

De Lacy 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	De Lacy Primary School
Number of pupils in school	324 (298 Ex. Nursery)
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	James Parkinson
Pupil premium lead	Claire Hughes
Governor / Trustee lead	Anthony Dee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,918
Recovery premium funding allocation this academic year	£21,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2628
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	£211,296

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

At De Lacy, we strive to ensure that all of our pupils, regardless of the barriers they face, become successful learners. The vast majority of pupils who attend De Lacy, are come from a back ground of social disadvantaged. A strategic decision by school leaders to adopt a whole school approach to ensure that all pupils receive a consistent learning experience. We live and breathe our Trust guiding principles which detail 'Achievement without excuses.' When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the Education Endowment Foundation. 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, attendance and punctuality issues as well as the need for external agency support, for example, Safeguarding. These factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and how we will ensure that all children succeed.

Key Principles of our Pupil Premium Plan

At De Lacy we want to ensure that:

- Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.
- Appropriate provision and resources are made available for pupils who belong to vulnerable groups, so that barriers are removed to allow a secure and successful learning environment.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- The need of pupils may develop or change over the year, because of this, we need to allow scope for support when required. This maybe to support families who are newly registered as high need.
- Our plan provides an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences that enhance the curriculum and develop pupils' cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	<p>The vast majority of children who enter our EYFS provision display weak language and communication skills. Baseline of pupils on entry indicates that 80% of pupils are not meeting this developmental milestone.</p> <p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p>
2	<p>Low attainment on entry to the EYFS in all areas.</p> <p>Our baseline assessments on entry to Reception class demonstrate that 20% of all pupils have a GLD and the phonics baseline in Year 1 at 14%. Our disadvantaged pupils arrive below age-related expectations with a lower starting point of that of others.</p>
3	<p>A small group of pupils find the regulation of emotion a significant challenge.</p>
4	<p>Lower attendance and those recorded at Persistent absence</p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>At present, 11.8% of our PP children are in danger of falling into the 'persistent absenteeism' category. Our in-school attendance for our Pupil Premium pupils is 95.5% for the academic year 2020-2021.</p>
5	<p>Social deprivation, financial, emotional worries and social care involvement</p> <p>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils.</p> <p>Within our school, 14 pupils are identified as needing additional support with social emotional needs, with 25 currently receiving small group interventions. Since the pandemic, teacher referrals for support has increased.</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
Priority 1 Improvement in overall attendance including persistent absentees.	<ul style="list-style-type: none"> • Attendance for all pupils to be 97% • Attendance for those that are disadvantaged to be at least 96% • For PA to be no higher than 8% whole school • For PA to be no higher than 10% for those that are disadvantaged
Priority 2 Improvement in progress in reading, writing and mathematics. For attainment in writing to be inline with reading and maths across both key stages in school	<ul style="list-style-type: none"> • To achieve national average progress scores in reading, writing and maths at the end of Key Stage 1 • To achieve national average progress scores in reading, writing and maths at the end of Key Stage 2 • To achieve greater depth in reading, writing and maths in line with peers at both key stage 1 and 2
Priority 3 Improvement in speech and language development of disadvantaged pupils.	<ul style="list-style-type: none"> • To achieve above national average expected standard in PSC
Priority 4 Data tracking indicates an upward trend of pupil's communication and language skills improves.	<ul style="list-style-type: none"> • EYFS tracking shows an upward trend. • Phonics outcomes at least in line with national. • Speech and language targets met by individual pupils.

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: £51,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NFER Assessment materials for all year groups (£5000)</i>	<p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.</p> <p>To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.</p> <p>The development of the coaching model and projects taken as part of the NPQ programmes will support staff in ensuring that provision in the classroom meets the needs of all pupils.</p> <p>As part of the assessment cycle using the NFER assessment packages this will ensure that progress is measured and intervention is implemented and pitched at the correct stage to ensure accelerated progress. NFER tests will support teacher assessment and inform pupil progress meetings – informing discussion about the progress and achievement of our disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/</p>	2,6
<i>Purchasing additional resources to support LKS2 phonics intervention using RWI (£10,000)</i>	<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge and the RWI programme.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>Embed the use of the reading initiative RWI in lower key stage two to ensure barriers to reading are addressed.</p> <p>Children entering KS2 who have not reached the expected standard in reading and writing due to not having access to the RWI programme at EYFS and Year 1. Lower KS2 has a 53% which is considerably higher than other key stages. Within this key stage there is also a high number of social deprivation and families with additional services involvement. As a direct result of this children are unlikely to have the breadth of vocabulary required on entry to KS2. This programme is designed as an intervention to support this.</p>	2,3,6

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	
<i>Purchasing additional resources to support embedding AR across school (£10,000)</i>	<p>Embed the use of accelerated reader across school to reignite the love of reading and to accelerate progress in reading.</p> <p>Children across school rarely read at home due to external factors. Accelerated reader programme is designed to promote independent reading that is pitched and tracked.</p> <p>The three-year trend in reading has continued to rise however attainment at greater depth is below that of national at 25%. The introduction of this programme will support early intervention and support both key stages to continue this upward trend.</p> <p>Staff will be trained in the implementation of the Accelerated reader programme both at a leader level, class teacher and support assistant.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	2,3,6
<i>Learning Mentor Thrive training (£3100)</i> <i>Learning Mentor ELSA training (£500)</i>	<p>With a SEND register of 24% and the main barrier to learning being SEMH the intervention and Thrive methodology has a prime aim of removing emotional barriers to learning. In order to implement this across school in order to support all children additional capacity is required.</p> <p>Training to become thrive practitioners for the Learning Mentors in school adds capacity to the Inclusion team in order to support children with SEMH barriers to learning.</p> <p>Children who are disadvantaged make up 54% of the SEND register. This suggests that those that are disadvantaged are more likely to have additional needs – primarily SEMH.</p> <p>https://www.thriveapproach.com/</p>	4
<i>Staff CPD in RWI Writing (£10,000)</i> <i>Resources for whole school in RWI Writing (£10,000)</i>	<p>To improve writing outcomes for all year groups. This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF</p> <p>Outcomes for disadvantaged pupils in writing throughout school is lower than that for reading and maths. This is due to the language rich environment that is not in place. The implementation of a</p>	2

	<p>whole school approach to writing with clear staff support and CPD will continue to improve outcomes for all learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p><i>Staff CPD – Whole School (£2000)</i></p> <p><i>SLA Support from: SALT - £5050</i></p>	<p>To provide support to class teachers and LSA's in order to support those with SEND and working in the bottom 20% of learners with quality first class teaching. Higher proportions in each year group for those with additional needs and those who are not working at age related standards are disadvantaged.</p> <p>Ensure that classroom provision meets the needs of all learners.</p> <p>Embedding dialogic teaching across school. This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</p> <p>https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter</p>	2,3,6

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

Budgeted cost: £65,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>SEND specialist deployed in Key Stage 1 (£10,000 – 25%)</i></p> <p><i>Early morning booster sessions that target those that are disadvantaged (£3000)</i></p>	<p>Small group / 1:1 intervention with LSA/Teacher for disadvantaged children not making expected progress in reading, writing and maths across school from EYFS to Year 6.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,4
<p><i>Inclusion Leader Salary 25% (£15,000)</i></p>	<p>Interventions across school monitored and embedded in reading, writing and maths.</p>	2,3,4,6

<i>B squared Subscription</i> £270 <i>3rd Space Learning</i> £2500 <i>EAL SLA</i> £2700) <i>Nessy Subscription</i> £179 <i>WIESENS SLA</i> £2388	<p>To ensure that provision for those with SEND and the bottom 20% effectively meets individual needs and progress in reading, writing and maths is made.</p> <p>Research shows that the impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</p>	
<i>Resources -</i> £5000 <i>Salary proportion –</i> £15,000 <i>Online Thrive Subscription</i> £2786	<p>To ensure that pupils who require additional support with emotional health and wellbeing have access to licensed Thrive practitioners and qualified ELSA.</p> <p>Intervention materials and sessions ran by LSA's / learning Mentors for SEMH.</p>	4
<i>Music service SLA</i> £4400	<p>Access to music services a priority for those that are disadvantaged</p>	4

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

Budgeted cost: £71,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Experiences subsidiary -</i> £40 per pupil per year £7440 <i>Residential subsidiary (Year 5 and 6) -</i> £50 per pupil £4300) <i>Access to the School Library Service</i> (£2988)	<p>To support the implementation of the '50 things at De Lacy' across the curriculum to ensure that all pupils have access to a wider experience</p> <p>To provide financial support for disadvantaged pupils in the '50 things to experience at De Lacy' (£10,000)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4

<p><i>Lunch time staff support with structure play / equipment (£3000)</i></p> <p><i>Behaviour Incentives for house teams (£5000)</i></p>	<p>Behaviour across good at all points of the day including break and lunch times. Reward strategies are in place and targeted training and support for non-teaching staff is embedded.</p>	4
<p><i>Wider Curriculum resources (£10,000)</i></p> <p><i>Provide classroom kitchen to all learners £300</i></p>	<p>Provide hands on learning experiences for all pupils across the curriculum with the addition of high-quality resources</p> <p>https://classroom-kitchen.co.uk/</p>	4
<p><i>After School Clubs £4000</i></p>	<p>Access to after school clubs – those that are disadvantaged a priority</p>	4
<p><i>Breakfast club - £8000</i></p> <p><i>Attendance incentives - £3000</i></p> <p><i>Walking Bus staffing - £10,000</i></p> <p><i>Magic Breakfast for all pupils - £1000</i></p> <p><i>EWO Sal - £2248</i></p>	<p>To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	1
<p><i>Uniform allowance - £10,000</i></p>	<p>To ensure that those that are disadvantaged have access to a full school uniform</p>	4

Total budgeted cost: £188,079

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.

We recognise the impact of the COVID pandemic and our pupils lacking the opportunities of social interaction and certain curriculum areas. Our strategy ensures that all of our pupils receive a personalised curriculum where required to ensure any gaps or misconceptions are swiftly addressed.

Whole School Data 2020/2021

Key Stage 1

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
67%	43%	64%	28%	69%	43%

Key Stage 2

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
71%	61%	71%	52%	79%	65%

Phonics

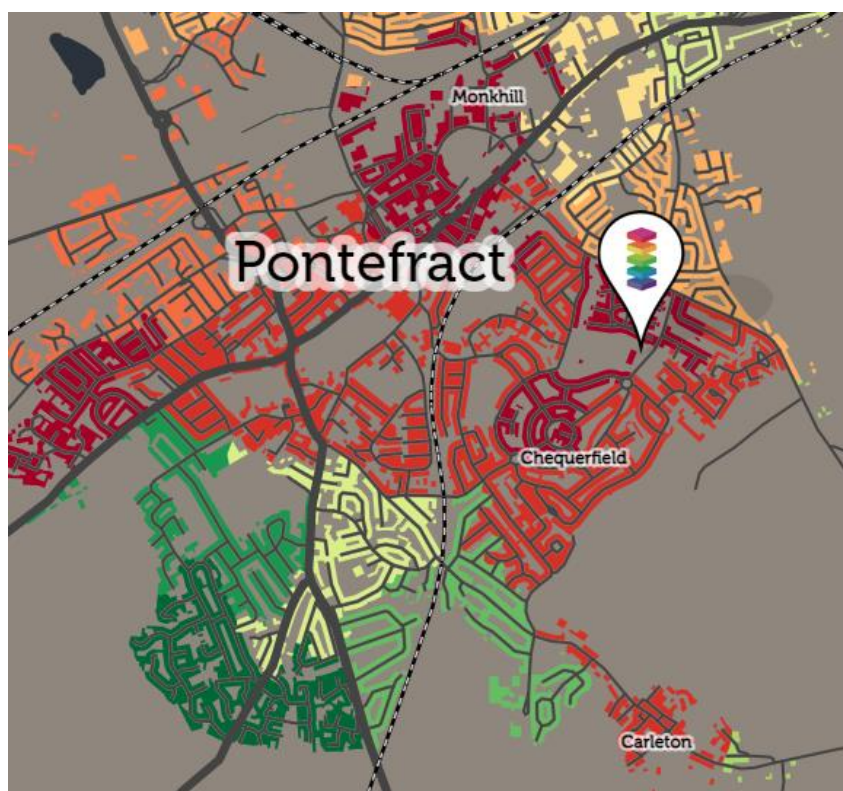
<u>2019</u>		<u>2020</u>		<u>2021</u> <i>(based on predictions)</i>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
63	31	90%	71%	93%	73%

Attendance / PA

<u>2019</u>		<u>2020</u>		<u>2021</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
95%	94%	96%	95%	96%	95.4%
PA – 10.8%	PA – 6.6%	PA- 10%	PA - 8.3%	PA – 8%	PA – 11.5%

Further information

As mentioned, De Lacy Primary School serves of community that consists of high deprivation. Linked to this context is a high rate of criminal activity, unemployment and safeguarding concerns such as domestic violence and drug abuse. Our approach to supporting our disadvantaged pupils is a whole school approach. In each class throughout school, we find that over 50% of our pupils are disadvantaged and those who are not entitled to additional funding, are still from vulnerable backgrounds. Below indicates the level of deprivation as a community. The arrow dictates the position of the school.



As seen in the image above, taken from the Index of multiple deprivation, De Lacy sits in the bottom 5% nationally.