

Pupil premium strategy statement – Duchy of Lancaster 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	86
Proportion (%) of pupil premium eligible pupils	29%
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)	2023/2024, 2024/2025, 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Damon Finney
Pupil premium lead	Damon Finney
Governor / Trustee lead	Jo Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,920
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>	£34,920

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Duchy of Lancaster Primary School, our ultimate objectives for our disadvantaged pupils are to ensure they make significant progress academically, close the attainment gap, and have equal opportunities for success. We believe that every child, regardless of their background, should have the chance to thrive and reach their full potential.

Our current pupil premium strategy plan is designed to work towards achieving these objectives. We have identified the challenges faced by our disadvantaged pupils and used evidence to inform our approach. Our strategy focuses on three key areas: developing high-quality teaching, providing targeted academic support, and tackling non-academic barriers to academic success.

The key principles of our strategy plan include:

1. Targeted Support: We allocate funding to activities that have been proven to have a positive impact on disadvantaged pupils. This includes interventions such as small group tutoring, additional support from teaching assistants, and targeted interventions for specific learning needs.
2. Quality Teaching: We prioritise the development of high-quality teaching practices across the school. This includes investing in professional development opportunities for our teachers, implementing evidence-based teaching strategies, and providing ongoing support and feedback to ensure effective instruction for all students.
3. Personalised Approaches: We recognise that each disadvantaged pupil has unique needs and challenges. Our strategy plan includes personalised approaches to support their individual learning journeys. This may involve tailored interventions, individualised learning plans, and regular monitoring of progress to ensure appropriate interventions are in place.
4. Collaboration and Partnerships: We work closely with external partners, such as the Virtual School Head and relevant external agencies, to ensure a holistic approach to supporting our disadvantaged pupils. We collaborate with parents and carers to create a strong home-school partnership and provide support and resources to families where needed.
5. Monitoring and Evaluation: We have a robust system in place to monitor the impact of our pupil premium spending. We regularly review data, track progress, and evaluate the effectiveness of our interventions. This allows us to make informed decisions and adjust our strategies as needed to ensure continuous improvement.

By implementing these key principles and aligning our strategy plan with the specific needs of our disadvantaged pupils, we aim to create a supportive and inclusive learning environment where every child can thrive and succeed.

Challenges

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

Challenge number	Detail of challenge
1	Socioeconomic Disadvantage: Disadvantaged pupils at Duchy of Lancaster come from low-income backgrounds, which create barriers to learning. They have limited access to resources such as books, educational technology, and educational experiences outside of school. This is seen in their lack of experiences outside of the Methwold area and lack of interaction with the educational platforms available to them.
2	Limited Educational Support at Home: Disadvantaged pupils at Duchy of Lancaster face a lack of educational support at home due to various reasons. This includes parents or caregivers who have limited education themselves, language barriers for a growing percentage, and a lack of time and resources to assist with homework and academic activities. The absence of a supportive home learning environment impacts their progress and achievement.
3	Emotional and Well-being Issues: Disadvantaged pupils at Duchy of Lancaster face a range of emotional and well-being challenges that impact their ability to learn effectively. These include stress, anxiety, trauma, and unstable home environments. Parental separation is currently a significant factor. Emotional well-being is closely linked to academic achievement, and addressing these issues is crucial for supporting their overall development.
4	Limited Aspirations and Self-belief: Disadvantaged pupils at Duchy of Lancaster have limited exposure to positive role models and opportunities for future success. This is a particular issue in our GRT families. This results in lower aspirations and self-belief, leading to a lack of motivation and engagement in their education. Issues that become entrenched during KS2. Building confidence, raising aspirations, and fostering a growth mindset are important in overcoming this challenge.
5	Lack of Access to Enrichment Opportunities: Disadvantaged pupils at Duchy of Lancaster have limited access to extracurricular activities, cultural experiences, and enrichment opportunities outside of the school environment. These experiences can broaden their horizons, develop their talents, and enhance their overall educational experience. Without access to such opportunities, they may miss out on valuable learning experiences.

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
Increase the percentage of disadvantaged pupils achieving expected levels or above in English and mathematics by 20% within the academic year.	Implement targeted intervention programmes specifically designed to support disadvantaged pupils in English and mathematics. Based on Sounds-Write and Complete Maths Provide professional development opportunities for teachers to enhance their skills and knowledge in effective teaching strategies. Implement a system for regular progress monitoring to track the academic growth of disadvantaged pupils in English and mathematics. Provide regular communication, workshops, and resources to support parents in reinforcing learning at home and advocating for their child's educational needs.
Increase the average progress scores of disadvantaged pupils in Key Stage 2 by in reading, writing, and mathematics within two academic years.	Continuously monitor and evaluate the progress of disadvantaged pupils in reading, writing, and mathematics. Termly analyse data, track individual and group progress, and make data-informed decisions to adjust instructional strategies and interventions as needed. Foster strong partnerships with parents and caregivers of disadvantaged pupils. Regularly communicate with parents about their child's progress and provide resources and strategies for supporting learning at home. Involve parents in goal-setting and progress monitoring processes. Provide timely and constructive feedback to disadvantaged pupils on their reading, writing, and mathematics work. Use formative assessment strategies to identify areas of strength and areas for improvement, and provide targeted support and guidance based on this feedback.
Increase overall attendance rates for disadvantaged pupils to 95% and reduce the number of persistently absent disadvantaged pupils by 20% within one academic year.	Termly analyse attendance data to identify patterns and trends specific to disadvantaged pupils. Develop a whole-school approach that promotes the importance of regular attendance and the benefits it brings to academic achievement and overall well-being. This includes awareness

	campaigns, assemblies, and regular communication with parents and pupils. Implement early intervention strategies to address attendance issues as soon as they arise. This can involve close monitoring of attendance, early communication with parents, and targeted support for pupils at risk of becoming persistently absent. Develop individual attendance plans for persistently absent disadvantaged pupils. These plans outline specific strategies, interventions, and support to address attendance barriers and improve regular attendance.
Increase the percentage of disadvantaged pupils reporting positive well-being indicators by 15% based on well-being surveys administered at the beginning and end of the academic year.	Administer well-being surveys at the beginning and end of the academic year to assess the well-being indicators of disadvantaged pupils. Analyse the survey data to identify specific areas of concern and understand the well-being challenges faced by disadvantaged pupils. Develop and implement targeted well-being support programmes for disadvantaged pupils. Establish peer support programmes where older students or trained mentors can provide support and guidance to disadvantaged pupils.
Increase the participation rates of disadvantaged pupils in extracurricular clubs and educational visits by 25% within one academic year.	Identify the barriers that may prevent disadvantaged pupils from participating in extracurricular clubs and educational visits.

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: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing cover time to allow engagement with behaviour NPQ and establishment of behaviour lead</i>	EEF Effective PD guidance report DFE reducing school workload collection	2, 3
<i>Instructional coaching with all teachers in school using a 1:1 or 1:2 approach.</i>	Teaching and learning Toolkit – mentoring EEF Effective PD guidance report	3
<i>Training to support teachers knowledge and implementation of Sounds-Write for phonics and spelling across the school</i>	Teaching and learning Toolkit – phonics EEF Teaching and learning toolkit NIT Mentoring and coaching of teachers	2, 3, 4
<i>Development of high quality teaching through the use of effective assessment and building teachers knowledge and pedagogical expertise</i>	Teaching and learning Toolkit – feedback	3, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistants deployment supporting priority pupils in the classroom</i>	Teaching and learning Toolkit – individualised instruction Cognitive Science in the Classroom EEF Great Teaching Toolkit EEF effective approaches to supporting literacy and numeracy	2, 3, 4
<i>Teaching assistant deployment supporting fluid AfL based on daily CFU</i>	Teaching and learning Toolkit – teaching assistant intervention Cognitive Science in the Classroom EEF Great Teaching Toolkit EEF 5 a day resources	2, 3, 4
<i>Small group intervention based on</i>	Teaching and learning Toolkit – small group tuition	2, 3, 4, 5

<i>phonics keep up and catch up</i>	EEF Making the best use of teaching assistants	
<i>Small group tuition focused on maths in year 6</i>	Teaching and learning Toolkit – small group tuition Making a difference with effective tuition	3, 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wrap-around care provision that includes a breakfast club provision</i>	EEF review of magic breakfast	1, 2, 3
<i>Communicating and supporting parents through video's and in school sessions</i>	Teaching and learning Toolkit – parental engagement EEF working with parents to support students learning	1, 2, 3
<i>Support with extra curricular activities to increase engagement and positive relationship with school</i>	Teaching and learning Toolkit – parental engagement Teaching and learning Toolkit – arts participation	1, 2, 3, 5
<i>Working on Worries, thrive and Boxall projects to address SEMH needs</i>	Teaching and learning Toolkit – social and emotional learning	1, 2, 3
<i>Supporting attendance by using strategies outlined in working together to improve school attendance</i>	DfE working together to support school attendance	1, 2, 3

Total budgeted cost: £35,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This year marks the start of a new pupil premium strategy plan and the below is the assessment of how successfully the outcomes of the previous pupil premium strategy were.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that for end of year KS2 assessments 67% of pupil premium children scored age related in reading compared to 27% for non-pupil premium children. 33% of pupil premium pupils achieved age related compared to 36% of non pupil premium and in maths 33% of pupil premium pupils achieved age related compared to 36% of non pupil premium.

Pupil premium children out performed non-pupil premium children in all reception measures. In year 1 pupil premium children were outperformed in the phonics but reading assessment showed attainment broadly inline and but writing and maths assessment below non-PP.

In year 2 PP children out performed non-PP children in all areas. In year 3 PP children's attainment was below non-PP across all subjects With a similar picture in Year 4 and Year 5.

Progress for all year groups is broadly inline meaning the gap in attainment is not widening.

Previous Targets

The gap between end of KS2 outcomes for combined attainment for PP and non-PP children has been closed 33% of PP met combined outcomes compared to 18% of non-PP.

The confidence and engagement in reading improved with PP children at the end of KS2 out performing non-PP.

Overall, reading across the school has developed but still remains a whole school priority area rather than a PP development area. This also applies to Maths

Two mental health first aiders have now been trained and provision for SEMH developed. This has been shown through improved behaviour shown through lesson monitoring and pupil voice. Work with ABA has also shown more positive attitudes to behaviour.

Attendance for PP children is 89.2% and non-PP is 92.7%. Showing more work is needed in improving attendance. A small group of reluctant school attenders are greatly impacting PP attendance.

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.

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.