

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	Denton CP School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Annually (March/April)
Statement authorised by	Guy Walsh, Headteacher
Pupil premium lead	Debbie Rowland, Assistant Headteacher
Governor / Trustee lead	Louis Wilson, lead for Pupil Premium spend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,000
Recovery premium funding allocation this academic year	£6,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,000
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	£92,260

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, and ensure all pupils reach their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is, broadly speaking, below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in English and maths.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenging home circumstances, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic, a disproportionate number of whom are for disadvantaged pupils, who also require additional support with social and emotional needs. A disproportionate number of disadvantaged pupils are in need of and receive small group interventions, including 1:1 support in English and maths.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 4% lower than for non-disadvantaged pupils (this figure is consistent with historical data).</p> <p>19% of disadvantaged pupils were 'persistently absent' compared to 6% of their peers last year. Historically, there is a significant gap between disadvantaged pupils and their peers, which has further widened during the pandemic. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
To improve progress and attainment in reading (including phonics), writing and maths	PPG pupils make progress at least in line with that of their peers

	The attainment gap between PPG pupils and their non-PPG peers is reduced
To support social, emotional and mental health development of pupils in receipt of PPG	Standards of behaviour are high across the school and for all pupil groups All pupils access experience success and make progress in all areas All pupils have high levels of self-esteem and self-discipline
To improve attendance and punctuality of PPG pupils	The attendance gap between PPG pupils and their non-PPG peers is reduced
To provide enriching experiences	All pupils have the opportunity to attend before and after school clubs All pupils attend school trips, including residential

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: £5,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers, delivered by Educational Psychologist, including annual review of support strategies for most vulnerable pupils and follow up support (eg. specific pupil assessments)		15
Motivating reading through engaging texts (eg. graphic novels, phonics books).	There is strong evidence that engaging texts that promote comprehension skills has a significant impact on progress and attainment, including in phonics EEF teaching reading comprehension strategies	All

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

Budgeted cost: £67,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and small group English tuition with a qualified teacher	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	20

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Targeted 1:1 and group support for reading, writing, maths, social, emotional and mental health, speech and language (additional teacher and TA support)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>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):</p> <p>EEF Social and Emotional Learning</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	All
1-1 and small group sessions with a qualified Thrive/Nurture/ELSA practitioner (focused pastoral, social and emotional support)	<p>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):</p> <p>EEF Social and Emotional Learning</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	10

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Family Thrive sessions for targeted families	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	10
1-1 support for EAL pupils, including provision of translators for meetings with staff (Ethnic/Bilingual support/EALS)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Speech and language support for targeted pupils (early intervention)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	6

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and attendance support for most vulnerable pupils (ESBAS)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
Transport to and from school, including	Principles of good practice set out in the DfE's Improving School Attendance advice (DfE guidance has been informed by engagement with schools	6

taxi service and bus passes for pupils who cannot otherwise travel to and from school	that have significantly reduced levels of absence and persistent absence).	
Extracurricular activities (clubs and school trips)		All
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £92,260

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 statutory assessments being paused in 2020-21 and ongoing disruption to education, we do not have specific academic data for this period. What we do know is that our pupils in receipt of PPG have been adversely affected by school closures and restrictions, both academically and socially/emotionally, which has impacted progress and attainment. Targeted support that was in place was disrupted but delivered whenever possible. Additional adult support was prioritised to help children settle back into school positively and to support social, emotional and mental health difficulties.

A summary of findings, including impact where known, is below:

- Children that accessed 1:1 small group support responded positively to them.
- It is noticeable that the past year of lockdowns/restrictions has increased the need for SEMH support for the most vulnerable children and will be a key focus for next year.
- Many PPG pupils struggled to engage fully with remote learning which has impacted progress. Additional 1:1 and group-targeted tuition will be a priority next year. Feedback from children, parents and staff is that they value these sessions.
- Attendance of PPG pupils = 94.1% (Non PPG = 97.9%). It was noticeable that attendance of PPG pupils has been more adversely affected by the current national picture of coronavirus. Taxi service used to support vulnerable pupils to improve attendance.
- Exclusions = 0
- PPG pupils have benefitted from direct ESBAS support for behaviour to help their SEMH needs and help them be more focused for learning.
- 100% of EAL pupils made good progress (based on teacher assessment). EALS continued to support children during school closures.
- Attendance of PPG pupils = 94.1% (Non PPG = 97.9%)
- Teaching assistants conducted doorstep visits and food deliveries during lockdowns for PPG pupils.
- PPG pupils have been targeted for additional SEMH support on returning to school.
- It is noticeable that overall language skills of younger pupils have been impacted by school closures; these pupils have started to make progress with additional support (Language-Link).

- Post-lockdown, more robust and targeted support is in place enabling PPG children to engage more positively and make progress against specific targets.
- Where needed, clubs were funded so no child missed out, although due to lockdowns and guidance, available clubs/trips have been very limited. A residential had to be postponed due to Covid restrictions.

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

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.