

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Deal Parochial C.E.P. School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Annually
Statement authorised by	J Brown
Pupil premium lead	J Brown
Governor / Trustee lead	M Heard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,425.00
Recovery premium funding allocation this academic year	£9,715.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,140.00

# Part A: Pupil premium strategy plan

## Statement of intent

Quality teaching that helps every child. Good teaching is supported with planned CPD that links into the strategic plan, based on school monitoring.

CPD directly focused on quality teaching in reading, whole school approach to Dyslexia, phonics, maths mastery and number and social and emotional nurture for all is our inclusive approach towards ensuring that all pupil benefit from teacher training.

Our research into the needs of this school and the pupil's learning profiles S & W, our provision is aimed at meeting the overarching needs.

The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success.

We direct the PP funding to reading, core skills – catch-up, SEND and nurture.

*What are your ultimate objectives for your disadvantaged pupils?*

- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Economic disadvantage – parents working long hours, minimum pay. 35% FSM</i>
2	Community disadvantages – in social and emotional issues. Demographic profile.
3	Significant number of ACEs – Adverse Childhood Experiences – 41%
4	Speech and Language
5	Specific Reading difficulties - dyslexia
6	Higher than national average SEND – especially ASD

## 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
1. <i>Provide an enriched curriculum.</i>	Pupils take part in activities, after school clubs and school trips that extends their knowledge and understanding of the world. They express self-confidence.
2. Support families in crisis and in need of level 2 threshold support and liaise with extended services.	Families find constructive support from a range of staff. Staff are confident to offer skills in dealing with difficult circumstances, with knowledge of local networks that can extend the support. families engage in extended services
3. Provide nurture and well-being for individual pupils and groups as a whole school ethos	Pupils thrive and develop in their emotional profiles through programs of support that are addressing the developmental gaps caused by trauma, and attachment disorder. Attendance is good, they take part in activities and are actively engaged in learning and make progress. Emotional profiles show progress.
4. children to receive a structured speech and language program to develop articulation, language and communication.	Children receive the NELI speech and language program. Their progress is measured. Support can be carried out consistently across the early years and into KS 1.
5. Reading Recovery program is delivered for identified children. Dyslexia programs are developed and strategies are cascaded as part of quality first teaching for all.	Pupils will develop reading skills and independent strategies in reading, phonics and writing. Individual profiles show reading progress in months and in broken down small steps progress.
6. Teaching assistants deliver individualised support as part of an inclusive approach for pupils with ASD	Pupils with language and social and communication difficulties show that they are confident in school and are valued. Their learning and teaching is individualised so that they can access the curriculum, socialise and make progress.

## 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: £500 for INSET whole school training for these particular issues

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide training and whole school ethos, set through revision of policies and practice for ACEs and attachment issues &amp; THRIVE &amp; Quality First Teacher linked to new SEND standards</i>	Feedback from parents. Support accessed for families. Staff feedback, tracking of behaviour and social and emotional incidents on CPOMS	1,2, 3,6

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

Budgeted cost: £28,035, & £7,848, & Partial TA cost across the school at 34% is £32,546 & £2,632.50 = **Total £71,061.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Reading program – Reading Recovery. 1-1 support	Tracked individual profiles. Measures months progress, specific decoding, phonics, writing and comprehension skills broken down to provide a S & W profile	1,4,5,6
1-1 reading support - tutoring	Tracked individual profiles. Measures months progress, specific decoding, phonics, writing and comprehension skills	5, 6
<i>Building Reading Stamina Delivered by dedicated TA</i>	Tracked individual profiles. Measures months progress, specific decoding, phonics, writing and comprehension skills	1,4,5,6

<i>Reading inference interventions program</i>	Delivering a planned program linked to Reading Recovery. TAs trained in using the resources – focused inference skills explicitly taught.	1,4,5,6
<i>Structured speech and Language Program. NELI for EYFS</i>	Assessment starting point shows low levels of speech and language. Mid way tracking shows children applying their speech and language at expected levels. To continue the progression for children to reach a score indicating a good standard in language	1,2,3,4,5,6
<i>Maths “catch up” – DFE</i>	TAs carry out starting point assessments.	1,2,4,5,6
<i>Phonics catch up</i>	Tutor carries out learning profiles - entry skills and knowledge and exit to demonstrate progress. Pupils transfer and apply skills and knowledge across into assessed reading and writing tasks.	1,4,5,6
<i>Dyslexia program “Beat Dyslexia”</i>	Small group, focused support. Entry and exit points measured	1,4,5,6

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

**Budgeted cost: £ 21,074.** Plus costs for materials and resources

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>THRIVE program delivery</i>	THRIVE profiles measures emotional building blocks and developmental age at the starting and end points to the program	1,2,3,6 THRIVE £18074
<i>After school enrichment clubs – Science Art Citizenship Choir Young Carers club Horse riding</i>		1,2,3,4 Afterschool clubs (£3000)

**Total budgeted cost: £ 92,635.50**

**Total income for PP: £92,425.**

**Plus additional Recovery Pupil Premium: £9,715**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Reading Recovery	
THRIVE nurture program	THRIVE Approach

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*