



Denton CE Primary School
Pupil Premium Strategy Statement 2021-24



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Updated December 2023



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This statement details our school's use of the funding for Pupil Premium and Recovery Premium to help improve the attainment of our disadvantaged pupils. It outlines 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. **Edited with 22-23 data / analysis. Updated with 23-24 information.**

School Overview

Detail	Data
School name	Denton CE Primary School
Number of pupils in school	21-22 61 22-23 58
Proportion (%) of pupil premium eligible pupils	DPP 13% 10% SCP 3% 3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021 Updated October 2022 Updated December 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Sheriden Edwards Executive Headteacher
Pupil premium lead	Rachel Harper SENDCo
Governor / Trustee lead	Matthew Game and Kathy Forster Lead Governors for Vulnerable Children

Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£15,515
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,203
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	£24,718



Statement of intent

Denton CE School ensures that teaching and learning opportunities meet the needs of all the pupils within the school community irrespective of their background. We strive to promote growth for all pupils supporting them to become well-rounded, positive leaders by using our values developed by Steven Covey principles to promote well nurtured individuals. Expressing our Christian Vision, **"Together we can"** to all pupils, staff and the wider community helps lead us to *Learn, Encourage, Aspire, Respect and Nurture*.

We aim to give all children a broad and balanced creative curriculum and opportunities to succeed in line with their peers. We offer quality texts and literature to be shared both at school and at home. Authentic outcomes are used to enhance learning for a range of opportunities, using Project Based Learning to support delivery of the high-quality teaching. We use visiting speakers in school to engage and capture thoughts as well as invaluable school visits and trips each term to extend and further life experiences, skills and knowledge.

Quality First teaching and learning will be at the heart of our approach, giving children good quality learning opportunities. Using Rosenshine's Principles we demonstrate the Sequencing Concepts Modelling of small steps, provide models and scaffolds to support success to achieve; including those who are already high attainers. Small class sizes enable children a higher ratio of adult support and guidance. This is proven to have the greatest impact upon raising attainment and narrowing the disadvantaged attainment gap and at the same time, will have a positive impact upon all learners.

We will consider the challenges faced by vulnerable pupils and ensure that appropriate provision is made for pupils who belong to deprived groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed, addressed and monitored to enable accelerated learning. When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged and will ensure their learning is challenged and supported. We also recognise that not all pupils who are 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.

Many more families now access Pupil Premium where they didn't before due to the impact of the pandemic and the current economic situation. The challenges faced by our vulnerable pupils include gaps in their academic learning, attendance, mental health and wellbeing and the expectations of standards within the school setting, including the presentation of work. These challenges have been identified by using a range of information including research information from the DfE, internal school data, professional conversations with teachers, the SEND Team and liaising with children and families.





Challenges

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

Challenge number	Detail of challenge
1	Developing the provisions in EYFS to encourage rich language, widen opportunities for support and challenge
2	Poor engagement in reading for pleasure, which is more prevalent among our disadvantaged pupils than their peers.
3	Attainment in children in early reading and Phonics in EYFS and KS1 (including when transitioning from alternative schools following different phonics programmes).
4	Develop mental recall and fluency in mathematics, embedding through using Mastering Number to support KS1.
5	Managing behaviour challenges. These children and their families are in need of additional strategies and support with social and emotional needs in managing and dealing with behaviour in and out of school.
6	Discussions with children, parents and staff have identified an increased need for social and emotional wellbeing as social interaction for some pupils. These include strategies to manage feelings and emotions to develop confidence compared.
7	Encourage wellbeing and active mind and body (Value 7: Sharpen the Saw) through a range of extra-curricular clubs (during the school day to enhance those using school transport)
8	Liaising with families to guide and support challenges in the home and that may be faced at school.



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
Higher percentage of vulnerable pupils meeting their personal targets and full educational potential	The gap between pupils eligible for pupil premium and their peers is diminished or closed. The attainment is closer to other pupils in their school and nationally. Writing, Reading and Maths outcomes show an increase in percent of pupils meeting expected standard or above. The needs of SEND pupils who are also eligible for pupil premium are met.
Improved oral language skills and opportunities for support yet challenged in EYFS.	Success from the EYFS Lead training the EYFS Practitioner. Using NELI programme as a whole class tool for children to communicate and comprehend at age-appropriate expectations. Vulnerable Pupils to pass the Phonics Screening in Year 1 and/or have a better understanding of their sounds and applying these within their reading and writing.
Increase in attendance of vulnerable pupils and reduced number of persistent absences.	All vulnerable pupils will attend school, with an attendance percentage in line with whole school average. Increase in family support and involvement of professionals to support families, their challenges and needs. Monitor and review attendance.
Improved mental health and wellbeing within the school for all pupils including those vulnerable pupils.	Access to high quality pastoral support. Reduced waiting times. Proactive guidance to pupils to learn and develop resilience, coping strategies and develop self-esteem along as a suggestion. Lunch time opportunities for chance to explore and discuss wellbeing/emotions.
Children are exposed to a variety of activities, experiences and learning opportunities that pupils in receipt of Pupil Premium otherwise wouldn't be able to access.	Access to high quality, broad and balanced curriculum with a variety of experiences to learn with opportunities to enhance the intended project through trips and encounters. Enhance the extracurricular activities both during the school day and after school. Invest in Sports coaches to coach teaching staff but also engage the children with new sports and skills.
Enhanced reading ability and children rewarded for their engagement	Invest in literature to encourage reading – to support and challenge learners too. Invest in intervention programmes that show success for reading. Embed and encourage prizes for participation at home. Workshops / guidance for parents to educate in methods and skills.



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)

Outcome / Activity	Evidence & <i>Strategy that supports this approach</i>	Challenge number(s) addressed
<p>Increase in attainment and progress measured for vulnerable learners</p> <p>Teaching assistants to support the delivery of lessons in the class, ensuring vulnerable learners comprehend the intended learning.</p>	<p>Monitor to ensure a robust curriculum is planned and delivered meeting the needs of all learners including vulnerable learners. Ensure further support and Quality First teaching for Year 2 and Year 3. Teachers to plan and share expertise in their subjects. Subject leaders to take part in coaching sessions to ensure QFT is of a high standard.</p> <p>Invest: Literacy Gold to support children with barriers/gaps in learning.</p> <p>Further opportunities for trips and enhancements to gain a purpose and reason to the meaningful learning opportunities.</p> <p><i>The EEF Guide to Pupil Premium states, 'good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils'</i></p> <p>Evaluation: Data analysis of outcomes for vulnerable pupils and year groups (Phonics Screening, EYFS GLD, KS1 and KS2 data)</p>	2, 3, 4
<p>Develop attainment for early reading and phonics</p> <p>*Consistency in teaching phonics using the DfE validated phonics scheme, Read Write Inc.</p> <p>*Regular updates and CPD training for all staff in EYFS and KS1 to ensure fidelity of phonics is used consistently.</p> <p>Parent workshops – feedback of how they can further support their child/ren.</p>	<p>The EEF recognises phonics has a positive impact and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>Phonics led by the class teacher, ensuring Quality First Teaching is provided at a high standard, with a consistent approach across staff and support for intervention and booster for children in need of additional support. English team to collaborate and provide training and structure for synthetic phonics scheme. Children new to school to have robust assessments and intervention in Phonics to ensure they are aware of the Phonics scheme used.</i></p> <p>Evaluation: Is Phonics closely in line with national data? Has the gap narrowed for vulnerable pupils?</p>	1, 2, 3, 4



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<p>Promote reading at home</p> <ul style="list-style-type: none"> *Purchase appropriate materials for reading. *Classrooms to develop their reading areas. *Children to take a book for pleasure home (library book) each week. *Hold a phonics workshop for parents to develop an understanding *Frequent training for staff with guidance from the Phonics Hub / RWI Portal. 	<p>The DfE Reading Framework, July 2021, highlights the importance of reading but also talking. Supplying children with literature to share with an adult, not only widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes. It also shows an impact of 2-3 months attainment progress.</p> <p><i>Teachers to follow Rosenshine's Principles in Action 'modelling and guiding' with reading following the EEF reading aloud approach to 'immerse' the children within the literature or story. Daily story shared and children using resources freely. English leads to support with supplementing library and guidance for staff through in house CPD. Create whole school reading incentive to encourage reading engagement at home. Embed reading incentive. Fortnightly training for staff of improving quality of phonics delivery and understanding.</i></p> <p>Evaluation: Pupil Voice. Parent Questionnaire, Reading assessment outcomes end of term and end of KS1 and KS2.</p>	<p>1, 2, 3, 4, 6</p>
<p>Develop delivery of Writing in all year groups</p> <ul style="list-style-type: none"> *Subject leader to support with training, monitoring and guidance for teachers and teaching staff to develop an enhance writing and writing provision * Writing provisions in EYFS to encourage early letter formation 	<p>Research and internal data suggests using Talk for Writing and strategies from Jane Considine enables learners to have a clear and structured process to learn English skills and how to write effectively.</p> <p><i>Based on our experience so far, these strategies have made significant improvements therefore going forward we hope to continue to improve writing attainment this way. CPD using modelled writing strategies. Further training for staff / coaching and time to plan and prepare.</i></p> <p>Evaluation: Subject Leader - book scrutiny, moderation, Pupil Voice, Analysis of data – has attainment increased and closer to national standards? Outcomes of ELG?</p>	<p>1, 3, 4</p>
<p>Monitor and enhance the curriculum</p> <ul style="list-style-type: none"> *Cover provided to release teachers to liaise with colleagues to provide a rich and progressive curriculum *Cover for middle leaders to monitor their curriculum subjects and to attend CPD to further enhance the curriculum 	<p>EEF Guide to support school planning recognises great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils. Effective feedback in all subjects enables pupils to learn and progress at a low cost as identified within the EEF.</p> <p><i>Middle leaders/Subject Leaders have a secure subject knowledge through their Curriculum Statement and Progression map. Create end of unit assessment to track and measure learning and attainment for non-core lessons.</i></p> <p>Evaluation: Subject Leader feedback. Pupil Voice</p>	<p>7</p>



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

Outcome / Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
<p>Develop academic attainment in Reading, Writing and Maths</p> <p>*Quality first teaching in all subject areas as a priority.</p> <p>*Provisions and teaching materials</p> <p>*Structured small group tuition to support English and Maths through allocating half a day per week for teachers to complete small group boosters from Spring Term in KS2</p> <p>*Teaching Assistants to use recommended interventions for accelerated progress</p>	<p>EEF recognises Quality First Teaching maximises progress and attainment through supporting children to lay firm foundations for later learning.</p> <p>Invest in new intervention programmes such as Literacy Gold and Nessy – engaging activities to support both at home and at school.</p> <p>TAs timetabled for specific periods of time to support with barrier / catching up to ensure little teaching and learning is missed but also quality provision is in place. Children to be aware of targets and reasons behind intervention – why is it happening / what is the goal?</p> <p><i>As identified in our statement of intent, Quality First teaching is paramount to support attainment. After two disruptive years through the pandemic, quality education was provided, but the teaching was broken due to closures and isolation periods. We have seen that children have many gaps in learning and will put additional support in place to ensure children ‘catch-up’ rapidly to age related expectations.</i></p> <p>Evaluation: Lesson Observations, Peer Coaching with Maths Lead Planning Scrutiny, discussions with teachers, Pupil progress meetings.</p>	2, 3, 4
<p>Develop early language skills and communication</p> <p>*Continue with the DfE recommended programme NELI to support with early language skills.</p>	<p>EEF highlights the use of Nuffield Early Language Intervention to develop early language. It is designed to improve listening, narrative and vocabulary skills in small groups in daily sessions.</p> <p><i>We have analysed the needs of the EYFS cohort and will begin this intervention once training has been undertaken and initial assessments. Further training undertaken. Change in staffing means further training is needed. Based on this years cohort, we feel it is more effective to take part in the whole class programme to support conversation and listening skills.</i></p> <p>Evaluation: Data analysis - are vulnerable children working in line with their peers with their communication , language and Literacy skills?</p>	1, 5, 6



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<p>Develop early phonics and reading</p> <ul style="list-style-type: none"> *Teaching Assistant to complete EEF recommended interventions to reduce the barriers to learn and support progress. *Small reading and comprehension groups *Each class to have TA support for in class guidance but also to complete interventions *Teaching staff to listen to vulnerable pupils read frequently in school. 	<p>Deployment of Teaching Assistant for interventions can have a positive impact upon children's development. Phonic based approaches have a strong evidence base indicating a positive impact upon pupils. EEF recognises the importance of systematic synthetic phonics programmes as a support to early phonics and reading strategy.</p> <p><i>Interventions such as Dancing Bears, Nessler, Precision Teaching, Colourful Semantics, RWI Fasttrack and Literacy Gold will be used to support in this way.</i></p> <p>Evaluation: Review intervention logs and evaluations. Staff discussions. Progress and attainment Peer coaching and support across the federation to support with skills and training. EYFS Lead to support with guidance for Class teacher and TAs to ensure the curriculum is well established and a variety of tasks are given to children to explore their learning and challenges are enhancing skills.</p>	<p>2, 3, 4</p>
<p>Promote reading for pleasure</p> <ul style="list-style-type: none"> *Share appropriate materials for reading in school and at home. *Classrooms to develop reading area. *Teachers to model and encourage reading. *Children to take a book for pleasure home (library book) each week. * Renew reward systems to encourage and support reading 	<p>The DfE Reading Framework, July 2021, highlights the importance of reading but also talking. Supplying children with literature to share with an adult, not only widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes.</p> <p><i>Updated resources and appropriate literature will engage and promote further reading. Encouraging children to take a 'library book' home will encourage bedtime reading and widening children's experience to vocabulary and language. Teachers to review the literature read by children making sure a range of text types are shared (fiction/non-fiction/plays/poetry/classics.</i></p> <p>Evaluation: Parent voice Questionnaire</p>	<p>1, 2, 3, 4, 6</p>
<p>Continue to offer ELSA (Emotional Literacy) and Pastoral support</p> <ul style="list-style-type: none"> *Offer weekly ELSA and pastoral provision *Training and resources to support delivery * Enhance communication with parents to support wellbeing and mental health both at school and at home 	<p>Improving Social and Emotional Learning in Primary Schools emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills. CPD and training to offer wider opportunities. Link with professionals for guidance and support.</p> <p><i>Evaluation: To provide pupils with the opportunity to focus on their feelings and discuss concerns in a familiar and play based environment.</i></p>	<p>5, 6, 8</p>



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

Activity	Evidence & <i>Strategies</i> that supports this approach	Challenge number(s) addressed
<p>Promote attendance</p> <p>*SEND team to support families in need.</p> <p>*Guidance and support support for families who have persistent absences.</p> <p>*Regular updates to parents (parents evening, termly newsletters)</p>	<p>Having a clear Attendance policy and reading the DfE Improving School Attendance will support in working alongside families struggling with arriving to school on time and persistent absences.</p> <p><i>Trained Learning Mentor to liaise with families offering support through different pathways such as Early Help Assessments with an option to lead to TAC, to a Pastoral Support Plan can offer a wide range of support to children and families.</i></p> <p><i>Evaluation: Is attendance improving and persistent absence lessening?</i></p>	6, 8, 9
<p>Offer a wide range of extra-curricular activities</p> <p>*Ensure a variety of extra-curricular activities are accessible available for all children.</p> <p>*Continue to support with funding of additional activities including swimming, clubs and further enhancements as required for vulnerable families.</p>	<p>Opportunities to be healthy both physically and mentally using our School value: 'sharpen the saw' widens experiences to children's wellbeing. These activities allow children the opportunity to explore different areas of interest, increase self-confidence, build leadership skills and even improve attainment — all while having fun! Adopt a Sensory Circuit to enable children comfort breaks to regulate and support with learning breaks in an afternoon.</p> <p>Encourage active learning and physical breaks throughout the day using Go Noodle etc.. to stimulate the body and mind. Invest in resources to enhance provision at playtimes and lunch times for children to relax, unwind but also play and interact with others. Invest in clubs during the lunch time after Pupil Voice as children are unable to stay later due to school transport.</p> <p><i>Providing trips and visits to enhance the curriculum providing fun and engaging experiences to deepen learning. Widening opportunities such as weekly swimming lessons and visits gives pupils experiences that they may not come by.</i></p> <p>Evaluation: Review of uptake in clubs including vulnerable pupils. Pupil Voice.</p>	7
<p>Work with the PTA to organise and arrange social events</p> <p>*Encourage activities and events are accessible for all.</p> <p>*Variety of events and experiences for children</p>	<p>Through non-uniform days, discos, game days gives children opportunity to a range of experiences.</p> <p><i>The EEF Guide for teachers promote life skills and enrichments.</i></p> <p>Evaluation: Pupil Voice, Attendance at social events</p>	5, 6, 7, 8



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<p>Extend ELSA (Emotional Literacy) and Pastoral support at lunchtimes</p> <p>*ELSA to support at lunch time as part of a club to allow children opportunities to talk freely and share concerns/worries.</p> <p>*Further training and resources to support delivery</p>	<p><u>Improving Social and Emotional Learning in Primary Schools</u> emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills. Further CPD to enable a variety of support for children from Mental Health training, Comic Strip and Social Stories to Emotion Coaching language.</p> <p><i>To provide pupils with the opportunity to focus on their feelings and discuss concerns in a familiar and play based environment during lunch times which are already challenging, unstructured times will support emotional wellbeing. As both school and parents are seeing an increase in wellbeing challenges that the children face and after two-years of changes and less interaction, children will find these times challenging. By having ELSA support, we can be proactive in preventing escalations and diffuse and de-escalate worries and concerns early.</i></p> <p>Evaluation: Pupil Voice. Review attendance and volume worries shared. Does this reduce ELSA wait list? Will this prevent outbursts throughout the week?</p>	<p>1, 5, 6, 7</p>
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Service pupil premium funding

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	<p>Teacher boosters to extend and challenge.</p> <p>TA in class to enhance QFT.</p> <p>Resources were enhance play times.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Academic attainment increased in all areas where boosters were involved (maths and phonics). Teachers reported children were more confident in sharing their thoughts in the class a result of the booster.</p> <p>Teachers observed better structured playtimes and children interacting with others more freely through practical and game-based tasks. Less behaviour incidents.</p>



Review of outcomes in the previous academic year

Attendance

21-22 Attendance was in line with National data, during the summer term which was an improvement from the Autumn Term. The Learning Mentor lead TACs to support families where attendance was a concern. This has improved as a result of working together.

22-23 This academic year we have informed parents of their children's attendance per full term. Where this was not realised by families, attendance has improved. We have offered to monitor children when showing signs of illness and administer medication where needed. Those children with persistence absence have had regular discussions with families and attendance is making steps of progress.

Wellbeing

21-22 Children have had access to ELSA and pastoral support as needed. There have been support from outside agencies including BOSS to support with managing challenging behaviour. Staff training and support for intervention have been successful. Pupil Voice of ELSA is good with children finding the session 'good to talk to someone' and 'I think about the strategies and when I'm angry, do that instead'.

22-23 An increase in lunchtime provision has supported wellbeing in KS2 and fewer incidents reported. By being proactive and giving the children a range of enhancements at non-structured times has supported positive attitudes, improved relationships and happier children. Enhancing ELSA with further training and resources will enable rich support given for the next academic year.

Attainment



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21-22 Attainment for vulnerable learners during the academic year 2021-22 was mostly in-line with their personal targets with 55% working at the year group standard. Where attainment lower, there were investigations for special educational needs.

22-23 Due to small class sizes and a limited number of vulnerable children the assessment data heavily varies. Therefore 50% of vulnerable children were working at the standard in EYFS, and 100% KS1 and KS2 end of year SATs assessments. Teacher led boosters supported in meeting the gaps in learning and achieving in both reading comprehension and maths. In phonics, the vulnerable children were late to start school and have EAL. With further intervention and support they are likely to catch up and meet the standard next year. In EYFS, the child that didn't meet GLD, has since been allocated an Education, Health and Care Plan. With personalised support and learning targets, they are making small steps of progress.

Pupil Voice

Children reported they were happy and safe within school. they like their teachers and enjoy the projects learnt. The most popular project was Egyptians and the Egyptian day that was held. Break times were improving, and children enjoyed playing with equipment but wanted more 'fun things to do'. School trips continue to enhance provision.

Pupil Voice

Children are still saying they enjoy school and feel safe. Children like there are lots of adults to help (both teachers and TAs help and guide in lessons). With one child saying 'they don't tell us the answers, just help us get there ourselves'. Children enjoy the clubs saying there are 'loads we can go to, there is also After School Club' which supports when siblings attend school clubs. Trips are always popular with the older children enjoying the residential trip last Autumn term and having days at Harlaxton such as Roman Day.