



Darley Dene

Primary School

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium and recovery premium 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	Darley Dene Primary School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	31 st December 2022
Date on which it will be reviewed	1 st September 2023
Statement authorised by	Laura Elliott
Pupil premium lead	Emily Gardner
Governor / Trustee lead	Ray Vango

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,105
Recovery premium funding allocation this academic year	£12,469
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£123,574

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium.

What is Recovery Premium funding?

The Recovery Premium is part of the government's package of funding to support education recovery following the impact of the coronavirus (COVID-19) pandemic. It is a time-limited grant for the 2021-22 to the 2023-24 academic years.

How do we administer Pupil Premium funding?

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.

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. 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.

Throughout the year, we ring-fence our Pupil Premium funding to ensure that it is spent on targeted pupils. Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English, Mathematics and Science.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior Leaders have a clear overview of how this funding is spent, and expects teachers and teaching assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that that they hold school leaders to account for raising standards.



As a school we draw upon evidence from our own and others’ experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

The key principles of our strategy plan

Our overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures
- The mental health needs of pupils are met and supported by the school.

Challenges

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance – over 45% of Pupil Premium children have an attendance figure of less than 95%
2	Emerging SEMH needs amongst PP children
3	Increasing exposure and engagement of PP children in wider curriculum opportunities
4	To close gaps in writing due to the continued impact of the pandemic

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
For the attendance of Pupil Premium to improve in line with non-pupil premium children.	Attendance data will demonstrate an increase in attendance for Pupil Premium children. Evidence of targeted family support will result in increased pupil attendance.



<p>For children to increase their emotional understanding and regulation in order to thrive academically, socially and emotionally.</p>	<p>All learning environments within school are supportive of emotional regulation and communication. Children are able to use a range of strategies to regulate their emotions, these will be built from the Zones of Regulation lessons that refer to toolkits.</p> <p>Target Tracker data and teacher assessments will show that children are better prepared to learn and are therefore making good progress as a result of their improved emotional, well-being and resilience.</p> <p>Parents will feel more confident in supporting their children with developing their emotional understanding and resilience at home.</p>
<p>To offer a wider range of experiences to Pupil Premium children in order to broaden their experience of the world around them.</p>	<p>Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day.</p> <p>Pupil Premium children will be targeted and spaces provided to attend after school extracurricular clubs.</p>
<p>To close the attainment and progress gap of Pupil Premium children in writing</p>	<p>Target Tracker data will demonstrate expected or better progress being made.</p> <p>Monitoring of planning, quality first teaching and engagement in lessons.</p> <p>Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.</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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **14,606**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing quality first teaching including metacognition and effective use of support staff	EEF research demonstrates that good teaching is the most important lever schools have to improve outcomes for disadvantaged children.	2,4
In-house training of support staff	EEF Toolkit – Very high impact and low costing	2,3,4
Consultancy support – STIPs and Educational Psychologists	When staff have received this training and support previously, it has helped to develop	2,4



Activity	Evidence that supports this approach	Challenge number(s) addressed
	their professional knowledge and specific support	

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

Budgeted cost: £ **83,714**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explore Learning	EEF toolkit – moderate impact for low costing	2,4
Daily Readers	Reading deepens understanding, broadens vocabulary which in turn supports and enhances quality of writing.	2,4
Tutoring	EEF toolkit – high impact for moderate cost	2,4
Bookmark	EEF toolkit – moderate impact for low costing	2,4
1:1 Precision Teaching	Interventions that are planned and delivered to a high quality can improve progress. To remain effective, reviews need to happen regularly (half termly).	2,4

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

Budgeted cost: £ **51,567**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW support	EEF toolkit – Parental engagement has a positive impact on average of 4 months additional progress.	1,2,3
ELSA	After attending regular ELSA sessions, 4 main areas of improvement were evident; building and maintaining friendships, self – esteem, social and emotional confidence and concentration in learning.	1,2,3
Attendance Management	Half termly monitoring and termly parent attendance clinics enables clear tracking of attendance to ensure and increase in attendance percentage.	1,2,3,4
Bridge Builder	Children receive opportunities to explore life beyond the classroom and engage in	1,2,3



Activity	Evidence that supports this approach	Challenge number(s) addressed
	discussions about the world around them with a paired mentor.	
Nurture and Play Therapy	Therapeutic approaches help remove barriers to learning.	1,2,3

Total budgeted cost: £ 149,888



Part B: Review of outcomes in the previous academic year

Pupil premium and Recovery premium strategy outcomes

The table below details the outcomes we intended to achieve **by the end of the 2021-22 strategy plan**, how we would measure success and the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
For Pupil Premium children's attendance to improve in line with non-Pupil Premium children.	Attendance data will demonstrate an increase in attendance for Pupil Premium children. Evidence of targeted family support will result in increased pupil attendance	Attendance is still a priority focus at Darley Dene Primary especially for the Pupil Premium children, however the targeted approach from last academic year saw the attendance for pupil premium increase by 13%.
For 80% of Pupil Premium children to make expected or better progress as a result of targeted support in Reading.	Target Tracker data will demonstrate expected of better progress being made. Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made. Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.	Children are able to talk confidently about the skills and knowledge they have developed as a result of Little Wandle Keep Up groups, 1:1 daily readers, carefully reading planning and monitoring.
Early identification is in place for Pupil Premium children with emerging social, emotional and mental health needs so that targeted intervention is implemented in a timely manner.	Teachers confidently identify Pupil Premium children who require targets support regarding their social, emotional and mental health needs. Zones of Regulation will be embedded across the school and will be used a common language to communicate. A range of therapeutic provision are utilised effectively with clear impact on pupil's social, emotional and mental health development.	Zones of Regulation is now embedded across the school, children and staff are using the language of Zones of Regulation consistently. The Zones of Regulation are also shared with our family community allowing them to support the SEMH needs of their children effectively. Play Therapy, Drawing and Talking and ELSA sessions have had a positive impact on our pupils SEMH development and in turn their ability to access the curriculum more readily.
For 60% of Pupil Premium children to engage in wider curricular opportunities so that they are exposed to a greater number of opportunities to develop a wide and enriched skill set.	Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day. 50% Pupil Premium children will have attended trips and visits outside of school and funding support will have been offered where needed. Pupil Premium children will be targeted and spaces provided to	50% of our Pupil Premium children engaged in wider curricular opportunities last academic year. We will continue to focus on this intended outcome throughout this academic year.

	attend after school extra curricular clubs.	
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Externally provided programmes

Programme	Provider
TTRS	Times Table Rockstars
Bridge Builders	Bridge Builders
Speechlink and Language Link	Speechlink Multimedia Ltd
Explore Learning	Explore Learning
Bookmark Reading Intervention	Bookmark Reading Charity
Atom Learning	Atom Learning Ltd
Delight in Art	Delight Charity

