

Pupil premium strategy statement 2024-2025

December 2024 evaluation – commentary added in blue (data) and red (information) text

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	195 December 2024
Proportion (%) of pupil premium eligible pupils	5.12% (10) December 2024
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 2024
Date on which it will be reviewed	July 2025 December 2025
Statement authorised by	Vicky McPherson
Pupil premium lead	
Governor / Trustee lead	Karen McCurdy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,915 (23/24)
Recovery premium funding allocation this academic year	£500(Sept 23)
Pupil premium (and recovery 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	£18,915 Plus the recovery premium funding allocation

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. Dec 24 4/9 44% of PP chd are have additional SEND needs - on FC/SEN/EHCP</p>
4	<p>Reading focus</p> <ul style="list-style-type: none"> * The independent application of phonic knowledge to support early reading to increase reading attainment and knowledge of vocabulary. * Development of reading stamina and fluency when reading * Application of core reading comprehension skills with a focus on effective inference and understanding of vocabulary. * Developing understanding and experience of vocabulary
5	<p>Writing focus</p> <ul style="list-style-type: none"> * Writing focus on structure of sentences and the implementation of appropriate grammar * Children to access a range of appropriate texts in reading and writing through the topic theme to support building knowledge and cultural capital. <p>Whole school</p> <ul style="list-style-type: none"> * Developing and securing use of vocabulary within the subject especially through recall/retrieval. <p>Whole school Focus</p> <ul style="list-style-type: none"> * Developing handwriting through a scheme to aid correct letter formation and improve presentation * Developing phonics and spelling knowledge
6	<p>Maths focus</p> <p>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 when reasoning and problem solving.</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> <p>✓Pupil premium children with SEND have made good progress from baseline assessments. All children have received either 1:1 or small group interventions.</p> <p>✓Y6 KS2 results (SEND/PP)</p> <table border="1" data-bbox="815 927 1410 1099"> <thead> <tr> <th>Subject</th> <th>Exp+</th> <th>Exc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>66%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>66%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>33%</td> </tr> </tbody> </table> <p>✓SEND/PP whole school</p> <table border="1" data-bbox="815 1182 1410 1355"> <thead> <tr> <th>Subject</th> <th>Exp+</th> <th>Exc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>17%</td> </tr> </tbody> </table>	Subject	Exp+	Exc	Reading	66%	33%	Writing	66%	0%	Maths	100%	33%	Subject	Exp+	Exc	Reading	50%	17%	Writing	50%	0%	Maths	67%	17%
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<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> <p>✓Y1 100% of PP chd passed Phonics test</p> <p>✓8/12 (67%) achieved ARE or above in reading (including SEND)</p> <p>✓5/6 (83%) non-SEND PP achieved ARE or above in reading</p> <p>✓3/6 (50%) non-SEND PP achieved Above ARE in reading</p> <p>National Headlines End of Key Stage 2024</p> <ul style="list-style-type: none"> • National KS2 Reading at EXS+ pupils was 74% (all pupils) 																								
<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>Reading</p> <p>✓Y1 100% of PP chd passed Phonics test</p>																								

	<p>✓8/12 (67%) achieved ARE or above in reading (including SEND) ✓5/6 (83%) non-SEND PP achieved ARE or above in reading ✓3/6 (50%) non-SEND PP achieved Above ARE in reading</p> <p><u>Writing</u></p> <p>✓7/12 (59%) achieved ARE or above in writing (including SEND) ✓4/6 (67%) non-SEND PP achieved ARE or above in writing ✓1/6 (6%) non-SEND PP achieved Above ARE in writing</p> <p><u>Maths</u></p> <p>✓8/12 (67%) achieved ARE or above in maths (including SEND) ✓4/6 (67%) non-SEND PP achieved ARE or above in maths ✓2/6 (33%) non-SEND PP achieved Above ARE in maths</p>
<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>Introduce Number Sense to support retention of Times Tables in long term memory for all chd – KS2 focus.</p> <p>Challenge 6</p>	<p>The number of disadvantaged children reaching expected to increase in maths to in-line with national expectation.</p> <p><u>Maths</u></p> <p>✓8/12 (67%) achieved ARE or above in maths (including SEND) ✓4/6 (67%) non-SEND PP achieved ARE or above in maths ✓2/6 (33%) non-SEND PP achieved Above ARE in maths</p> <p>Times tables have remained a focus across KS2 and we have implemented a new program to support retaining key time stables facts in ling term memory. We are using - Number Sense Times Tables fluency.</p>
<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> <ul style="list-style-type: none"> ELSA Counsellor Resilient Classroom Intervention Cool Connections Intervention Lego Intervention <p>And through the interventions and support are able to access a broad and balanced curriculum within school.</p> <p>✓Pupil voice highlights wellbeing and personal development as a strength</p>

	<p>✓ELSA, Resilient Classroom, Cool Connections and Lego interventions are run across school.</p> <p>✓100% PP chd accessed Forest School throughout the year</p> <p>✓50% 6/12 accessed specific support from school counsellor during 23-24</p> <p>✓33% (4/12) accessed peripatetic music lessons during 23-24</p> <p>✓100% (12/12) accessed interventions with TA/Teacher during 23-24</p> <p>So far in 2024-25 our PP children are accessing</p>														
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<p>To support the development of oral language skills and vocabulary among our disadvantaged pupils.</p> <p>Challenge 1 , 2</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Children are developing a wider oral vocabulary which is impacting upon their writing.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>														
<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>														

Attendance – to achieve and sustain attendance for all pupils, particularly disadvantaged

Challenge 1, 2, 3, 4, 5, 6

Pupil premium chd achived 96.34% attendance for 23/24.

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: £ 8,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support for PP child and SEND chd in KS1 & KS2 who did not pass the phonics test or who need to access support to ensure that they reach national standard, Cost £5,000 TA support across the week in Y2/3	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,
CPD – Elsa training 1 supervision TA Cost £200 per year for supervision	Emotional Literacy Support Assistant Elsa is an evidence based intervention approach to support children in 1:1 and small groups.	Challenge 1,2,3,4,5,6
Helicopter Stories – Y1&2 Cost £180 (for CPD)	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.	Challenge 1,2,3,4,5
Drawing Club	Implemented in 23-24 to support children with initial mark making and inference skills with stories.	Challenge 1,2,3,4,5
Ensure that dialogic activities across the school curriculum centre upon conversation and engagement. These activities are to support pupils in articulating their thoughts and opinions and to build upon known vocabulary and extend it. Consider whole school approach through Voice 21 Oracy Framework	Voice 21 Oral language interventions Toolkit Strand Education Endowment Foundation EEF In addition to implementation of the Voice 21 initiative, we will continue to assess children as they join us at Dean Valley putting into place interventions such as NELI and working on SALT plans for individual pupils.	Challenge 1,2,3,4,5

<p>RWI Phonics and Reading Inset</p> <p>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.</p> <p>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 practitioner £800</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: £ 6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant for 1:1 small group intervention and classroom support</p> <p>(£5,800 cost cannot be met fully by PP fund)</p>	<p>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.</p> <p>ELSA 1 day a week 0.2 TA TA support Y1, Y2, Y3, Y4, Y5, Y6</p> <p>Resilient Classrooms/Cool Connections Support for Send PP child</p>	<p>1,2,3,4,5</p>
<p>IDL/Nessy/TT Rockstars online literacy support</p> <p>£400</p>	<p>Low cost, high impact evidence based literacy support intervention to help support pupil progress in literacy.</p> <p>Clikr to support PP pupil in recording her written ideas</p>	<p>3,4</p>

<p>Assessment materials</p> <p>Purchase of standardised diagnostic assessments. Time for staff to ensure assessments are interpreted and administered correctly.</p> <p>£300 approx</p>	<p>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:</p> <p>NFER, Neli, NVR, RWI</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>3,4,5,6</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics and Reading programme to secure stronger phonics teaching for all pupils. RWI Assessment day per term – teacher cover cost £200 per term</p> <p>Ebooks to be implemented for use at home to extend and support children’s reading experience.</p>	<p>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:</p>	<p>2,3,4,5</p>
<p>To embed use of 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.</p>	<p>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.</p>	<p>2,3,6</p>
<p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). The focus will be through lesson studies which will enhance teaching and learning.</p> <p>Purchase extra maths</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	

equipment to supplement teaching approaches £100		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind – embed 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 to ensure SMHL has at least a day per term to address subject leadership - £600)	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 extra curricular and after school clubs. A range of activities are offered at DV: Music lessons, Gymnastics, Sport, BSC/ASC £1000 approx	EEF indicates moderate impact for social and emotional interventions. Extra-curricular activity can help promote a love of learning, support social interaction and increase self esteem and confidence. Giving children a sense of self-worth and inclusion in all aspects of school life is important.	Challenge 1,2, 4,5,6
Funding visits, residential, ASC/BSC, uniform, school photographs, music lessons, swimming £1500 approx	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

<p>Turn The Page Counselling</p> <p>£800</p>	<p>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.</p>	<p>Challenge 1,2</p>
<p>Ensuring that the principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk) are in place at DV and that relevant support is given to families who need it.</p>	<p>The DfE Improving School Attendance guidance has been reviewed and Working together to improve school attendance.</p>	<p>Challenge 4,5,6</p>

Total budgeted cost: £18,880

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see previous Pupil Premium Strategy reports