Danehill C of E Primary School

Pupil premium strategy statement 23-2024

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	97
Proportion (%) of pupil premium eligible pupils	8%
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	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Katie Jones, Headteacher
Pupil premium lead	Sue Levy, SENCo
Governor / Trustee lead	Catherine Barnsby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
Recovery premium funding allocation this academic year	£472
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£10,657

Part A: Pupil premium strategy plan

Statement of intent

At Danehill CEP School, we aim to nurture, engage and inspire our community so that all children flourish, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We aim to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged or not.

We aim to provide high-quality teaching across the curriculum so that every child is inspired by a broad and rich curriculum. We support every teacher and teaching assistant to keep improving; we invest in targeted training and professional development for all staff.

We consider the strengths and needs for all our disadvantaged pupils. We provide targeted support to meet identified needs, within whole class learning and through small-group interventions. This is proven to have the greatest impact on closing the disadvantage attainment gap. We support disadvantaged pupils' to make sustained and improved progress with their learning, whilst also supporting their emotional and social needs in a safe and nurturing setting.

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 be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The report, 'An Unequal Playing Field,' evidences the benefits of extra-curricular activities and the barriers that prevent children from disadvantaged backgrounds benefitted from such activities. We want all our children to enjoy diverse experiences that develop skills beyond the curriculum and increase their wellbeing, confidence and sense of belonging. During their time at Danehill, we aim for every child to experience learning a musical instrument, playing in a sports team, taking part in drama and dance and watch performances.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that our disadvantaged pupils are less likely to meet the expected standards for reading, writing and maths than non-disadvantaged pupils, with writing a particular challenge.
2	Oral language skills tend to be lower for disadvantaged pupils. This impacts on learning attainment across the curriculum.
3	Disadvantaged pupils are less likely to take part in extra-curricular activities such as attending after school clubs, sports clubs or learning to play a musical instrument.
4	Observations indicate that some disadvantaged pupils require support to develop their social skills and emotional regulation.
5	Attendance data shows that disadvantaged pupils have lower rates of attendance (91.6% compared to non-disadvantaged 92.9% in 2022-23). Poor attendance reduces school hours and impacts directly on learning outcomes and may also impact on sense of belonging and wellbeing.

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
1. Improved attainment in reading, writing and Maths among disadvantaged pupils.	Internal pupil progress tracking shows that targeted support leads to good learning progress for all disadvantaged children. Disadvantaged children are on track to meet ambitious end of year targets in reading, writing and Maths.
2. Language needs are identified when children start school so that needs can be met through small group intervention and high-quality language	Children can express themselves effectively and can understand others.

provision within daily classroom activities.	
3. All pupils have a wide range of experiences that allows them to explore and pursue their own interests and talents.	All KS2 children experience learning a musical instrument. All KS2 children experience sporting events. Children across the school enjoy rich and varied experiences. Pupil voice and parent surveys evidence a positive attitude towards activities beyond the school curriculum.
4. To achieve and sustain improved social, emotional and mental wellbeing for all pupils, particularly our disadvantaged pupils.	Children show awareness of their own and others' emotions. All children show understanding that we all have differing strengths and needs. All children can develop and sustain reciprocal friendships.
5. To achieve and sustain improve attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Whole school attendance and attendance for disadvantaged pupils to be at 95%. Percentage of late arrivals across the school to be below 0.5%

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: £ 2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write training for identified teachers	Sounds-Write is a proven Systematic Synthetic Phonics program based on the science of reading that provides a structured, cumulative, and code oriented approach to teaching reading and spelling.	1

Y5/6 TA to complete Maths Mastery subject knowledge	Training course developed by the NCETM as part of the 'Sustaining Mastery' programme.	1
Writing for Pleasure training for all teachers	Writing for Pleasure is an evidence-based approach to teaching writing, whose principles have a track record of raising standards and accelerating progress and are the result of 600+ research studies, spanning over 50 years of scientific research.	1

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

Budgeted cost: £ 9350

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 TAs to complete Sounds Write training then deliver high-quality catch-up interventions to support good attainment in reading and spelling.	Sounds-Write is a proven Systematic Synthetic Phonics program based on the science of reading that provides a structured, cumulative, and code oriented approach to teaching reading and spelling.	1
Speechlink and Language link	Interventions developed by expert Speech and Language Therapists. Initial screening identifies needs then intervention is planned accordingly.	2
TA to deliver interventions that meet identified needs of pupils across the school	EEF recommends effective use of TAs to deliver high quality one-to-one and small group support using structured interventions	2

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

Budgeted cost: £ *1,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

KS2 music lessons	The ‘An Unequal Playing Field’ report evidences the benefits of extra-curricular activities and the barriers that prevent children from disadvantaged backgrounds benefitted from such activities.	3,4,5
Ensemble Reza concerts and workshops	As above	3, 5
Contribution towards school trips	As above	3, 4, 5
Sensory resources	Visual and tactile sensory input has been shown to help emotional regulation	4, 5

Total budgeted cost: £12,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Danehill CEP School had 93 pupils on roll at the end of the academic year 2022-23, with 7.4% classed as disadvantaged. With such a small number there is limited meaningful data to evaluate and it is not possible to evaluate end of Key Stage results.

July 2023 Whole school data analysis:

- 50% of the disadvantaged pupils reached the age expected standards for reading, writing and maths.
- 100% disadvantaged pupils met or exceeded their targets in reading and maths
- 50% disadvantaged pupils met their targets in writing
- Disadvantaged pupils attendance: 91.6% compared to non-disadvantaged pupils attendance: 92.9%

In school assessments and tracking have shown that disadvantaged pupils are making good progress in reading and maths, but have not yet closed the gap. Some disadvantaged pupils have not made the expected progress in writing. This is the case for some non-disadvantaged pupils across the school and has led us to review our approach to teaching and learning of writing and to adopt the Writing for Pleasure approach.

Pupil voice and parent surveys have identified enrichment activities as a strength and is something we will continue to build on, ensuring that all pupils get equal access to extra-curricular activities.

2022-23 Objectives:

- **To support the teacher in delivering quality first teaching** - *met for reading and maths, not for writing*
- **To ensure that all children have access to residential and school trips** – *met*
- **To ensure that all children have the opportunities to access extra-curricular activities** – ongoing – aim to build on this to improve attendance of disadvantaged children
- **To support the emotional well-being and mental health of children** – *ongoing*

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
Speech link	Speechlink Multimedia ltd.
Language Link	Speechlink Multimedia ltd.
Nessy Reading	Nessy.com
Jump Ahead	Occupation and Physiotherapy Services
Sensory circuits	Jane Horwood

Service pupil premium funding (optional)

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**
NA
The impact of that spending on service pupil premium eligible pupils
NA