

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Dee Point Primary School
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022, Sept 2023, Sept 2024
Statement authorised by	Dave Williams
Pupil premium lead	Claire Gill
Governor / Trustee lead	Graham Weaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,995
Recovery premium funding allocation this academic year	£27,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£285,105

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Dee Point, our aim is to ensure that all of our pupils (disadvantaged or not) have every opportunity to reach their full potential. The challenges many of our pupils face are varied and complex, requiring a model of support that is flexible yet robust enabling us to ensure that as many barriers as possible are removed in order to support academic achievement as well as developing well-round, resilient individuals who have the skills to navigate through each part of their future ensuring they can overcome adversity. For our disadvantaged pupils in particular it is especially important that we give them wider opportunities to develop skills and interests and to nurture talents beyond their immediate environment and experiences. The impact of school closure and remote learning is significant especially for those who are disadvantaged; staff have worked tirelessly to analyse the gaps in learning, tailor the curriculum and implement strategies that are needed to overcome these. As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. Therefore, a focus on consistency of quality first teaching and effective use of assessment for learning is a priority for all our pupils and underpins the SSDP. This will have the greatest impact on supporting disadvantaged pupils to work to their potential.

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 they 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
- Minimise gaps in learning created by school closure
- Continue to address and remove as many barriers faced by our disadvantaged pupils as early as possible

Through this strategy, we have considered the needs of all pupils for whom the school receives a grant, as well as those with social care involvement and those identified as young carers.

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 pupils in EYFS with speech and language delays is high
2	The percentage of disadvantaged pupils reading below the expected standard is high particularly in KS1 and Year 3
3	From their starting points, the percentage of disadvantaged pupils making at least expected progress is lower than those who are not disadvantaged in reading across all year groups.
4	The percentage of disadvantaged pupils in EYFS and Y1 who are not working at the relevant phonics phase is significantly lower than non-disadvantaged pupils.
5	Specific barriers to reading and writing including spelling and application of phonics has been identified among disadvantaged pupils (approximately 30%)
6	High quality feedback and assessment for learning
7	Repeated negative behaviour of some disadvantaged pupils
8	Impact upon pupil's self-esteem and resilience, social skills and levels of anxiety
9.	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
10.	Limited life experiences and opportunities to join in enrichment opportunities due to their disadvantage.

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 speech and language outcomes for pupils in EYFS.	<ul style="list-style-type: none"> - Increase in percentage of disadvantaged pupils in Nursery and Reception at the expected standard in Communication & Language - Increase in the percentage of disadvantaged pupils who are at the age related section of Wellcomm assessments - Reduction in the number of SALT referrals - Upskilled EYFS staff in identifying and supporting pupils with speech & language difficulties
Improved reading progress and attainment for disadvantaged pupils.	<ul style="list-style-type: none"> - KS2 reading outcomes in 2023/2024 show that at least 60% of disadvantaged pupils met the expected standard - KS2 reading outcomes show that the majority of disadvantaged pupils made at least good progress based upon their starting points - Pupils read with improved fluency and accuracy - Good progress is made by the majority of disadvantaged pupils in reading from their starting points
Improved outcomes in phonics including secure application of spelling and phonics in reading & writing.	<ul style="list-style-type: none"> - All disadvantaged pupils enter Reception phase 2 ready - All disadvantaged pupils enter Y1 phase 5 ready - All disadvantaged pupils read decoable books - % of disadvantaged pupils in phonics in Y1 and Y2 is at least in line with national averages - Good progress is made by the majority of disadvantaged pupils in reading and writing from their starting points
High quality assessment for learning is embedded in daily teaching.	<ul style="list-style-type: none"> - Progress in pupil books and outcomes is evident - High quality feedback supports progress in learning - Teaching is tailored to meet the needs of the pupils based upon prior learning with instant adjustments made - Effective use of both formative and summative assessment will ensure that pupils embed knowledge and use it fluently. - Assessment for learning forms the basis of all lessons
A therapeutic approach to teaching & behaviour supports positive learning behaviours .	<ul style="list-style-type: none"> - All pupils and staff have an understanding of emotional intelligence helping them to be more self-aware and empathetic - Pupils will feel supported to manage their own behaviours through the reflect, repair, restore model - Logical consequences enable pupils to have ownership of their behaviour and recognise why the behaviour is not acceptable and how to change it.

	<ul style="list-style-type: none"> - Pupils and staff understand pro-social/anti-social behaviour and experiences - Positive recognition of pro-social behaviours - Staff have a clear understanding of trauma and ACEs (Adverse Childhood Experiences) and the impact these can have upon brain development, behaviour and communication - Strategies to de-escalate are used effectively
Achieve and sustain improved wellbeing for all pupils in school particularly disadvantaged pupils.	<ul style="list-style-type: none"> - Increased emotional resilience of pupils evidenced by Boxall profiles - Pupils understand how to support their positive mental health and wellbeing - Early intervention for those requiring additional support - Access to a varied programme of wellbeing support
Improved ongoing support for all disadvantaged SEND pupils including those with specific difficulties such as dyslexia	<ul style="list-style-type: none"> - All SEND pupils receiving appropriate support - Upskilled staff who feel confident tailoring their teaching to meet the needs of all SEND pupils with a focus on dyslexia - All SEND pupil's needs are met in the classroom on a daily basis
Embedded wider opportunities	<ul style="list-style-type: none"> - Increased high quality experiences that disadvantaged pupils can draw upon in their writing - 60% of disadvantaged pupils take part in out of class opportunities including health & wellbeing and the arts. - 100% disadvantaged pupils take part in residential visits in every year group, every year.

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: £116,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech & Language development: EY2P company supporting language in the environment through staff training, audits, redesigning the outdoor environment. S&L specialist FTE working across Nursery and Reception both in class and delivering interventions Scrapstore Playpod refills and refresher training for staff so it can be used to support language development and role play.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>Built Environments Education Endowment Foundation EEF Communication & Language Education Endowment Foundation EEF</p>	1, 10
<p>Phonics specialist working across Y1-Y3 both in class and supporting additional interventions</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	4, 5
<p>Therapeutic teaching course – all staff taking part in a 6 month training programme (TPC Therapies)</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	7, 8
<p>KS2 targeted in class support in English by the Assistant Headteacher</p>	<p>Impact of school closures and subsequent support strategies on attainment in Key Stage 1 - NFER Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 9

	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
Subject leaders supporting the embedding of Read 2 Write and Steps to Read programmes. Staff continue to have training and support from Literacy Counts.	Impact of school closures and subsequent support strategies on attainment in Key Stage 1 - NFER Feedback EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2, 3, 6, 9, 10
Moderation of assessment in reading, writing and maths to support in ensuring that assessments are accurate and next steps are identified. Focus on curriculum coverage, progression and	Teacher Feedback to Improve Pupil Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	

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

Budgeted cost: £70,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
Action Tutoring for Y5 Reading	One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 3
Action Tutoring Y6 Reading	One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 3
Beanstalk reading volunteers in Y3 2 x 30 mins a week	Our impact Coram Beanstalk (beanstalkcharity.org.uk)	2, 3
After school interventions delivered by Grade 6 and Grade 7 staff. 3 members of staff per year group from Y1 – Y6 to run intensive half termly intervention 3 times a week.	Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5
IDL and TRUGs dyslexia interventions carried out daily for up to 40 disadvantaged pupils	Lifting Barriers - The Lottery Project IDL (idlsgroup.com)	2, 3, 4, 5, 9

Reading Plus for Y6. Daily computer based reading fluency intervention	National Results for the 2019-2020 School Year - Reading Plus	2, 3
Before and after school tuition for pupils in Y5 and Y6 with the Assistant Headteacher in reading, writing and maths based upon need.	Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5, 6

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

Budgeted cost: £137,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Learning Mentor supporting disadvantaged pupils on wellbeing interventions including ELSA	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	7, 8
ELSA training and supervision for the Learning Mentor		7, 8
Play Therapy for 1 day a week. 5 pupils x 15 weekly sessions. Total number of pupils supported is 15.		7, 8
1:1 art therapy (0.4) delivering bespoke therapeutic art sessions. 15 pupils a week for a half term or termly intervention dependent upon need.		7, 8
Full time Family Support Worker working with disadvantaged pupils on Wishes & Feelings, supporting parents in the home, delivering parenting workshops.		7, 8

Lego therapy for small groups delivered 3 times a week. 10 pupils.		7, 8, 10
25 after school clubs run by support staff including Learning Mentors, Art therapist, FSW		7, 8, 10
Providing wider opportunities beyond the classroom including education day visits and residential visits	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) outdoor adventure learning shows positive benefits on academic learning and self - confidence.	10
Whilst all of these primarily focus on supporting challenges 7 and 8, ultimately there should be a positive effect on the other challenges in school.		

Total budgeted cost: £313,597

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Last year focused on identifying gaps in learning and creating a bespoke curriculum to support in addressing greatest need first. New programmes to support with reading and writing, which had already been identified, were introduced (these are being embedded this year alongside our new curriculum). Areas of priority were identified as early reading, application of phonics and speech and language. In house teacher assessment at the end of summer term 2021 highlighted progress from starting points (starting points referring to the return after school closure) in KS2 with gaps between all pupils and disadvantaged pupils being similar to those historically.

Year 6	All pupils		Disadvantaged pupils	
	At least ARE	Greater Depth	At least ARE	Greater Depth
Reading	60%	18%	50%	12%
Writing	65%	3%	53%	0%
Maths	58%	9%	44%	6%

However, in KS1 and Early Years, there were significant areas of concern in all areas. Through analysis the concerns around maths seemed predominantly to do with coverage and plans to address this in 2021-2022 are in place and should ensure pupils can make progress. Analysis of nursery and reception baseline assessments at the start of 2021 2022 indicate that this is a trend with Wellcomm assessments highlighting the concern in speech and language.

Year 2	All pupils		Disadvantaged pupils	
	At least ARE	Greater Depth	At least ARE	Greater Depth
Reading	32%	0%	18%	0%
Phonics	78%	-	62%	-
Writing	5%	0%	0%	0%
Maths	7%	0%	5%	0%

Rec	All pupils		Disadvantaged pupils	
	At least ARE	Greater Depth	At least ARE	Greater Depth
Reading	29%	0%	14%	0%
S&L	56%	-	43%	-
Writing	22%	0%	10%	0%
Maths	34%	0%	29%	0%

Nursery	All pupils		Disadvantaged pupils	
	At least ARE	Greater Depth	At least ARE	Greater Depth
Reading	26%	7%	0%	0%
S&L	33%	-	0%	-
Writing	29%	2%	0%	0%
Maths	33%	0%	0%	0%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read to Write	Literacy Counts
Steps to Read	Literacy Counts
Beanstalk Reading Volunteers	Coram

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

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