

East Dene Pupil premium strategy statement 2021

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	East Dene Primary
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	47% (130)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2022
Statement authorised by	L.Ridge
Pupil premium lead	L.Ridge/J.Fenton
Governor / Trustee lead	D.Selkirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,850
Recovery premium funding allocation this academic year	£18,850
Pupil 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	£193,700

Part A: Pupil premium strategy plan

Statement of intent

At East Dene Primary our ultimate objectives are:

Teaching, Targeted, Wider

- To improve and/or consolidate attainment outcomes between PP and other pupils
- To improve and/or consolidate the rate of progress for PP children
- To provide a high ratio of teaching staff to ensure all children receive Quality First Teaching
- Establish high quality interventions for disadvantaged or any pupils
- Increase access to Before/After school clubs, trips and residential visits, broadening children's horizons
- To support our children's health and wellbeing to enable them to access learning at an appropriate level
- To support children in developing a strong self-belief, to be ambitious and secure in setting aspirational personal goals

We aim to do this through:

- Ensuring that quality first teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for all pupils, both academic and social/ emotional
- Allowing quality time for staff to plan, monitor and review
- Ensuring staff at all levels have access to high quality professional development
- Providing evidence based interventions to address pupils' needs
- Ensuring Head of Pastoral Care & attendance leads offer targeted support to families with attendance, well-being and additional needs
- Ensuring our curriculum offer is wide and varied and offers children a range of experiences

Achieving these objectives:

- Ensuring all children receive quality first teaching differentiated for individual needs to maximise attainment and progress
- Additional staffing across each phase supporting small group teaching in the core subject areas as well as offering 1:1 and focussed interventions to raise attainment and accelerate progress
- Increasing number of children at or above age-related expectations
- Support payment for activities, educational visits and residential visits.

- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Offering regular and consistent support through nurture provision to develop the social and emotional needs of identified pupils
- Working in partnership with parents & families, Social Care, LA and outside services to ensure the needs of children are met.

Challenges

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

Challenge number	Detail of challenge
1	Limited oral language and communication skills for many of our children as they enter school
2	Lack of parental support with reading at home slows progress in subsequent years
3	Lack of resilience and failing concentration throughout the day due to poor nutrition and lack of routines/boundaries within the family home
4	Limited parental interactions impact on language development
5	Difficult to engage families facing the greatest challenges
6	Retention of previous learning
7	Social and Emotional intelligence issues such as low self-esteem and behaviour can have a detrimental effect on the academic progress of pupils eligible for PP.
8	Limited experiences impact on pupils' knowledge and understanding of the wider world and also impact on aspirations

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
Progress and Attainment in Reading	Achieve in line or above national average attainment and progress scores
Progress and Attainment in Writing	Achieve in line or above national average attainment and progress scores
Progress and Attainment in Maths	Achieve in line or above national average attainment and progress scores
Progress and Attainment in Phonics	Achieve at least expected standard in PSC

To improve the attendance disadvantaged pupils	Improve attendance of PP children to be in line or above national average
To ensure disadvantaged pupils social and emotional needs are fully met	Pupils and families receive individualised support and positive impact seen on academic outcomes/attitudes and behaviour towards learning

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: £143,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support targeted across each phase	EEF/Sutton Trust Teaching & Learning Toolkit – Reducing class sizes (+2) / Small Group Tuition (+3) / Teaching Assistant Interventions (+3) Blatchford & Hattie (2020) Rethinking Class Sizes: 'At primary level it was the low- and middle-attaining pupils who showed most off-task behaviour in larger classes'	1,2,4,6
CPD targeted for the needs of staff (teachers and support staff), including joint planning and peer observations	Education Policy Institute, London (2020). Key findings: <ul style="list-style-type: none"> • High-quality CPD for teachers has a significant effect on pupils' learning outcomes. • Quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. DFE Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report (2015) <ul style="list-style-type: none"> • 7 building blocks for success: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours. 	1,2,4,6

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

Budgeted cost: £ 16,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children have access to a range of interventions to support accelerated progress across core subject areas.</p> <p>Phase Raising Attainment Plans recorded to address need, implemented, monitored and evaluated</p>	<p>Provision of QFT and effective, targeted challenge for children identified as needing additional support – see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>EEF 'Using Pupil Premium Effectively': Diagnose, use evidence, implement, monitor & evaluate. The Pupil Premium, Ofsted 2012, www.ofsted.gov.uk/resources/120197</p> <p>10 Top 'Gap Busters': Data tracking that identifies the gaps; High profile of pupils eligible for free school meals; Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis.</p> <p>John Dunford (ASCL, 2015) 10 point plan for maximum impact for Pupil Premium students</p>	1,2,4,6
<p>Evidence based interventions and programmes to be delivered to identified pupils</p> <p>Staff to access appropriate CPD and resources to be purchased to support effective delivery</p>	<p>EEF 'Using Pupil Premium Effectively' https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>CPD for Quality First Teaching / mentoring and coaching support – see research findings of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'</p> <p>The EEF recognises the impact of running high quality structured interventions – <i>Improving Literacy 2020 and Improving Literacy in KS2 2017</i></p>	1,2,4,6

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

Budgeted cost: £34,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing access to Before/After School Clubs/Trips/ Residential Visits and provision during holidays	<p>EEF - Provision of a range of initiatives to extend children's experiences</p> <p>Gov.uk: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	3,5,7,8
Head of Pastoral Care & Attendance Lead to offer targeted support to identified pupils and families	<p>Gov.uk: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism</p> <p>The Pupil Premium, Ofsted Feb 2013, www.ofsted.gov.uk/resources/120197</p> <p>Effective schools: "...provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning"</p> <p>EEF Toolkit shows that increased parental involvement is an effective strategy to raise attainment (+3)</p>	3,5
Nurture Group Provision delivered each afternoon by 2 x LMs to support identified pupils to build self-esteem/confidence and offer targeted support to strengthen mental health and wellbeing CPD for Learning Mentors to enable them to deliver effective interventions for identified pupils. Additional resources to be purchased to	<p>EEF Social and Emotional Learning: The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3,7

support the running of these groups.		
To Increase parental involvement and engagement of PP Pupils through offering increased opportunities for parents to access family learning workshops	EEF Toolkit shows that increased parental involvement is an effective strategy to raise attainment (+3)	2,4,5

Total budgeted cost: £193,700

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.

- Internal data demonstrates progress despite challenges brought about by the pandemic
- Quality Assurance activities highlighted QFT and RAPs addressed need through targeted interventions
- Quality online provision provided during periods of closure, all children provided with devices where needed
- Head of Pastoral Care and Attendance Lead provided support for all families as needed throughout pandemic
- Clubs and activities ran when possible
- Holiday Hunger Club delivered during Summer Term

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
Century	CenturyTech
Oxford Owl	OUP
Timestables Rockstars	Math Circle

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.