



Darley Dene

Primary School

Pupil premium strategy statement 2023-24

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	227
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	31 st December 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Sarah Kober
Pupil premium lead	Emily Gardner
Governor / Trustee lead	Marijike Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,040
Recovery premium funding allocation this academic year	£15,098
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£143,138

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. 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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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

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	Awareness of the increased need to support pupils to develop their social and emotional understanding so that they are able to identify and communicate the support needed to enable them to attend school and engage in the learning that has been adapted for them.
2	The vulnerability of the community that the school sits within has increased over the last academic year stemming from a broader range of challenges for disadvantaged families. All staff need to have a deepened understanding of the barriers this can cause for disadvantaged pupils and the possible negative impact on learning.
3	Increasing exposure and engagement of PP children in wider curriculum opportunities, such as residential, educational visits etc.



4	To broaden the pupil’s understanding of the achievements that can be made through attending school and engaging in learning. Giving pupils a sense of belonging and purpose.
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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 children to increase their emotional understanding and regulation in order to thrive academically, socially and emotionally.	<p>All school staff have a deepened understanding of Zones of Regulation, Emotion Coaching and Trauma informed support strategies.</p> <p>The learning environments within school will evidence the use of emotional regulation and communication along with co –regulation opportunities.</p> <p>Children are able to use a range of strategies to regulate or co-regulate their emotions, these will be built from the Zones of Regulation lessons that refer to personal toolkits.</p> <p>Sonar 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>
To continue to offer a wider range of experiences to Pupil Premium children in order to broaden their experience of the world around them.	<p>Pupil Premium children will be supported to attend a range of residential through the academic years at primary school.</p> <p>Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day.</p> <p>Pupil Premium Children will have attended external educational visit that link to the curriculum to broaden their experiences and enhance their understanding of focused topics.</p> <p>Pupil Premium children will be targeted and spaces provided to attend after school extracurricular clubs</p>
To see an increase in attendance of the Pupil Premium children over the next academic year.	<p>Attendance data will demonstrate an increase in attendance for Pupil Premium children.</p> <p>Evidence of targeted family support through the pastoral team and referrals wider outside agencies will result in increased pupil attendance.</p>
Staff to feel confident in strategies that can support the most vulnerable learners in order for them to make good progress.	Staff will attend training that will enhance and build upon understanding of how to support vulnerable pupils and families.

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: £ **£26,027**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing quality first teaching that encompasses the schools inclusive vision including effective use of support staff.	EEF research continues to demonstrate that good teaching is the most important lever schools have to improve outcomes for disadvantaged children.	1,4
Specific training of teaching, support and office staff to ensure whole school approach to leading a trauma informed, inclusive school.	This new study focuses on schools becoming attachment and trauma aware and is a national term being used to identify schools where all staff are aware of the neuroscience that stops vulnerable children effectively accessing learning. The training aids staff to have a specific understanding of attachment and trauma so that they are able to draw upon this knowledge to be able to develop their classroom practice.	1,3,4
Consultancy support – STIPs and Private Educational Psychologists	When staff have received this training and support previously, it has helped to develop their practice and be able to adapt learning more specifically for some of the most vulnerable pupils.	1,3,4
Relationships with high quality recruitment partnerships to ensure the recruitment and retention of experienced staff.	Previous recruitment from high quality agencies has led to the retention of experienced staff who are able to develop their practice in line with the schools development plan.	1,3,4
Teacher Network events are attended to give staff the opportunity to share good practice and develop the objectives set out in the School Development Plan (SDP).	Evidence suggests that a shared goal can be met by frequent network meetings where objectives are reviewed and revised by experienced staff working towards improvement.	1,2,3,4



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

Budgeted cost: £ **204,271**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explore Learning	EEF toolkit – moderate impact for low	3
Little Wandle and rapid catch up interventions	Evidenced based programme to support the teaching or reading and closing the gap for children	3
Bookmark	EEF toolkit – moderate impact for low costing	3
Speech and Language TA role	A dedicated member of staff that focuses on the improvement targets for children that need additional support with their speech and language. Offering 1:1 or small group sessions to improve the rate of progress.	3
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).	3
NELI – Language Intervention	Nuffield Early Language Development (NELI) Delivered by 1 TA to specific pupils following individual assessment. The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention. EEF, 2014	3



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

Budgeted cost: £ **51,845**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training – Zone’s of Regulation, Emotion Coaching and Trauma Informed Training	‘Zones of Regulation’ develops awareness of feelings, energy and alertness while exploring a variety of tools and strategies for regulation, self-care, and overall wellness.’ Training from Headteacher and Inclusion Team.	1,2
Play Therapy	Play Therapy has been beneficial in promoting a sense of belonging and attachment in school. Pupils were able to build stronger more meaningful relationships with school staff following these sessions.	1,2,4
Pastoral Support Team	The Home School Link Worker and trust wide Pastoral Team have a significant impact supporting some of the most vulnerable families with the challenges day to day life can present, especially in today’s social climate. This support includes, signposting families to external agencies support, offering advice to parents who are managing challenging behaviour at home, improving children’s attendance and developing effective parenting strategies. Parents have built strong relationships with the team and frequently reach out for support.	1,2
ELSA (Emotional Literacy Support Assistant)	The ELSA is trained by the Surrey EP Service and participates in regular supervision with both the EP Service and the Pastoral Lead. Entry and Exit data for the individual and group sessions demonstrate the positive impact the sessions have on children’s emotional well-being and mental health.	1,2,4

Total budgeted cost: £ 282,143



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 2022-23 strategy plan**, how we would measure success and the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
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.	The attendance of pupil premium children continues to remain a concern. Within some of the targeted families, attendance has improved.
For children to increase their emotional understanding and regulation in order to thrive academically, socially and emotionally.	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. 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. Parents will feel more confident in supporting their children with developing their emotional understanding and resilience at home.	All learning environments evidence and are supportive of this approach. All staff have a greater understanding of approaches and new joiners have quick access to training, enabling them to be effective in supporting all pupils, particularly those from disadvantaged families.
To offer a wider range of experiences to Pupil Premium children in order to broaden their experience of the world around them.	Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day. Pupil Premium children will be targeted and spaces provided to attend after school extracurricular clubs.	All pupil premium children accessed a residential or curriculum enrichment during the academic year. Support was offered to families to ensure that pupils were able to attend the longer stay residential trips.
To close the attainment and progress gap of Pupil Premium children in writing	Target Tracker data will demonstrate expected or better progress being made. Monitoring of planning, quality first teaching and engagement in lessons. Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.	Target Tracker/ Sonar data showed expected progress being made in writing. The monitoring of writing lessons was robust and had the additional support from the English Hub. Most children can now talk confidently about the skills and knowledge they have developed.

Externally provided programmes

Programme	Provider
Times Tables Rockstars (TTRS)	Times Tables Rockstars
Bookmark Reading Intervention	Bookmark Reading Charity
Speechlink and Language Link	Speechlink Multimedia Ltd
Explore Learning	Explore Learning
Atom Learning	Atom Learning Ltd
Delight in Art	Delight Charity

