



# Disley Primary School - 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   | Disley Primary School |
| Number of pupils in school  | 274                   |
| Proportion (%) of pupil premium eligible pupils   | 6.3%                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 21-24                 |
| Date this statement was published   | 9/11/21               |
| Date on which it will be reviewed   | November 22           |
| Statement authorised by   |                       |
| Pupil premium lead  | Jake Nicklin          |
| Governor / Trustee lead   |                       |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £34,935 |
| Recovery premium funding allocation this academic year  | £3335   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £38,270 |



## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

#### **Our ultimate objectives are:**

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

#### **We aim to do this through**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at



one time.

**Achieving these objectives:**

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a Teaching Assistant to each phase - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support – for children who need it

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Whole school data analysis shows that disadvantaged children have the second largest percentage of children working towards age related expectations in all three main core curriculum areas (maths, writing and reading), the first being SEND children |
| 2                | Our disadvantaged children in KS1 generally do not pass the phonics screening  |
| 3                | Attainment gap in children achieving greater depth particularly in writing   |
| 4                | In response to COVID, we need to develop opportunities for good mental health and wellbeing  |
| 5                | Financial implications in providing high quality CPD opportunities for all   |



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| staff to ensure provision in school is of the highest quality |
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## 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   |
|---|--|
| For disadvantaged children to be working broadly in line with the rest of the school  | The amount of children reaching age related expectations is in line with the other groups in school  |
| For disadvantaged children to be equipped with the knowledge to pass their KS1 phonics screening  | Disadvantaged children in KS1 to pass their phonics screening  |
| A robust programme to equip and empower the school's ECTs with the knowledge and background needed to create a strong, competent teacher that can address all needs | ECTs are able to quickly identify children who are need of additional intervention and can work with the supporting adults to put an appropriate plan into place |
| Greater depth in writing  | Achieve national average in Greater Depth in Writing   |
| Identified children equipped with the opportunities to manage their mental health and wellbeing   | Pupil voice – children can express that they feel happier and more confident in school   |

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: £6,357.00

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| One of the more experienced teaching members of staff to be released for half a day per week to mentor ECTs using a well-structured and DfE approved training programme (Best | On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and | 1                             |



|  |  |               |
|--|--|---------------|
| Practice Network)<br><br>£5,197.00   | behaviour.   |               |
| Staff CPD to develop the roles of subject leaders to ensure a coherent and cumulative curriculum is provided and monitored for all children<br><br>£790.00 + VAT plus mileage (£20.00) | Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained<br><br>Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension | 1, 2, 3 and 4 |
| Staff CPD to empower staff with the ability to use Drama, Active Engagement Learning approaches in their day to day teaching<br><br>£350 (plus VAT)                                    | Several studies have demonstrated a correlation between drama involvement and academic achievement. In addition to having higher standardised test scores, students who participate in drama often improve reading comprehension, maintain better attendance records, and stay generally more engaged in class.  | 1, 3 and 4    |

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

Budgeted cost: £28,762.00

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teaching assistants facilitating Maths and English interventions for small groups of children and one-to-one across the school. | 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 | 1                             |



|   |  |                |
|---|--|----------------|
| <p>Interventions to target gaps as identified through formative and summative assessment in the classroom. Interventions to run alongside classroom teaching.</p> <p>£20,250.00</p> | <p>specified approach which teaching assistants have been trained to deliver.</p>  |                |
| <p>One of the schools more experienced teachers to deliver half a day of interventions in KS1 weekly. Children targeted in small group tuition.</p> <p>£5,197.00</p>                | <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>   | <p>1 and 2</p> |
| <p>One of the schools more experienced teachers to deliver 10 half days of interventions in Year 3/4. Children targeted in small group tuition.</p> <p>£780.00</p>                  | <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>   | <p>1 and 2</p> |
| <p>Engagement in the National Tutoring Programme</p> <p>£3,335.00</p>   | <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Small group tuition will be set at a ratio of 1:3</p> | <p>1 and 3</p> |



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

Budgeted cost: £3,151.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To provide nurture group forest school sessions for children in receipt of pupil premium for one half day per term (January to July)</p> <p>£365</p>   | <p>A study, authored by Mel McCree, Roger Cutting, and Dean Sherwin showed that children's academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn't participate, whole school and national data. The study showed, in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment.</p> | <p>1</p>                      |
| <p>Continue to run an Emotionally Healthy Schools package; 8 week programme in KS1 (The Resilient Classroom) and a 10 week programme in KS2 (Cool Connections). (1 hour weekly over 18 weeks)</p> <p>£1,000</p> | <p>In 2018, 21 Cool Connections programs were delivered to 210 students in Central Coast primary schools. Positive outcomes are reported, with participants noted to be more confident, more willing to share, respect differences and manage emotions. In some cases, previously anxious and isolated children emerge from the program with new allies.</p>   | <p>4</p>                      |
| <p>Educational visits/extra-curricular activities/music lessons partially or wholly subsidised</p> <p>£986.00</p>   | <p>The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. PP funding will allow for our disadvantaged children to have the same experiences as their peers as referenced in the personal development section in the EIF</p>  | <p>4</p>                      |
| <p>Breakfast club – children in receipt of pupil premium receive free breakfast, if needed</p>  | <p>The findings demonstrated that habitual breakfast consumption frequency is positively related to academic performance, such that those children that eat breakfast</p>  | <p>1, 2, 3 and 4</p>          |



|         |  |  |
|---------|--|--|
| £800.00 | more regularly have better school grades and achievement test scores after controlling for confounders such as socio-economic status (SES) |  |
|---------|--|--|

**Total budgeted cost: £38,270.00**