

Pupil premium strategy statement

September 22 evaluation

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	Dean Valley Community Primary School
Number of pupils in school	194 203 (as of Sep 22)
Proportion (%) of pupil premium eligible pupils	9% (18) 5.82% (12)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Vicky McPherson
Pupil premium lead	Vicky McPherson
Governor / Trustee lead	Karen McCurdy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,250
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	
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	£16,250

Part A: Pupil premium strategy plan

Statement of intent

At Dean Valley, we aim to ensure that our disadvantaged children are given every opportunity in which to develop their understanding of the world around them in context and are immersed in both academic opportunities, cultural understanding and the chance to develop their talents and abilities.

We look at supporting our children referring to the Educational Endowment Fund to help select the best ways to improve pupils' academic progress, emotional well-being and ensure inclusion in all aspects of our rights respecting school community.

Pastoral care and emotional well-being is of key importance for our children.

Teaching at Dean Valley aims to embody all aspects of the child with mental health being a key area, ensuring that a positive impact is seen on our school community. We provide a range of additional adults who are skilled in key areas – a counsellor, a trained Elsa and staff who have qualifications in specific early interventions in order to diminish gaps between pupil premium children and their peers. Our children are building a tool kit in which to help them become resilient learners so that they can approach and deal with a range of events and issues and understand the importance of good mental health and how important their minds are.

Whilst the majority of funding is focused on learning, we are keen that our disadvantaged children are given every opportunity to develop their talents and abilities and experience a range of out of school activities, which support their social interaction. We support our children by providing some wrap around care, offering places at after school clubs run by external coaches, take part in school trips, residential visits, uniform, swimming, school photograph, time with school counsellor and offer the chance to learn an instrument.

As a team we work hard, to remove barriers to learning for our children aiming at all times to diminish or remove attainment or progress gaps between disadvantaged and non-disadvantaged pupils. In implementing a new phonics and reading scheme, we are working to ensure that all pupils achieve reading fluency and enjoyment. Promoting a love of reading through high-quality teaching, which is rooted in evidence, based approaches. Fluent readers are able to flourish in other areas of the curriculum and work independently with increasing confidence.

In order to overcome identified barriers to learning we will provide teachers and teaching assistants with high quality CPD to ensure that children access effective quality first teaching in every class. Interventions implemented at Dean Valley will be evidence based and support children in addressing identified gaps in learning. We adopt a whole school approach to supporting disadvantaged children and all staff take responsibility for their outcomes and in raising expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Emotional well-being, in particular lack of resilience and independence skills. Social and Emotional Barriers to Learning:</p> <ul style="list-style-type: none"> • Socialising and working together has been affected by school closure and limited opportunity to socialise during lock down. • Opportunities to reflect and develop understanding of their feelings and to have support around their mental well-being so that they are able to verbalise emotions. • To take a pro-active approach to working with families of PP children to address growing concerns before they arise following the 'Signs of Safety' and Early Help frameworks. • Pastoral support and opportunity to work with children to develop skills in empathy, build resilience and develop growth mindset and positive attitudes to working.
2	<p>Cognitive Barriers to learning</p> <ul style="list-style-type: none"> • Poor working memory capacity for pupils • Ability to apply previously taught skills to new learning • Ability to articulate their reasoning for choices in learning/ application/ completion of a given task
3	<p>Many of our Pupil Premium pupils have identified additional SEND needs.</p> <p>5/11 children on FC/SEN Support/or EHCP 45% of PP children. Dec 22 – 7/12 on FC/SEN/EHCP 58% off PP chd are now SEND.</p>
4	<p>Assessments in reading for disadvantaged pupils indicates that there gaps in phonic knowledge for some pupils and basic comprehension.</p> <p>11/15 exp+ 73% with 2/15 exc 13%</p>
5	<p>Assessment in writing for disadvantaged pupils indicates that our disadvantaged children have gaps in phonics knowledge which in turn impacts on spelling, vocabulary is limited and sentence structure when working independently is inconsistent and not sustained.</p> <p>10/15 exp+ 67% with 1/15 7% exc</p>
6	<p>Assessment in maths for disadvantaged pupils indicates that our disadvantaged children do not have a firm understanding of number and lack the ability to recall basic number facts and to use and apply calculation strategies.</p> <p>6/15 exp+ 40% and 1/15 7% exc</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
<p>PP Pupils with SEND needs to make at least good progress from starting points in all areas of the curriculum.</p> <p>Challenge 3</p>	<p>Quality first teaching secures pupils make at least expected progress from their starting points</p> <p>Specific intervention support is timely and effective and ensures that the gap between PP and non-PP children in school is addressed and narrowing</p> <p>Pupil Progress Meetings highlight strengths and development points for PP children</p> <ul style="list-style-type: none"> • Termly reviews of SEND support plans, EHCP and FC documents indicate progress from identified starting points for all children. • We organised a successful move to a specialist placement for one of our EHCP children • Other PP SEND children have all made progress from baseline assessment – some of these are small steps but are inline with starting points
<p>Phonics knowledge – implementation of RWI develops understanding and application of phonics supporting all children including those who are disadvantaged in acquiring better phonics knowledge and comprehension skills.</p> <p>Challenge 4</p>	<p>All PP children and pass the phonics screening test by Y2</p> <p>Supporting learning of children in KS2 who have not met the required standard in phonics.</p> <ul style="list-style-type: none"> • 1 out of 4 PP chd passed the phonics test in Y1 (June 22) • 3 out of 4 PP chd who did not pass are SEND chd who have been accessing extra support for phonics. This year they are accessing intervention through TA for RWI and are working in small focused grp. • 100% Y2 chd passed the phonics test in June 22 • KS2 chd who need specific support for phonics access RWI phonics teaching and intervention,
<p>To increase the number of PP children achieving expected in reading, writing and maths.</p> <p>Challenge 4,5,6</p>	<p>Children reach at least the national % of chd achieving expected in reading, writing and maths.</p> <p><u>READING</u></p> <ul style="list-style-type: none"> • 10 out of 13 PP pupils achieved EXS+ in reading (77%). • 1 child (100%) Y2 pupil achieved EXS+ PP National EoKS1 Reading EXS+ = 51%

	<ul style="list-style-type: none"> • 2 out of 2 (100%) Y6 pupils achieved EXS+ in reading <p>PP National EoKS2 Reading, 2022 = 62%</p> <ul style="list-style-type: none"> • KS1 – KS2 progress for Y6 pupils was 0.38 (0 = average) <p><u>WRITING</u></p> <p>In Reception Helicopter Stories are used to support the building of ideas for writing with success. Pupils are confident to speak their stories and by the end of reception most pupils are recording their short stories.</p> <p>As a school 6/12 PP children (50%) reached exp+ in writing 2 of the 3 children who did not reach expected in writing in Y1 are SEN Support, all 3 failed the phonics test in Year 1. 4/12 who did not each expected in writing are SEN Support or have an EHCP.</p> <ul style="list-style-type: none"> • 6 out of 13 (46%) pupils achieved EXS+ in writing. • 1 child (100%) Y2 pupils achieved EXS+ in writing. <p>PP National EoKS1 Writing EXS+ = 41%</p> <ul style="list-style-type: none"> • 2 out of 2 (100%) Y6 pupils achieved EXS+ in writing. <p>PP National EoKS2 Writing EXS+ = 55%.</p> <ul style="list-style-type: none"> • KS1 – KS2 progress for Y6 pupils was 1.03 (0 = average) <p><u>MATHS</u></p> <ul style="list-style-type: none"> • 7 out of 13 pupils (54%) achieved EXS+ in maths. • 1 child (100%) Y2 pupil achieved EXS+ in maths (He achieved GD) <p>PP National EoKS1 maths EXS+ = 52%</p> <ul style="list-style-type: none"> • 1 out of 2 (50%) Y6 pupils achieved EXS+ in maths. <p>PP National EoKS2 Maths EXS+ = 52%.</p> <ul style="list-style-type: none"> • KS1 – KS2 progress for Y6 pupils was - 1.08 (0 = average)
<p>To develop the use of strategies and support learning in maths for PP with implementation of resources such as TTRockstar, Numicon and concrete resources to support knowledge and progress in maths</p> <p>Challenge 6</p>	<p>The number of disadvantaged children reaching expected to increase in maths to in-line with national expectation.</p> <ul style="list-style-type: none"> • 7 out of 13 pupils (54%) achieved EXS+ in maths. <p>PP National EoKS1 Maths EXS+ = 52% PP National EoKS2 Maths EXS+ = 52%</p> <ul style="list-style-type: none"> • 1 child (100%) Y2 pupil achieved EXS+ in maths (He achieved GD) • 1 out of 2 (50%) Y6 pupils achieved EXS+

	<p>in maths.</p> <ul style="list-style-type: none"> • chd are accessing a range of concrete resources to support learning including numicon • TT Rockstar, Numbots used regularly and opportunity to complete at school given for all PP children
<p>To provide a wide range of SEMH tools for children – Counselling, ELSA, Music, Sport opportunities</p> <p>Challenge 1, 2, 3</p>	<p>Pupil voice wellbeing survey demonstrates that the vast majority of children have good relationships with others in school, enjoy learning and feel safe and included in school.</p> <p>Children to have access to:</p> <p>ELSA Counsellor Resilient Classroom Intervention Cool Connections Intervention Lego Intervention</p> <p>And through the interventions and support are able to access a broad and balanced curriculum within school.</p> <ul style="list-style-type: none"> • Anti- bullying survey reflects that chd are given opportunity to gain support if and when needed around building relationships and feel safe and included in school. • ELSA groups are run weekly by TA • Counsellor visits school weekly and provides a drop in service which PP chd have access to • Interventions such as Resilient Classroom and Cool Connections are run across KS1 and 2 • Lego Intervention done to support social interaction • Forest School • Daily Mile – good opportunity for staff to talk with chd as they exercise • Growth Mindset sessions and My Happy Mind in place across school

<p>Enrichment – Pupils have the opportunity to develop talents and abilities experiencing a wide range of activities both in and outside of school</p> <p>Challenge 1 , 2</p>	<p>Children will attend all educational trips, residential trips and where appropriate have access to after school clubs/extra-curricular activities. They will also be supported with uniform, school photograph and daily snack</p> <p>Children attend trips – both residential and class and small group.</p> <p>A range of successful trips have taken place in the last year including Y4 and Y6 residential which was fully supported for 4 PP pupils.</p> <p>We also support the purchasing of uniform, Snack, extracurricular clubs and sessions at BSC/ASC</p>
<p>Attendance – to achieve and sustain attendance for all pupils, particularly disadvantaged</p> <p>Challenge 1, 2, 3, 4, 5, 6</p>	<p>100% of disadvantaged pupils achieve a 95%+ attendance for 21-22.</p> <p>77% of PP children achieved an attendance of 95%+</p> <p>Average attendance of 13 PP chd was 97%</p> <p>Where attendance of 3 children dropped policy was followed by school, their attendance was affected by illness and or covid.</p>

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: £ 5,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support for PP child and SEND chd in KS1 who did not pass the phonics test or who need to access support to ensure that they reach national standard, Cost £ TA support across the week in Y1/2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	Challenge 2,3,4,5,6
CPD – Elsa training 1 supervision TA Cost £600 per year for supervision Cost £ 2 afternoons per week of TA time	Emotional Literacy Support Assistant Is an evidence based intervention approach to support children in 1:1 and small groups.	Challenge 1,2,3,4,5,6
TA provision for interventions for 22/23 Cost £ xxxx TA time	MD / HS resilient classrooms. Cool connections. Small grp targeted support for children to access learning is evidence based in EEF guidance.	Challenge 1, 2, 3, 4, 5, 6

<p>Helicopter Stories £979 (4 staff to be trained)</p>	<p>Research has consistently shown that story telling is a powerful tool for learning. Developing our children's communication and language skills through telling stories also helps to further their personal, social and emotional development by helping children to make sense of the world and to make links with others.</p>	<p>Challenge 1,2,3,4,5</p>
<p>RWI Phonics and Reading Inset Cost £1,600 + £400 – annual (virtual classroom CPD and 2 days lead teacher training)</p>	<p>Read Write Inc portal is used to train all teachers and teaching assistants. This portal also supports parents and pupils to work alongside the teaching in school to progress in early reading skills.</p>	<p>Challenge 2,3,4,5</p>
<p>Forest School Training for all staff £500</p>	<p>To be able to utilise the Dean Valley grounds in learning outdoors to allow children the opportunity to investigate, experiment and develop their knowledge and understanding of the world around them and to communicate with others. Through Forest School opportunities we seek to support children in building resilience, confidence, motivation, self- awareness and to work on co-operation and social skills.</p> <p>Evidence from Forestresearch</p>	<p>Challenge 1,2,3</p>

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

Budgeted cost: £ 19,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant salary for 1:1, small group intervention and classroom support	In liaison with class teachers and the SENCO, intervention programmes and in class support is provided to target potential gaps between pupils eligible for the PPG and their peers. ELSA 1 day a week 0.2 TA TA support Y1 Jan – March 0.4	1,2,3,4,5
IDL/Nessy/TT Rockstars online literacy support	Low cost, high impact evidence based literacy support intervention to help support pupil progress in literacy. TA MD/HS – Hours done per week	3,4
Assessment materials Purchase of standardised diagnostic assessments. Time for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: NFER, Neli, NVR, RWI	3,4,5,6
Purchase of a DfE validated Systematic Synthetic Phonics and Reading programme to secure stronger phonics teaching for all pupils. RWI Supply cost termly for assessment	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2,3,4,5
To purchase class set of Numicon to support learning in maths across Reception and Year 1 and Year 2 to consolidate learning and to support children across school where gaps in maths occur.	This recommendation is also highlighted in the Education Endowment Foundation's 'Improving Mathematics in Key Stage 2 and 3' emphasising how the use of manipulatives and representation is important across all year groups. Again, Numicon is a manipulative which can be used to support the understanding of Key Stage 2 mathematical concepts .	2,3,6

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

Budgeted cost: £ 4,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind – introduce the scheme and identify some time for SEMH to work with classes to support the use of the initiative.	NHS and Cheshire East backed initiative to help all children gain a toolbox of skills they can access for positive mental health.	Challenge 1, 2
DfE accredited training for our SEMH Lead teacher. (DfE training is funded but there will be a supply cost) Supply cost for half termly support for classes.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk	Challenge 1, 2
Funding visits, residential, ASC/BSC, uniform, school photographs	Visits and residential trips work to enrich the curriculum and it is vital that all children are able to access them. 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'. (EEF)	Challenge 1,2,3,4,5,6
Turn The Page Counselling	To support children in their emotional well-being giving them opportunity to do drop in sessions or to access a block of support through Joanna Page for talking play therapy.	Challenge 1,2

Total budgeted cost: £ 30,228

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 2021 to 2022 academic year.

KS1 – 1 PP child in cohort. Reading – 100% exp, Writing – 100% exp, Maths 100% exp

KS2 – 100% (2/2) of Pupil Premium children in Year 6 would meet the National Standard in Reading, Writing and SPag and 50% in Maths.

Years 1, 3, 4 and 5 –

Y1 – 0% (3/3) are working at ARE in reading, 33% (1/3pp) are working at ARE in writing and maths.

Y3 – No PP children in Y3

Y4 - 2 pp (100%) children are working at ARE in reading, 1 pp (50%) child is working at ARE in writing and 2 pp (100%) children are working at exp in maths.

Y5 – 3/3 pp children are working at ARE in reading, 0% are working at ARE in writing, and 33% are working at ARE in maths.

PP children are making progress from starting points.

From the data for our 21/22 cohort we can see that our children are making progress from their starting points.

The data for KS1 and KS2 reflects a positive picture for PP children at Dean Valley.

In Year 1 we are focused on the support in phonics for our PP children and this is reflected in the SEN support for 2/3 chd. Interventions are in place for writing and maths.

In KS2 a focus on writing intervention and maths support is a focus for 22/23. This will be targeted through interventions, maths lesson studies and use of TT Rockstars, Numbots and Spelling.