

Disley Primary School - Pupil premium strategy statement – updated September 2022

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	284
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-24
Date this statement was published	9/11/21
Date on which it will be reviewed	November 22
Statement authorised by	Jake Nicklin
Pupil premium lead	Rebecca Kemp
Governor / Trustee lead	Matthew Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Grant	£3,726
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	£30,041

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.

- 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 residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Focused support through the National Tutoring Programme for specific children in receipt of pupil premium
- Providing opportunities in school for children to engage with homework and reading activities
- Use of volunteers and prefects to offer support for children in receipt of pupil premium
- Promotion of involvement in extra-curricular activities

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in all reading, writing and maths.</p>
2	<p>External assessments indicate that the phonics pass rate in Year 1 among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In the Year 21/22, 0% (1) of our disadvantaged pupils passed the screening.</p>
3	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p>

	25% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress.
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased after the pandemic. 50% of disadvantaged pupils currently require additional support with social and emotional needs, with 25%, receiving small group interventions.</p>
5	The cost implications regarding additional extra-curricular activities, including clubs, trips and residential, put a financial strain on our families with children who access pupil premium, in turn affecting their cultural capital opportunities as the uptake is lower among our pupil premium children.

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 reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that our disadvantaged pupils achieve the expected standard in line with the national standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that our disadvantaged pupils achieve the expected standard in line with the national standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that our disadvantaged pupils achieve the expected standard in line with the national standard.
Improved phonics screening outcomes for disadvantaged pupils at the end of Year 1	Phonics screening outcomes in 2022/23 show that 100% of our disadvantaged pupils pass.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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 narrowed and in-line with national standards
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils supported by school
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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: £5,362.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to engage with Monster Phonics refresher training to ensure consistency across phases</p> <p>Cost: Refresher training is free</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic approaches.</p> <p><u>EEF: Phonics</u></p>	2
<p>Deliver writing CPD for all staff through Literacy Counts and provide supporting resources for the delivery of writing</p> <p>Cost: £3,512.26</p>	<p>Read to Write resources follow a common sequence: Immerse, Analyse, Plan and Write. This is based on a tried and tested model (UKLA and Primary National Strategy, 2004 p.7) and acknowledges the strong interrelationship between speaking and listening, reading and writing.</p> <p>https://literacycounts.co.uk/research-influences/</p>	1
<p>Low level behaviour CPD with a focus on creating a climate for learning through resilience and growth mindset</p> <p>Cost: £1,500</p>	<p>Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment.</p>	1, 2 and 4

<p>Train a teacher in metacognition, who will bring it back and implement it through delivering staff CPD</p> <p>Cost: £350</p>	<p>1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p>	<p>1, 2 and 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,926.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants facilitating Maths and English interventions for small groups of children and one-to-one across the school.</p> <p>Interventions to target gaps as identified through formative and summative assessment in the classroom.</p> <p>Interventions to run</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>1</p>

alongside classroom teaching. £14,200.24		
Engagement in the National Tutoring Programme £3,726	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	1

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

Budgeted cost: £6,752.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide forest school sessions for all children across the school over the course of the year £3,881	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.	4
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) £1,000	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.	4
Educational visits/extra-curricular	The curriculum extends beyond the academic, technical or vocational. It	5

<p>activities/music lessons partially or wholly subsidised</p> <p>£1,000</p>	<p>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>Buy into the Cheshire East Traded service for attendance support to reduce absenteeism among pupils</p> <p>Cost: £871.50</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p><u>EEF: Attendance Interventions: Rapid Evidence Assessment 2022</u></p>	<p>3</p>

Total budgeted cost: £30,041

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Internal data demonstrates that the gap is narrowing in the junior years
- Pupil voice indicated that most pupils found forest school beneficial to their mental health and wellbeing
- Our phonics pass rate was at 605 in 2022. This is below the national average. Children are being taught as whole classes and daily interventions are happening to ensure children working towards where they should be have the opportunity to keep up with their peers and that the gaps are narrowed. Horizon scanning tools have been used and we will be looking at how we can utilise home and family working to support children further – 0% disadvantaged children passed.
- ECT has been effectively supported and lessons observations demonstrate high quality teaching, which is positively impacting pupils.
- Greater depth writing was up 3% at the end of KS2.

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.

N/A

Further information (optional)

Pupil Premium

Types of support we're offering across all year groups include:

- Emotional support
- Booster groups
- 1:1 support
- Breakfast (when necessary)
- School trips payment support

Successes

- All children are accessing additional support
- Paperwork has been completed for each child
- Many of the outcomes that have been achieved have been positive for the children
- In year 4, some children have managed to catch up with their peers in writing
- In year 5, some children have managed to catch up with their peers in reading

Points for further discussion/ improvements:

- Year 2 reading some PP children have fallen further behind
- Could school trips be spaced out further to support parents who have more than one child?
- Could some specific dates be added to the forms when specific support has been offered?
- When measuring the impact, could we add specific details e.g. 'A' who completed the reading booster for the summer term now has a scaled score of 93 which has increased by 5 points since September
- Would providing snacks from the canteen be beneficial to some children?
- Are there any additional well-being activities that you think would be beneficial for the children?
- PP still need to remain a focus, please highlight these children when handing over and ensure that any successful booster ideas are passed on to the next teacher