boys (40%) and 12 girls (60%)
- 2 children also fall into the SEND group
- 0 children are NTE
- 4 children are white British (vulnerable group)
- 0 children are currently receiving learning mentor support
- 0 children on CP
- 0 children are a CLA

Attendance Information for these children:

- 95% is the average attendance of the 20 Pupil Premium children in the cohort (compared to Year 3 whole cohort 95.29%).
- 3 children are tracked by attendance team as they have below 96% attendance.
- 17 children have expected/good attendance (above 96%) with **6** of these children having 100% attendance.

Interventions and additional support:

- 0 children receive NTE tuition twice a week
- 8 children in Phonics intervention
- Additional 1:1 reading for all children
- Additional support for Writing (in-class and intervention) for 8 children
- Maths intervention for children as and when required (KUCU).

Year 4 Pupil Premium 2024 – 2025

- 30 (31.91%) children entitled to the Pupil Premium, 17 boys (56.67%) and 13 girls (43.33%)
- 6 children also fall into the SEND group
- 1 child is NTE
- 6 children are white British (vulnerable group)
- 6 children are currently receiving learning mentor support for behaviour, friendship related issues, attendance, confidence / self-esteem and well-being.
- 0 children on CP
- 1 child is a CLA (SGO)

Attendance Information for these children:

- 91.48% is the average attendance of the 30 Pupil Premium children in the cohort (compared to Year 4 whole cohort 95.68%).
- 12 children are tracked by attendance team as they have below 96% attendance.
- 18 children have expected/good attendance (above 96%) with **6** of these children having 100% attendance.

Interventions and additional support:

- 1 child receives NTE tuition twice a week
- 11 children in Early Reading / Phonics intervention
- Additional 1:1 reading for all PP children
- Additional support for Writing (in-class and intervention) for 11 children
- Maths intervention for children as and when required (KUCU).

Year 5 Pupil Premium 2024 – 2025

- 38 children entitled to the Pupil Premium, 16 boys (42.11%) and 22 girls (57.89%)
- 6 of these children also fall into the SEND group: for learning (1 child has an EHCP for autism)
- 0 children are NTE
- 27 of these children fall into other vulnerable groups (e.g. 13 Pakistani Heritage, 13 Summer Born, 5 both)
- 3 children are currently receiving learning mentor support for behaviour and well-being.
- 0 children on CP
- 0 children are CLA

Attendance Information for these children:

- 8 children are tracked by attendance team
- 25 children have expected/good attendance
- The remaining children have attendance lower than 95% but this is linked to extended leave or illness etc. and does not require tracking.

Interventions and additional support:

- Reading: 12 children have additional 1:1 reading

Year 6 Pupil Premium 2024 – 2025

- 33 children entitled to the Pupil Premium, 14 boys (42.42%) and 19 girls (57.58%)
- 2 of these children also fall into the SEND group: for learning
- 3 children are NTE
- 24 of these children fall into other vulnerable groups (e.g. 13 Pakistani Heritage, 14 Summer Born, 4 both)
- 3 children are currently receiving learning mentor support for behaviour and well-being.
- 0 children on CP
- 0 children are CLA

Attendance Information for these children:

- 4 children are tracked by attendance team
- 20 children have expected/good attendance
- The remaining children have attendance lower than 95% but this is linked to extended leave or illness etc. and does not require tracking.

Interventions and additional support:

There is currently no intervention taking place in Year 6. Additional support is addressed through first quality teaching.