



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	Delph Side Community Primary School
Number of pupils in school (Pre-school-Year 6)	229
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	30/9/2021
Date on which it will be reviewed	September 2022
Statement authorised by	Liz Ormerod
Pupil premium lead	Liz Burton
Governor	Karen Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,500.00
Recovery premium funding allocation this academic year	£13,340.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£29,011.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£184,851.00



Part A: Pupil premium strategy plan

Statement of intent

At Delph Side it is our aim to ensure that disadvantaged pupils have access to the same opportunities and experiences as their non-disadvantaged peers. We are committed to ensuring that no child is left behind and is given every opportunity to achieve and succeed. The attainment and progress of disadvantaged pupils is regularly monitored and tracked to ensure that gaps identified between themselves and their peers are closed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of disadvantaged pupils is lower than their non-disadvantaged peers
2	Our disadvantaged pupils start school with below average speech, language and communication.
3	Many of our disadvantaged pupils do not have access to experiences outside school that their non-disadvantaged peers do. Pupils require a rich curriculum and cultural experiences.
4	A number of our disadvantaged children have experienced ACES that have impacted their emotional well-being and ability to thrive
5	Following the Covid disruption to schooling, the attainment gap has become significantly wider.

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
To ensure that disadvantaged pupils attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes.	<ul style="list-style-type: none"> Disadvantaged pupils attendance % increases on a 3 year trend Gap between disadvantaged attendance and non-



	<p>disadvantaged attendance narrows</p> <ul style="list-style-type: none"> • Disadvantaged pupils attend regularly and are punctual. • Number of disadvantaged pupils classed as PAs decreases. • Parents of disadvantaged pupils engage with school processes to support them.
<p>To ensure that disadvantaged pupils have access to high quality speech and language intervention and provision at the earliest opportunity.</p>	<ul style="list-style-type: none"> • All EYFS pupils to be assessed regularly. • Pupils in the EYFS to make progress towards Wellcomm sections • The percentage of disadvantaged pupils reaching the Communication and Language early learning goal is in line with their non-disadvantaged peers. • Disadvantaged pupils finish EYFS ready to move on to Key Stage 1 • Identified pupils work 1:1 on a weekly basis with the school SLT
<p>To provide disadvantaged pupils with high quality enrichment opportunities</p>	<ul style="list-style-type: none"> • A carefully planned enrichment calendar for all classes is developed each year to enrich the curriculum. • Disadvantaged pupils #enjoy #embrace and #evolve enrichment opportunities • All pupils have the opportunity to participate in a residential visit away from home during their time in KS2 • Pupils draw on their experiences and this has a positive impact on their curriculum learning. • Establish Forest School Provision and outdoor learning opportunities.
<p>To ensure that ACES children have experienced are identified and addressed and children have access to the correct support to move forward</p>	<ul style="list-style-type: none"> • Pupils access counselling in school if they require it • Pupils access Lego and Play Therapy opportunities



	<ul style="list-style-type: none"> • Identified children participate in 'Confident Me' sessions • Children are equipped with the skills to 'cope', learn and make progress academically.
To close the gap between disadvantaged pupils and non-disadvantaged pupils in combined attainment. This is in conjunction with the School Development Plan.	<ul style="list-style-type: none"> • Targeted virtual and face to face tutoring for identified pupils who have fallen furthest behind • The percentage difference between attainment of disadvantaged pupils and non-disadvantaged pupils decreases in all year groups. • The progress measure for disadvantaged pupils is in line with National

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: £65805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional class teacher to work within Year 3 to provide targeted support to key groups of pupils £25,000	EEF +4 Small group intervention The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more	5



	<p>closely matched to learners' needs explains this impact.</p>	
<p>High quality CPD for teachers and TAs</p> <p>£4,500</p>	<p>Teachers and Support staff all feel more confident in delivering interventions when they have had access to high quality CPD. Staff regularly review the CPD that they have accessed and share best practice with other.</p>	<p>2, 5</p>
<p>Delivery of Read Write Inc across KS1</p> <p>£3000</p>	<p>EEF +6 Reading Comprehension Strategies</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. 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.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities 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>2, 5</p>
<p>Maths Mastery (White Rose) taught Reception to Year 6</p> <p>£1850</p>	<p>EEF +5</p> <p>Mastery approach</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<p>5</p>



	<p>There is a lot of variation behind this average. It 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.</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress</p>	
<p>Mapped enrichment activities for every class.</p> <p>£13200</p>	<p>At Delph Side, we recognise that many of the children do not access activities that will broaden their cultural experiences. Experiences and enrichment opportunities are carefully mapped by the whole staff team to enhance the curriculum.</p>	3, 4, 5
<p>Year 6 Easter boosting club for 1 week.</p> <p>£1425</p>	<p>EEF +3</p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage.</p>	5



<p>Specialist teachers teaching a more 'creative curriculum' including Ukulele and art lessons.</p> <p>£16,830</p>	<p>EEF +3 Arts Participation</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.</p>	<p>3, 4, 5</p>
--	--	----------------

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

Budgeted cost: £54,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Maths Whizz Virtual Tutoring Programme subscription</i></p> <p>£4375</p>	<p>After implementing Maths whizz on a trial basis in the Summer term, we found the impact was high. Allowing children to 'plug the gaps' at the level they required meaning they could achieve more in the whole class maths lessons</p>	<p>5</p>
<p><i>TA in class support for 1:1 and small group interventions</i></p> <p>£34,680</p>	<p>EEF +4</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are</p>	<p>2, 5</p>



	<p>deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching</p>	
<p><i>Speech and Language therapist (1 day per fortnight)</i></p> <p>£4930</p>	<p>EEF +6</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	2, 5
<p><i>Speech and Language intervention delivery to small groups - NELI, Wellcomm</i></p> <p>£5,000</p>	<p>EEF +6</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	2, 5



	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	
<p><i>Daily access to Sensory diet for those that require it to enable them to calm and access the curriculum.</i></p> <p>£5,000</p>	<p>EEF – Behaviour interventions</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	3, 4, 5
<p><i>Forest schools' provision for identified groups of children</i></p> <p>£500</p>	<p>EEF – The EEF does not have enough evidence to monitor the impact of this on academic progress however, as a school we recognise the impact this has on children's resilience and well being. The EEF states:</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on</p>	3,4,5



	<p>academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p>	
--	--	--

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

Budgeted cost: £64,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Member of SLT to oversee attendance</p> <p>£15,000</p>	<p>Year on Year attendance of disadvantaged pupils is lower than their peers. Since giving attendance as a responsibility to a member of SLT this gap has begun to diminish.</p>	<p>1, 5</p>
<p><i>Family wellbeing coordinator to implement interventions – Lego Therapy, Confident me, Play Therapy,</i></p> <p>£13,710</p>	<p>EEF +4</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>1, 3, 4, 5</p>



	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	
<p><i>Family Wellbeing Coordinator to implement daily nurture support (Mornings and lunchtimes)</i></p> <p>£13,710</p>	<p>EEF +4</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	<p>1, 3, 4, 5</p>
<p><i>Trained counsellor in school 1 day per week</i></p> <p>£1,950</p>	<p>As a school we identify that many of our children have ACES to deal with that affect the mental health and consequently their ability to access the curriculum. By addressing these early and providing counselling support children are able to move on and make progress in school.</p>	<p>4</p>
<p><i>Free Breakfast club daily from 7.45am</i></p> <p>£2,890</p>	<p>As a school we acknowledge that many of our families struggle with morning routine and often come to school either late, or without having had breakfast. Offering free breakfast club means that children have time to relax and eat before they start the academic school day.</p>	<p>1, 3</p>



<p><i>Subscription to Wonde to support pupils accessing software on the devices</i></p> <p>£1,005</p>	<p>Children are accessing a wide range of virtual tutoring. Wonde allows the children to access this with</p>	<p>5</p>
<p><i>Subscription to Edukey to support staff with the assess, plan, do review</i></p> <p>£2,000</p>	<p>School finds that costing provision and being able to review what has impact and what is most cost effective is beneficial.</p>	<p>5</p>
<p><i>Discounted school uniform so that children are all wearing the correct uniform and have a sense of belonging.</i></p> <p>£800</p>	<p>Following discussion with pupils, parents and stakeholders, we changed our uniform across the school. The children were key to this change and lead on the decisions that were made. We know that are families are keen to 'belong' to the Delph Side family and wear their uniform with pride. By subsidising this for families it allows everyone to feel that sense of belonging without the pressures of purchasing branded clothing</p>	<p>3, 4</p>
<p><i>Sensory resources and room established</i></p> <p>£10,950</p>	<p>Many children require sensory intervention to help them to self-regulate and enable them to learn. Designated sensory provision will allow pupils to access this more frequently.</p>	<p>4</p>
<p><i>Subsidised annual school residential visit for UKS2</i></p> <p>£2,500</p>	<p>It has been recognised that many of our disadvantaged pupils are unable to access residential visits before leaving primary school. These experiences have helped children build resilience and self-confidence over the years. By subsidising these visits they are accessible to all families.</p>	<p>3, 4, 5</p>

Total budgeted cost: £ 184,805



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.

Aim	Review
To ensure that Disadvantaged pupils make rapid progress towards catching up missed learning following the COVID 19 school closure	Due to further Covid lockdown and disruption, disadvantaged pupils continue to be working below their non-disadvantaged peers. Closing the gap will continue to be high priority over the next 3 years.
To ensure that attendance of Disadvantaged pupils is high priority and that it is targeted in line with National attendance data	No National data to compare
To embed RWI teaching for EYFS and Year 1 Purchase of RWI subscription and resources. CPD for all teachers and TAs and close monitoring of the impact of RWI teaching (SDP priority)	Read write Inc training occurred for all staff. Not up a running fully until September 2021 due to the January lockdown disruption.
To purchase hardware and software to facilitate the delivery of online tutoring	New hardware and software purchased. All pupils having regular access to interventions daily. These are having notable impact on progress.
To ensure that enrichment remains at the heart of our curriculum despite COVID restrictions	The enrichment calendar had to be adapted in 2020-2021 in line with national restrictions. New enrichment map plotted for 2021-2022.
To provide nurture and sensory provision for pupils with SEMH needs	All staff trained in delivering sensory provision. Numerous children accessing support to meet their needs. Staff note significant changes in behaviour.