

Denby Free CofE VA Primary School.
Pupil premium strategy statement 2024 / 2025.

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Denby Free CofE VA Primary School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	13
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 – 2027/2028
Date this statement was published	1st December 2024
Date on which it will be reviewed	August 2025
Statement authorised by	J. Clarke
Pupil premium lead	J. Clarke
Governor / Trustee lead	L. Reast

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
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	£19,240

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring 'Quality First' Teaching happens every day in every classroom
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour for learning and aspiration
- Ensuring that the PPG reaches the pupils who need it most.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

When developing and sustaining our pupil premium strategy, our school adopts are four-step approach to:

- **Diagnose pupils' needs** – we use internal data and information, e.g. attendance data and teacher feedback to gauge the performance of our disadvantaged pupils against national benchmarks and examine what could be hindering their performance.

- **Use strong evidence to support the strategy** – we utilise a broad array of external evidence to inform decision making alongside the expert knowledge we have of the pupils in our care. We utilise relevant and robust evidence, e.g. from the EEF's pupil premium resources, to provide appropriate and effective solutions.

- **Implement the strategy** – we take time and care to implement our pupil premium strategy to address the challenges and needs of disadvantaged pupils, assess the strategy's effectiveness and address any barriers to successful implementation.

- **Monitor and evaluate the strategy** – we continuously monitor the progress of the pupil premium strategy and make adaptations when needed and set short-, medium- and long-term outcomes to reach goals.

Challenges

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

Challenge	Detail of Challenge
1 Language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from on entry to the school through to end KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2 Literacy skills – Reading	Assessments & observations indicate disadvantaged pupils generally have greater difficulties with reading fluency, stemming from less secure phonics, underdeveloped vocabulary, less secure contextual & syntactic cueing, etc. than their peers. This negatively impacts their development as readers, and impacts on progress in wider curriculum.
3 Maths skills	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non disadvantaged pupils.
4 Social and Emotional Development of children so they are ready to learn	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been previously impacted by not being able to access some services during Covid times to a greater extent than for other pupils. These findings are supported by national studies. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5 Attendance of Pupil Premium Children.	Some of our disadvantaged pupils still have lower attendance since the partial closures of school over the last 3.5 years. Our observations of our disadvantaged pupils with lower attendance show that they are not as settled in school. Their relationships are not as strong, and there are fewer opportunities for us to help them fill any holes in their learning and 'catch-up' with their peers.
6 Raising aspirations	Our disadvantaged pupils need further support and opportunities to begin to understand what their potential is by giving children both a chance to 'bump' into their talents and by raising their cultural capital. Children are unaware of what is out there in the world and the opportunities for them if they have no frame of reference to draw from.
7 Negative impact on progress caused by challenging behaviour	Due to instances of lower attendance and therefore fragmented relationships, gaps in learning, possible ACEs suffered, there is a growing percentage of disadvantaged pupils who show challenging behaviour as a form of communication. This does mean that their progress is slowed even further making the pupil even more frustrated an unable to access a bra an balanced curriculum.

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
We continue to diminish the difference between PP and non PP children in terms of attainment and progress.	Data across all year groups shows no difference between PP and non PP children.
PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of their financial situation.	Registers for instrumental lessons and clubs show high proportion of PP children have access to all activities and events run by the school and that PP pupils are not restricted for financial reasons.
PP children have access to mental health support, learning mentors and Thrive practitioners	Referrals to Compass are made with PP children (as well as those involved with social care or Early Help)
Raise the self-esteem and ambition of pupil premium children across all year groups.	Through having the same inclusive access to all provision, PP children do not see themselves as different from their peers. PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.
Prepare children socially and emotionally so they are able to make progress academically.	Monitor through termly triangulation. Analysis of data shows this is successful & it helps the school break down the barriers noted above
1:1 support for children experiencing difficulties with engagement in school life e.g attendance, self-esteem, behaviours for learning, self-regulation, friendships, support at home Improved behaviour for learning and outcomes Happier in school .Meaningful support for pupils with SEMH .	Serious Incidents – lessons learnt from any incidents There is an increase in pupils hitting their attendance targets of 95%+ Work with ELSAs show that children are able to articulate behaviour for learning language Whole School triangulation of data, observations and books, Thrive Profiles and Boxall Profile that are completed show progress and an upward trajectory of development and engagement.
Children have a positive experience at lunchtime & improve social interaction on occasions when the day is less structured.	There is a reduction of / Monitor through incident on CPOMS

Activity in this academic year

The following activities are what we provide as standard in every classroom for all of our pupil premium children:

Quality of teaching

1. Encouraging self-led professional development: Introducing CPD slots for teaching staff to extend their knowledge and practise. Group CPD for TAs on a fortnightly basis.
2. Professional development: Individual coaching sessions to support teachers, with a particular emphasis on literacy and vocabulary
3. Support for early career teachers: A termly one-day teaching development programme delivered by external experts

Targeted academic support

1. Structured interventions within the classroom: Vocabulary interventions for pupils with poor oral language and communication skills
2. Small group wok: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Parental engagement: Providing support for parents to attend meetings and annual reviews etc.
2. Readiness to learn: Option of breakfast club to provide pupils with a nutritious breakfast before school or a daily meet and greet session with a trusted member of staff
3. Small group and 1:1 tutoring for targeted pupils
4. Extra-curricular activities and opportunities.

How we will spend our grant in summary.

• To improve the quality of first wave teaching to impact on achievement of disadvantaged pupils (thorough research indicates this is the pivotal factor in raising achievement of disadvantaged pupils)

• To accelerate progress and attainment of disadvantaged pupils through use of targeted TA support and interventions

• To enable wider access for disadvantaged/FSM pupils to specialist music tuition

• To support disadvantaged/vulnerable pupils to develop self-esteem/confidence to impact on ‘capacity to learn’

• Ensuring high quality, and quantity, of CPD (delivered internally & externally) to develop staff & improve quality of teaching & learning

• Ensure Subject/Middle Leaders have regular, sufficient leadership & management time to support staff & improve quality of teaching & learning

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, for example through a focus within staff performance appraisal.

The following tables detail how we intend to spend our pupil premium this academic year based on our self-evaluation:

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed	How will we ensure it s well implemented?
CPD for staff Teaching and Learning strategies to support Quality Teaching. Design a highly ambitious rolling teacher CPD programme firmly rooted in classroom practice. Start the new ECT programme for Early Career Teachers, training them to be good to outstanding practitioners by the end of the two years. Further develop and expand SLT development, developing aspiring leaders for the future.	CPD for staff *EEF says "great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported prepared for the new year… Provide opportunities for CPD"*	4,5	Carefully track the impact the training (including CPD) has had on staff by looking at books, conducting learning walks and scrutinizing data. Use skills and knowledge learnt in sessions to support and teach our most disadvantaged students.
Supply Cost for SLT to monitor PP Provision and provide further staff training and development.	Rigorous monitoring and tracking of pupils' progress shows that investment in staff training and modeling of strategies are effective.	3,4,5	Ensure that we see evidence of training and support from the training and CPD in classrooms.

Develop the quality of support offered by support staff by offering Outstanding professional development and CPD opportunities for every member of the support staff team.	CPD for staff *EEF says "great teaching is the most important lever schools have to improve outcomes for their pupils.* *Ensuring every teacher is supported prepared for the new year… Provide opportunities for CPD"*	3,4,5	TA appraisal discussions and learning walk findings will contribute to finding the impact of the CPD put in place.

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

Budgeted cost: £15740

Activity	Evidence that supports this approach	Challenge number(s) addressed	How will we ensure it s well implemented?
Children across school who are assessed at requiring phonics intervention.  Phonic lessons taught from the Little Wandl scheme.	EEF Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	4	English Team to monitor pupil progress within phonics and within reading. Tweaks and changes to groups will happen on a six weekly rolling program. Children who do not need phonics any more between assessment points will be assessed by the English Team.
TA targeted disadvantage pupil support.  	EEF guidance 2019 Recommendation 7 is to provide quality Literacy intervention and appropriate assessment tools	1	TA appraisal discussions and learning walk findings will contribute to finding the impact of support in the classroom. Learning walks and lesson visits will also form a picture.
Support from ISAS surrounding supporting our disadvantaged children to get into the classroom and accessing learning. DfE "Supporting the attainment of disadvantaged pupils: articulating success and good practice- Nov 2015. Different responses. Not one size fits all	Supports the increasing vulnerable disadvantaged pupils across school –and those at risk of underachievement.	1, 6, 7	Lead conversations with parents of PP children who are accessing this provision and offer where applicable. Survey and debrief parents about the impact this intervention has had on their children. Ask for teacher feedback.

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	How will we ensure it s well implemented?
Parental engagement Moderate impact for moderate cost, based on moderate evidence. £ £ £ £ £ Support through Early Help for families. Early help and attendance personnel to engage with families even further. Especially with families that fall into the PA category.	Ensure parents of PP students feel safe and confident in engaging with school. Home visits and support to attend meetings is offered.	1, 2, 6	Is there a noticeable increase in the attendance at meetings and the take up on the offer of support? This will be monitored as part of the supervision process and SLT will look at the findings on a half termly basis.
Social and emotional learning Moderate impact for moderate cost, based on extensive evidence. £ £ £ £ £ Arts participation Low impact for low cost, based on moderate evidence. £ £ £ £ £ PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of financial reasons.	*Anna Freud Social and emotional skills are the skills that help children and young people develop their resilience and manage their thoughts, feelings and behaviour.*	1.3.6	PP lead to monitor registers with regards to attendance of PP pupils. Have conversations to encourage parents of PP children who are not accessing this provision. Ensure that PP children do not miss out on trips due to financial reasons.
Raise the attainment level of Pupil Premium children through our book and story rich curriculum and focus on Tier 2 and 3 Vocabulary Exposing pupils to high quality text and rich vocabulary rapidly improves reading and comprehension skills. Where children are familiar with a text and vocabulary, they are confident use authors' style and language in their own writing. Pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in afternoon lessons.	*Reading Agency 2015. Reading for pleasure has social benefits as well and can make people feel more connected to the wider community*	1.3.5	Analyse PP reading data and select those children who need to read a wide range of text to close the attainment gap.
Sports participation Low impact for moderate cost, based on limited evidence. £ £ £ £ Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence. £ £ £ £ £ Subsidies contributions and costs for FSM children on trips and clubs, Also fund. Alternative Provision. We should see an increase attendance in the wider life of school.	PP are 4x more likely to be excluded, they have less chance of becoming active members of society. (HMI) " Keeping these children in alternate provision and shaping the curriculum will avoid this.	1.2.3	PP lead to monitor registers with regards to attendance of PP pupils. Have conversations to encourage parents of PP children who are not accessing this provision. Ensure that PP children do not miss out on trips due to financial reasons.

To participate in a number of trips and visits out into our locality linked to topics in each year group so that children have detailed knowledge of the subject area.	Enriching opportunities where children get to experience a broad range of activities related to the topic they are studying is a valuable resource and learning avenue. This will encourage engagement and enthusiasm within school. Children have prior and ongoing knowledge of the topics covered in class having attended additional Trips/opportunities. Increased opportunities to extend depth of knowledge and vocabulary.	1, 2, 3, 6	Inform parents and carers about the trips well ahead of the time. Offer each of the trips using payment plans or at a reduced price, including travel, so the day out is accessible for all our PP students. PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group. Teacher feedback shows that there is an increase in engagement in the classroom during lesson time. Children's work shows accelerated progress.

Total budgeted cost: £ *35,240*

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 2023 to 2024 academic year.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was slightly lower than pupils that are not disadvantaged. After analysing the children, we have found these children mostly have a high crossover with SEND. Many children PP children without additional barriers to learning perform in line with their peers. There are small pockets of disadvantaged pupils that are performing lower than non-disadvantaged. These can be found in Year 2 (current 3s) in reading, Year 4 (current Year 5) in SPAG and Year 1 (current 2s) in writing.

Progress in writing Need more time to judge impact as the changes made to the writing / English provision was devised during the Summer term after the CPD was accessed in the Spring term and is being implemented during the 2023 / 2024 academic year.
Spelling and Vocabulary of pupil premium children Focus on spelling and grammar in the SIP to raise attainment and widen vocab of pupil premium children. This has been revisited, and it has been seen in book looks that disadvantaged children are using a wider vocabulary, in lesson visits we have seen that there has been a greater emphasis on the use of vocabulary in a variety of subjects. Learning environments strongly show that tiered vocabulary and rich language is used throughout school.

Attendance of Pupil Premium Children Maintain and improve attendance for disadvantaged & disadvantaged persistence absence. This is a mixed picture as we currently have new children on our role who have joined school and have not been the consistent attenders at the beginning of the academic year. Persistent absenteeism currently stands at 4.6%. The next steps are to ensure that the work that we have started surrounding this has been embedded and to improve this figure as the year progresses.
Social and Emotional Development of children so they are ready to learn Use of SLT and SENDco team work now allows us to have an individual plan to meet the need of individuals that are struggling to cope with school life Engage with parents positively so they are more able to support their children and appreciate the importance of school. Regular meetings are had about any child who behaviours are being recorded by staff and the team problem solves to come up with strategies and bespoke timetabling to the individual.

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

Programme	Provider
ELSA training and support	Derbyshire LA
Quality First Maths teaching Teaching for Mastery	East Midlands West Maths Hub: George Spencer Academy,
Extra-curricular provision and mentorship for vulnerable pupils / sports leadership	Amber Valley School Sports Partnership
Support for early readers at risk of falling behind	Whiston Worrygoose English Hub.