

## Pupil premium strategy statement Dee Point 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	484
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024 2025-2026 2026-2027
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024 September 2025 September 2026
Statement authorised by	Dave Williams
Pupil premium lead	Rachel Jones
Governor / Trustee lead	Graham Weaver

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 264,585
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>	£7,909
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</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>	£272,494

# Part A: Pupil premium strategy plan

## Statement of intent

At Dee Point Primary School, our vision is for all pupils to inspire children to success by realising their ambitions and strengthening educational outcomes in a nurturing, exciting environment. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain to the expected standard – ready for the next stage of their education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, 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 improved alongside progress for their disadvantaged peers.

Robust assessment, thorough reflection and evaluation of the needs of the pupils and the approaches we take will ensure that the approaches taken will advantage our pupils.

To ensure the approaches are effective we will:

- Promote an ethos of attainment for all regardless of starting points and barriers to learning
- Provide quality first teaching which focuses on the needs of individuals addressing academic barriers to learning
- Have clear, responsive leadership; setting high aspirations and ensuring ownership for raising attainment and removing barriers sits with the team around the pupil.
- Ensure that all disadvantaged pupils engage in both the academic and wider curriculum
- Act early to intervene at the point need is identified
- Ensure that disadvantaged pupils make at least good progress based upon their starting points
- Continue to address and remove as many barriers faced by our disadvantaged pupils as early as possible.

## Challenges

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

Challenge number	Detail of challenge
1	The percentage of disadvantaged children in EYFS with speech and language delays is high
2	The percentage of disadvantaged children not achieving within the EYFSP prime areas of Personal, Social and Emotional development and Communication and Language is high and impacts on the children achieving a good level of development
3	There is an increasing number of children with complex needs, including speech and language, social communication needs, poor working memory, attention difficulties, executive function, motor skills, social emotional and mental health. The school has 36% of children with SEND
4	Limited life experiences and opportunities to join enrichment activities due to disadvantage
5	Frequent dysregulation of some disadvantaged pupils
6	Adaptive teaching approaches are not fully embedded within school and as a result some pupils are not achieving as well as they should be
7	To ensure teachers use assessment strategies and feedback well in all subject areas to identify gaps in pupils' learning and to address misconceptions.
8	Disadvantaged children are not attaining as highly as non-disadvantaged children in all year groups in KS1 and KS2 in reading, writing and maths. The percentage of disadvantaged children working below the expected standard is particularly high in reading and writing
9	Disadvantaged children are not achieving as well as all other children in the phonics screening check at the end of Y1
10	Teachers and teaching staff inconsistent in their delivery of reading and writing schemes has resulted in less than good outcomes for some pupils
11	Previous inconsistent teaching of phonics with no fidelity to a scheme is resulting in high numbers of disadvantaged pupils not being able to segment and blend and/or read with fluency
12	Persistent absence of disadvantaged pupils is above national average at 24.7% this is compared with 12.7% for non-disadvantaged pupils. 26% of Pupil Premium children have attendance less than 90% compared to 10% non-Pupil Premium
13	Disadvantaged pupils lack good social and emotional behaviours in order to be successful

## 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 communication and language skills within the Early Years for disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils and all pupils. This is evident when triangulated with other sources of evidence and ongoing formative assessment.
More children are achieving a good level of development with regards to Personal, Social and Emotional development and Communication and Language	EYFS outcomes in 2023/2024 show that there has been an increase in disadvantaged pupils achieving a good level of development
Improved ongoing support for all disadvantaged SEND pupils	Pupil's needs are met in the classroom throughout the curriculum and staff feel confident supporting all learners. Pupil passports are shared regularly with parents.
Improved reading, writing and maths attainment for disadvantaged pupils	EOKS1 and EOKS2 data in 2023/2024 shows an improvement in reading, writing and mathematics for disadvantaged pupils
Effective quality feedback within the classroom and improved outcomes for all children	Feedback is purposeful and effective. Children act upon feedback given and progress is evident and triangulated with other sources of evidence including ongoing formative assessment
Embedded wider opportunities: All pupils to attend enrichment opportunities to support their cultural capital	Percentage figures show all disadvantaged children attend end of year residential in 2023/2024
Achieve and sustain improved wellbeing for all pupils – particularly disadvantaged pupils	Boxall profiles show an increase in emotional regulation
All teachers to teach Ready Steady Write and Ready Steady Comprehension with fidelity to the scheme to ensure all pupils achieve	Teaching is deemed to be good in all classes from KS1 and KS2. All children make expected progress in reading and writing from their starting points
Improved attendance for disadvantaged pupils	Disadvantaged pupils to attend in line with other pupils The majority of children to achieve at least 95% attendance

## 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: £ 106 720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training for Ready Steady Write and Ready Steady Comprehension	<a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	8 10
Quality assurance of subject leadership and teaching and learning in reading and writing	<a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )*	8 10
Revised Early Years Curriculum to support the development of children in the Early Years	<a href="https://www.educationendowmentfoundation.org.uk/communication-and-language-approaches">Communication and language approaches   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) <a href="https://www.educationendowmentfoundation.org.uk/eef-personal-social-and-emotional-development">EEF   Personal Social and Emotional Development</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1 2 3
Coaching to support the development of staff and improve outcomes for children	<a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	6 7 8 9
SEMH alternative provisions to support children who cannot access mainstream school	<a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	3 5
Develop and deliver high-quality feedback to children to impact learning outcomes	<a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	6 7

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

Budgeted cost: £ 112,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention from Rec – Year 6 with Grade 6 and grade 7 staff	<a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	8 9
Targeted communication and language intervention	<a href="https://educationendowmentfoundation.org.uk/communication-and-language-approaches/">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a> High quality small group interventions <ul style="list-style-type: none"> <li>• Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</li> <li>• Specialists lead CPD sessions and clinics with individual pupils and staff.</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> </ul>	1 2
Beanstalk reading volunteers in year 3 and year 4	<a href="https://www.gov.uk/government/research-data-and-analysis/publications/evaluation-of-coram-beanstalks-reading-support-programmes-2022">Evaluation of Coram Beanstalk's reading support programmes (2022) - Coram Group : Coram Group</a> <a href="https://www.gov.uk/government/publications/the-reading-framework">The reading framework - GOV.UK (www.gov.uk)</a>	8 9
Reading plus in years 5 and 6. Daily computer based reading programme	<a href="https://readingsolutionsuk.co.uk/reading-plus-eficacy-study-in-partnership-with-derby-research-schools.pdf">Reading-Plus-eficacy-study-in-partnership-with-Derby-Research-Schools.pdf (readingsolutionsuk.co.uk)</a>	8 9
KS1 RWI tutoring 1-1 for all lower attaining children	<a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	11
IDL and TRUGS interventions carried out daily for identified children	<a href="https://idlsgroup.com/IDL-Literacy-in-Focus-An-Extensive-Summary-of-Research-Outcomes-UK/">IDL Literacy in Focus: An Extensive Summary of Research Outcomes UK (idlsgroup.com)</a>	3

	<a href="http://idlsgroup.com">Empowering Education: The Lottery Project Breaks Barriers UK (idlsgroup.com)</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 136 560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing free nutritious breakfast for all disadvantaged pupils ensuring no pupil attends school hungry	<a href="http://educationendowmentfoundation.org.uk">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>	12, 5, 13
School Mini-bus pick up service for persistent absence and wellbeing support	<a href="http://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a>	12
Play therapy for 2 days a week. 10 x 15 weekly sessions. 30 children over the course of the year to be supported	<a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5
1: 1 art therapy (0.4) delivering bespoke therapeutic art sessions	<a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	4
Full time family support worker working with disadvantaged pupils on wishes and feelings, supporting parents in the home, delivering parenting workshops	<a href="http://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	12
X2 Fulltime learning mentors to support children	<a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	13
Healthbox counselling x4 children weekly		5
25 after school clubs ran by support staff		4
Music therapy x 3 children weekly	<a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	4

Providing wider opportunities beyond the classroom including educational day visits linked to the curriculum	<a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	4
Grade 6 Teacher to deliver bespoke curriculum to Year 6 children	<a href="https://www.educationendowmentfoundation.org.uk">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	3

**Total budgeted cost: £ 355 820**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2022-2023, attendance of our disadvantaged pupils was lower than other pupils. 30% of disadvantaged pupils had attendance less than 90%. 11% of non-disadvantaged pupils had attendance less than 90%. Attendance figures for all pupils In 2021/2022, overall absence (7.7%) was in the highest 20% of all schools in 2021/22. Persistent absence (25.5%) was in the highest 20% of all schools in 2021/22 In 2022/2023, overall absence (7.3%) had fallen by 0.4% from the previous year. Persistent absence had fallen by 5% from 25.5% to 20.4%. Continue with activities as outlined in the strategy to achieve the intended outcomes.

In 2021 – 2022, 41% of disadvantaged pupils had a SEND need. In 2022 – 2023, this figure had increased to 42% of disadvantaged pupils having a SEND need. This is an increasing area of need for pupils and ensuring they can access the right level of support and funding has been a significant priority. Increased capacity for SEN support, SENCO input and identification procedures have enabled school to prioritise these needs and ensure that the right provision is in place. Increased capacity of SENCO role within school.

High levels of SEMH need and social care involvement were prevalent for our disadvantaged pupils last year resulting in readiness for learning, nurture and therapeutic teaching needing to be a priority. All staff are now fully trained in using therapeutic language and understand the impact of trauma and ACEs on child development. This informs the practice of almost all staff resulting in pupils taking ownership of their reactions involving them in the repair process. Our embedded nurture programme is continuing to positively impact upon the needs of our most vulnerable. This year we would like to continue with a greater focus around early help and intervention.

The impact of the interventions and activities last year has been mixed. School faced significant challenges with consistency of staffing and absence of both staff and pupils, which had a significant impact upon delivery of support particularly after school interventions and some pastoral interventions. Interventions are tracked and fully assessed for effectiveness on a termly/half-termly basis

97% of children attended a residential subsidised by the school on the school grounds with educational day trips being subsidised by the school. Mini bus early morning pick up, to support children and their families to arrive at school on time and to make the transition from home to school more settling, has been successful. 12 children accessed the early morning pick up and 100% of the children are disadvantaged. This has shown to improve the attendance and late arrivals of these children to school.

The Ready Steady comprehension and Ready Steady Write programmes have further been embedded with the rest of the curriculum being written around them to ensure progression, over-learning and to reduce cognitive overload. Fidelity to the episodes of learning, structures of the units and the texts has been an issue and further training is needed to develop teaching and learning. The next steps are ensuring the quality of teaching, teaching of sentence accuracy and evidencing effective feedback and marking. An instructional coaching model is being used by subject leaders this year to develop this further as well as whole school training on sentence accuracy and AFL.

In 2022/2023, across the school 23% of disadvantaged pupils achieved the expected standards in writing and none achieved greater depth compared to 36% of all pupils. Writing remains a priority for this year for all pupils. Outcomes in reading for disadvantaged pupils have been compared to all pupils. with 42% of the school achieving the expected standard compared to 55% for all pupils (6% of disadvantaged pupils achieved greater depth) The achievement gap is less evident in mathematics.

Reading progress over the academic year shows that 19% of disadvantaged pupils made more than expected progress compared to 14% of non-disadvantaged pupils. This is also evident in writing and maths. 15% of disadvantaged pupils made more than expected progress in writing in comparison to 9% of non-disadvantaged pupils. 18% of disadvantaged pupils made more than expected progress with 13% of all other pupils.

The impact of additional phonics and speech and language support last year is having some impact although is yet to be embedded and make the impact needed to ensure disadvantaged pupils are in line with pre-covid levels. Year 1 and Year 2 phonics data shows that disadvantaged pupils performed less well than other pupils. 56% of the disadvantaged pupils passed the phonics screen. 41% of the disadvantaged pupils had a SEND need.

Attainment at EOKS2 for Disadvantaged pupils: (Percentages in brackets for non-disadvantaged pupils)

	2021 - 2022	2022 - 2023
Reading	54% (66%)	34% (58%)
Writing	52% (76%)	52% (64%)
Maths	61% (67%)	67% (61%)

Disadvantaged pupils are outperforming other pupils at the End of Key Stage 2 in Mathematics. Reading and writing remain a priority and activities within the pupil premium strategy support this.

Attainment at the EOKS1 for Disadvantaged pupils:

	2021 - 2022	2022 - 2023
Reading	40% (39%)	33% (60%)
Writing	26% (19%)	29% (50%)
Maths	46% (62%)	39% (53%)

Year group internal data tracking from 2022/2023

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	22%	33%	54%	57%	44%	34%
	(56%)	(60%)	(56%)	(92%)	(64%)	(58%)
Writing	22%	29%	40%	18%	32%	52%
	(56%)	(50%)	(33%)	(56%)	(56%)	(64%)
Maths	30%	38%	53%	57%	56%	67%
	(65%)	(53%)	(67%)	(84%)	(64%)	(61%)

Due to decline in attainment for all pupils, additional support has been allocated to support quality first teaching in this academic year. Attainment in writing remains an issue and activities this year will support the intended outcomes in this strategy

## 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>
Ready, Steady Write	Literacy Counts
Ready, Steady Comprehension	Literacy Counts
Reading Plus	Dream box Reading
Read, Write Inc.	RWI