

Pupil premium strategy statement

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	North Denes Primary
Number of pupils in school	417 (includes nursery)
Proportion (%) of pupil premium eligible pupils	39% (161)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Debbie Whiting, Headteacher
Pupil premium lead	Debbie Whiting
Governor / Trustee lead	Mrs Lisa Marshall, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,145.83
Recovery premium funding allocation this academic year	£9 860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£108 823
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	£308 828.83

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve to the best of their ability in all subject areas. Our pupil premium strategy is aimed at supporting disadvantaged pupils to achieve that goal, as well as securing progress for those who are already high attaining to ensure they too reach their potential.

We will identify and consider the challenges faced by our vulnerable children, such as those with a social worker, SEND, young carers and those most adversely affected by the pandemic. The activity we have outlined in this statement is also intended to support their needs, irrespective of whether or not they are disadvantaged.

High quality, consistent teaching is central to our approach, with a focus on those areas in which disadvantaged pupils need the most support. Research shows that this is proven to have the greatest impact on closing the disadvantaged attainment gap, while at the same time benefitting our non-disadvantaged children. Implicit in the intended outcomes below, is the intention that the attainment of our non-disadvantaged pupils will be sustained and improved, alongside their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will respond to common challenges and be tailored to individual needs. It will be rooted in diagnostic assessment, not in assumptions about the impact of disadvantage. To ensure that our approaches are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work they are set – scaffold up and not down
- intervene early at the point that a need is identified

We follow a tiered approach, as described in the EEF Pupil Premium Guidance document.

1. Teaching

Spending on improving teaching includes professional development, training, support and on recruitment and retention. Ensuring we have an effective teacher in front of every class, and ensuring that every teacher is supported to continue improving, is the key ingredient of our school's success and is therefore placed right at the top of our priorities for spending Pupil Premium.

2. Targeted Academic Support

Evidence shows the positive impact that targeted academic support can have – including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and support staff can provide targeted academic support, including how to link structured 1:1 intervention or small group work to classroom teaching, is key to our effective Pupil Premium Strategy.

3. Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school. These include work on securing good attendance, behaviour, social and emotional support and work with families.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception where on entry levels of understanding of spoken language are typically low. From September 2022, every child will have Wellcomm assessments, rather than just those we have previously judged to be low. In addition, analysis of the previous years' Phonic Screening show that a significant percentage of those not passing were in receipt of pupil premium.
2	Attendance levels for children eligible for pupil premium funding are lower – 93.9% compared to 95.4% for non-disadvantaged. Both of these figures are below national levels (pre-pandemic). Our assessment indicates that non-attendance, on average, causes children to fall behind. To improve attainment we need to improve attendance rates for all children so that children are in in school regularly.
3	Emotional and well-being needs of some of our families. Low self-esteem, aspiration and confidence. Children being adversely affected by needs and issues within the family that are out of their control.
4	Our assessments show that 26% of our PP pupils also fall under the category of SEND. We need to work towards earlier identification of needs. We also need to ensure that strategies within the classroom are effective for SEND/PP pupils and have a positive impact on progress. Alongside this, we need to work with families and external agencies to ensure that a full package of support is in place for these children.
5	Observations and discussions with children and families have identified social and emotional issues for many children – many of which either arise from or are exacerbated by the pandemic and lockdowns. A significant number of our children receive support for a range of emotional wellbeing needs from our ELSA trained staff (Emotional Literacy Support Assistants), our Care and Support Adviser and our Assistant Head who also has a mental health background and a Play Therapy qualification. Additionally, a number of children with a social worker, or who are receiving external support

	<p>through early help agencies, are eligible for pupil premium. Our assessments show that the education and wellbeing of many of our disadvantaged pupils has been adversely affected by partial school closures to a greater extent than for other children. National findings support this.</p> <p>To improve outcomes for these children, we need to continue to provide ELSA support, wellbeing support and support for families from our Care, Guidance and Support Adviser and assistant headteacher.</p> <p>Targeted play therapy has been set up for a small number of eligible PP children.</p>
6	<p>Our own assessments and national research, point to the importance of disadvantaged children developing a rich vocabulary which supports reading comprehension and gives access to the broader curriculum. This is vitally important, as the gap between disadvantaged pupils and their peers is often already in place before they begin in nursery.</p> <p>To improve this, we will explicitly teach vocabulary development as part of our reading, writing and wider curriculum. Vocabulary will be identified on medium term planning. We will also ensure that children are exposed to a wide range of high quality texts and that they are read to daily.</p> <p>Reading will be a focus of our curriculum, including whole class guided reading sessions, using 'The Power of Reading', phonic teaching and teachers reading to children daily (using high quality texts) and 1:1 reading with the teacher. Individual reading throughout the school is matched to the ability level of the child.</p>
7	<p>Our own assessments, and national research, show a lack of first-hand experiences and background knowledge for many of our disadvantaged children which means they often lack the prior knowledge through which to create schemas for new learning.</p> <p>We will provide a rich and stimulating curriculum that engages children and allows them to develop their thinking and understanding of the world. We will plan and teach lessons so that cultural knowledge is explicitly taught, and signposted in order that pupil premium pupils are not at a disadvantage.</p> <p>We will enrich our curriculum with a range of subsidised visits and visitors to ensure all children receive culturally enriching experiences and we will not discriminate our disadvantaged pupils.</p>

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 phonics and reading attainment	Outcomes in reading at the end of KS2 are at least in line with national averages and the gap will be narrowed with

amongst disadvantaged pupils to close the gaps with peers.	the non-disadvantaged. Internal assessments, including Read Write Inc, fluency and NFER will show that children are making accelerated progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Children leave Reception at the expected level to achieve GLD. KS2 maths outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with non-disadvantaged when compared to national data.
To achieve and sustain improved wellbeing for pupils with SEMH difficulties, particularly for our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations show:</p> <p>Children have increased resilience</p> <p>Children can communicate and understand their thoughts and feelings and deal with them appropriately.</p> <p>Children value and develop good behaviours for learning that equip them to be ready for the next stage in their education.</p> <p>Reduction in internal referrals for ELSA and play therapy type support and to external agencies.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance for disadvantaged pupils will improve year on year and will be in line with our target of 96%.</p> <p>Targeted attendance plans for persistent absentees will be effective, leading to improved attendance and support for these families.</p>
Improve attainment for disadvantaged pupils writing and close gaps with peers.	Outcomes in writing at the end of KS2 are at or above national average and the gap will be narrowed. Teacher assessments will show that children are making good progress and that gaps are narrowing.

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: £78 616.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment, retention and appropriate deployment of high quality teaching and teaching support staff to accelerate learning in the classroom and through targeted interventions across the school.	EEF Teaching and Learning Toolkit <i>'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.'</i>	1,6,7
Purchase of standardised diagnostic assessments. Regular staff updates to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,4,5,6,7
Purchase of Read Write Inc resources to secure stronger phonics teaching for all pupils. Ongoing training for staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,4,6
Purchase of Read Write Inc Spelling to secure stronger spelling teaching for all pupils. Ongoing training for staff.	Read Write Inc. Spelling is a 15-minute-a-day programme for Years 2 to 6 (P3–P7). Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, Read Write Inc. Spelling prepares children for the higher	1,4,6,

	<p>demands of the statutory spelling assessments in England.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Power of Reading - use of quality literature and creative teaching approaches. Access to the learning hub and resources.</p>	<p>The Power of Reading is CLPE's proven resource and training programme which uses quality children's literature and creative teaching approaches to support schools to develop a high quality literacy curriculum and foster a whole school love of reading and writing.</p> <p>https://clpe.org.uk/books/power-of-reading/about</p> <p>Reading comprehension strategies https://educationendowmentfoundation.org.uk/</p>	1,4,6,7
<p>Enhancement of our maths teaching and curriculum planning using Maths Mastery.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Mastery Hub resources and CPD (including Teaching for Mastery training).</p>	<p>EEF teaching and learning toolkit</p> <p>'Mastery learning approaches have consistently positive impacts, but effects are higher for primary schools pupils and in mathematics' 'The impact of mastery learning approaches is an additional five months progress, on, average, over the course of a year.</p> <p>The DFE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Maths guidance KS1 and 2 pdf(publishing service.gov.uk)</p> <p>The EEF guidance is based on a range of the best evidence available:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,4,7
<p>Improve the quality of social and emotional (SEL) learning by introducing and implementing the programme 'Jigsaw.'</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2,3,5,

staff. Online subscription hub that provides ongoing CPD for staff and access to teaching and learning resources.		
<p>Specialist learning base that provides bespoke teaching for children with high level SEMH and learning needs, many of whom are disadvantaged.</p> <p>Staff within the learning base provide support/consultation for specific children within the unit and the main school.</p> <p>As a whole school approach, it provides a resource that enables all children to thrive and learn.</p>	<p>Boxall/SDQ profiles will be completed to highlight significant unmet nurture/SEMH needs so that learning can accelerate and gaps close.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,3,4,5,

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

Budgeted cost: £128 729

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,4,6,7
Phonics RWI teaching and interventions.	EEF Teaching and Learning Toolkit	1,4,6

<p>Provide small group phonics teaching universally, fully embedded in Foundation Stage and KS1 and used as a targeted intervention to those identified as having decoding as a barrier.</p> <p>This will be supported in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’</i></p> <p><i>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</i></p>	
<p>Speech and Language interventions to support speech development and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,4,5,
<p>TA support in every class to provide 1:1 and small group support across the curriculum with a particular focus on reading and maths.</p> <p>Any training supports staff to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,3,4,6,7

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

Budgeted cost: £101 485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Jigsaw Curriculum</p> <p>Introduce a PSHE, resilience curriculum as a whole school approach.</p>	<p>Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.</p> <p>With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Department for Education: Personal, Social, Health and Economic Education: February 2020 https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education</p> <p>PSHE Association: Why PSHE Matters: https://www.pshe-association.org.uk/what-we-do/why-pshe-matters</p>	<p>1, 3, 5,7</p>
<p>Support families with funding to participate in extracurricular</p>	<p>Access to all sports clubs are free to all LAC children to give the access to</p>	<p>7</p>

<p>activities including clubs, visits and wrap around care.</p>	<p>enrichment opportunities which may not otherwise be experienced.</p> <p>https://dera.ioe.ac.uk/8180/1/Looked-1.pdf</p>	
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Emotional resilience intervention. 1-1 sessions with a trained behaviour lead, targeting identified pupils.</p> <p>Toast and drink is available for all children daily. We also provide a foodbank for families in need.</p>	<p>Wellbeing team (Assistant Head, Parent support advisor, behavioural lead, SENCO) to provide the coordinated support to both parents and pupils that enables the pupil to engage in school.</p> <p>Wellbeing team developed that pulled together expertise across the school to provide pupils and families with the support they needed.</p> <p>https://canadacollege.edu/dreamers/docs/Maslows-Hierarchy-of-Needs.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2,3,5</p>
<p>#WeWill project</p> <p>#WeWill is a new service within Ormiston Families that has been designed as part of the wider, national #iWill campaign. The service has been designed to empower children and young people to champion mental health and wellbeing in their schools and the wider community through peer mentoring and youth-led social action.</p>	<p>We are working with local provider to train children to be wellbeing champions in school. This will improve wellbeing and enable to children to be in a better place to learn</p> <p>https://www.iwill.org.uk/</p>	<p>2,3,5</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed <p>The percentage of all pupils who are persistently absent being no more than national averages for all children</p>	<p>2</p>

	<p>Attendance lead offers support panels and intervention with children with poor attendance. Home visits.</p> <p>Monitoring daily, weekly attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p>	
<p>Staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour for learning across school.</p>	<p>Rolling programme of training targeting staff groups. Including step on training for de-escalation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p>	1,2,5

Total budgeted cost: £308 372.90

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.

Our internal assessments in 2020/21, show that the outcomes for disadvantaged children were lower than in previous years in reading, writing and maths. Despite being largely on track during 2018/19, the outcomes we aimed to achieve were not realised fully.

Our assessments of the reasons for these outcomes points mainly to the impact of Covid-19 which disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closures, and absence for isolation due to Covid, was most detrimental to our disadvantaged pupils who were not able to benefit from our pupil premium funded strategies for teaching and targeted intervention to the extent we had planned. The impact was offset by our determination to maintain a high-quality curriculum, including during times of partial closure, which was aided by online resources such as Oak Academy and MyOn.

During the times when all pupils were expected to attend school (2020-21), attendance of disadvantaged pupils was %, whilst non-disadvantaged pupils' attendance was %. While these gaps remain, attendance will be a focus within our plan.

The table below shows outcomes for PP/Non-PP pupils.

	Reading	PP Gap	Writing	PP Gap	Maths	PP Gap	All 3 combined %
Y1	74	46% O↓	54	45% O↓	65	42% O↓	52
Y2	60	25% PP↑	42	8% O↓	53	26% O↑	41
Y3	73	26% O↑	52	36% O↑	59	21% O↑	53
Y4	68	14% O↓	64	14% O↓	61	9% O↓	37.5
Y5	52	3% O↓	57	8% O↑	55	11% O↑	46.5
Y6	80	16% O↑	74	4% O↓	83	24% O↑	61

Key:

↓ - gap reducing

↑ - gap increasing

F – Female

M- Male

O – Other

PP – Pupil Premium

Yellow shading – gap has changed eg from M to F or PP to O

Green shading – equal to or above national average

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Externally provided programmes

Programme	Provider
Mathematics Mastery	Ark Curriculum
Read Write Inc Phonics	Ruth Miskin
Jigsaw	Jan Lever Group

