

Disadvantaged Pupil / Pupil Premium Strategy Deer Park Primary School 2021/22

1. Summary Information					
Academic Year	2021/2022	Total PP Budget	£39,520 + £4250 2021/22 Catch Up Premium Funding	Date of most recent PP Review	July 2022
Total Number of Pupils	344	Number of pupils eligible for PP	34. This equates to 10% of the school population.	Date of most recent internal PP Review	July 2022
Headteacher	Simon Beardall	Pupil Premium Lead	Georgina Hodkin	Governor Lead	Liz Lord

2. Current Attainment end of EYFS								
	Pupils eligible for PP (4)			Pupils not eligible for PP				
	Reading	Writing	Maths	Reading	Writing	Maths		
% achieving national or above in Reading, Writing and Maths.	75%	50%	75%	96%	80%	84%		
	National %	National %	National %	National %	National %	National %		
2. Current Attainment end of KS1								
	Pupils eligible for PP (4)				Pupils not eligible for PP			
	Reading	Writing	Maths	SPAG	Reading	Writing	Maths	SPAG
% achieving national or above in Reading, Writing, Maths and SPAG KS1	50%	50%	50%	50%	80%	82%	86%	78%
	National 79% (2019)	National 72% (2019)	National 79% (2019)		National 67% (2022)	National 58% (2022)	National 68% (2022)	National 77% (2022)
2. Current Attainment end of KS2								
	Pupils eligible for PP (3)				Pupils not eligible for PP			
	Reading	Writing	Maths	SPAG	Reading	Writing	Maths	SPAG
% achieving national or above in Reading, Writing, Maths and SPAG KS2	100%	66%	66%	100%	88%	88%	90%	88%
	National 74% (2019)	National 80% (2019)	National 80% (2019)	National 80% (2019)	National 74% (2022)	National 69% (2022)	National 71% (2022)	National 72% (2022)

3. Barriers to future attainment for pupils eligible for Pupil Premium including High Ability (2021/ 2022)

In School Barriers

A	Aspiration and self-regulation of disadvantaged children needs to improve in order to ensure expected progress between KS1 and KS2.
B	Ensuring that the Disadvantaged Pupils achieve in Writing and Spelling in KS1 and KS2 including pupils at the Higher Level.
C	Increase the level of self-esteem and emotional health and well-being of Disadvantaged children in order to increase engagement with learning. Increase the wider opportunities for Disadvantaged Pupils in sports, music and experiences, which will also positively impact on the child's emotional health. Some children have limited access to enrichment activities/trips/experiences/uniform/equipment.
D	To improve children's maths ability in Year 1, Year 4 and Year 5. Following assessment, Pupil Success Meetings and Work Scrutiny 14% of children in Year 1, 17% of children in Year 4 and 19% of children in Year 5 are finding place value, calculation strategies and fraction/decimal knowledge a barrier to their overall chance of achieving Secure or above in Maths.

External Barriers

E	Increased parental engagement for some of our families of Disadvantaged Pupils with regards to supporting learning out of school. Parental engagement is an issue for some of our families of Disadvantaged Pupils with regards to supporting learning out of school e.g. homework, reading, spelling and is recognised as a national issue with 23% of parents not engaged with school (TES 2019). The number of adults with a degree and adults with no qualifications is significantly worse when compared to national (Derbyshire Observatory – Area Profile Summary 2019 Chesterfield District). The Social Deprivation Indicator has changed as intake has changed to encompass a wider geographic area (Derbyshire Databook 2019).
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4. Outcomes 2021 / 2022		
	Desired outcomes and how they will be measured	Success Criteria
A	<p>Aspiration and self-regulation of Disadvantaged children needs to improve in order to ensure expected progress between KS1 and KS2 and at Greater Depth.</p> <p>The percentage of disadvantaged pupils achieving at the Expected level needs to match non-disadvantaged pupils in all areas.</p> <p>Measured by: Data Analysis, Pupil Success Meetings and Assessments. Identify pupils through Pupil Success Meetings and track the individual children through targeted support.</p>	For Disadvantaged Pupils across KS2 in particular, to meet their end of year targets which are set in line with National Statistics, which places the school in the top 20% of schools in the country.
B	<p>Ensuring that the Disadvantaged Pupils achieve in Writing and Spelling including at the Higher level.</p> <p>The percentage of disadvantaged pupils achieving Secure in Writing and Spelling and at Greater Depth needs to continue to match non-disadvantaged pupils.</p> <p>Measured by: Data Analysis, Pupil Success Meetings and Assessments. Identify pupils through Pupil Success Meetings and track the individual children through targeted support.</p>	To increase the percentage of Disadvantaged Children achieving Secure and at Greater Depth in Writing and Spelling, therefore narrowing the gap between Disadvantaged and Non-Disadvantaged Pupils.
C	<p>Increased parental and pupil engagement for some of our families of Disadvantaged Pupils with regards to supporting learning out of school.</p> <p>For parents of Disadvantaged Pupils to fully engage in supporting learning out of school.</p> <p>Measured by: Pupil engagement in Seesaw, homework and the digital opportunities we offer our pupils ie TTRockstars, Spelling Shed, Phonics Bug and Purple Mash.</p>	For Disadvantaged Pupils across the school to be fully engaged in Seesaw, homework and the digital opportunities we offer our pupils ie TTRockstars, Spelling Shed, Phonics Bug and Purple Mash .
D	<p>To improve children's Maths ability in Year 1, Year 4 and Year 5. The percentage of children achieving secure increases by 8% in Year 1 and 10% in Year 5 and Year 6. Assessments taken in Dec 2021, April and June 2022.</p>	The percentage of disadvantaged children in Y1, Y5 and Y6 achieving the expected standard in Maths is higher than the National percentage.
E	<p>Increase the wider opportunities for Disadvantaged Pupils in sports, music and experiences, which will also positively impact on the child's emotional health and increase their level of self - esteem.</p> <p>Use of Qualitas external sports clubs to increase the opportunities of more varied sports such as fencing. Access to music clubs (drumming, guitar, violin). Financial assistance for accessing residential activities.</p> <p>Measured by: Pupils participating in additional sporting and extra-curricular activities.</p>	For Disadvantaged pupils to engage in the many activities (including residential trips) that the school offers to all pupils and the opportunity to represent the school.

Desired Outcome	Action	Research Evidence	Monitoring	Cost
<p>A. Aspiration and self-regulation of Disadvantaged children needs to improve in order to ensure expected progress between KS1 and KS2 and at Greater Depth.</p> <p>The percentage of disadvantaged pupils achieving at the Expected level needs to match non-disadvantaged pupils in all areas.</p>	<ul style="list-style-type: none"> • Small group support work with an experienced teacher. An additional 8 hours per week. • Booster and targeted intervention groups. • More Able intervention groups with a focus on Disadvantage Pupils to be created to ensure progress is made by children in KS1 and KS2 to increase the percentage of children achieving Secure and above the Expected standard. • Termly Meetings with pupils and parents to identify and address their barriers and needs. • Raise expectations of Disadvantage pupils through support detailed above. • Explore opportunities employing the Additional Catch-Up Funding (£2600 approx). 	<p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p> <p>EEF toolkit small group tuition effective if it is targeted at pupils’ specific needs. £££ +4 months impact. EEF toolkit feedback £+8 months impact.</p>	<ul style="list-style-type: none"> • Disadvantaged Pupil Interviews, Pupils Success Meetings. • Feedback from Parent Questionnaires. • Disadvantaged Pupil Voice feedback from Pupil Questionnaires. • Planning and children’s English books to be monitored and observed with particular attention to Disadvantaged Pupils. • Analysis of progress and attainment of Disadvantaged Pupils during termly meetings and assessment tests. • Headteacher and Governors to monitor the delivery of the catch-up programme to ensure the best outcomes for Disadvantaged pupils. 	<p>£16400</p>

Desired Outcome	Action	Research Evidence	Monitoring	Cost
<p>B. Ensuring that the Disadvantaged Pupils achieve in Writing and Spelling including at the Higher level.</p> <p>The percentage of disadvantaged pupils achieving Secure in Writing and Spelling and at Greater Depth needs to continue to match non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Additional Booster and targeted intervention groups to be created with a Teaching Assistant employed to support pupils. • More Able intervention groups with a focus on Disadvantage Pupils in Writing and Spelling to be created to ensure progress is made by children in KS2 at Greater Depth and to increase the percentage of children achieving above the Expected standard with an experienced Teacher and Teaching Assistant employed to support pupils. • Staff to participate in a variety of Staff Meetings and INSET Training throughout the year with a major focus on Writing and Spelling. • Termly Meetings with pupils to identify and address their barriers and needs. These are held during the day and supply teachers employed to cover classes and groups as a 	<p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p> <p>EEF toolkit small group tuition effective if it is targeted at pupils’ specific needs. £££ +4 months impact. EEF toolkit feedback £+8 months impact.</p>	<ul style="list-style-type: none"> • Disadvantaged Pupil Interviews, Pupils Success Meetings. • Feedback from Parent Questionnaires. • Disadvantaged Pupil Voice feedback from Pupil Questionnaires. • Staff meeting time and Inset training to be undertaken for planning and implementation of Maths Mastery. • Planning and children’s English books to be monitored and observed with particular attention to Disadvantaged Pupils. • Analysis of progress and attainment of Disadvantaged Pupils during termly meetings and assessment tests. • Headteacher and Governors to monitor the delivery of the catch-up programme to 	<p>£23400</p>

	result.		ensure the best outcomes for Disadvantaged pupils.	
Desired Outcome	Action	Research Evidence	Monitoring	Cost
<p>C. Increased parental and pupil engagement for some of our families of Disadvantaged Pupils with regards to supporting learning out of school.</p> <p>For parents of Disadvantaged Pupils to fully engage in supporting learning out of school.</p>	<ul style="list-style-type: none"> Continued Development of Positive Play provision for selected pupils because of social, emotional or behavioural reasons. Access opportunities established for Disadvantaged Pupils to engage with Seesaw, homework and the digital opportunities we offer our pupils ie TTRockstars, Spelling Shed, Phonics Bug and Purple Mash. During Termly and half-termly analysis of progress and attainment to be scrutinised and meetings with parents to held where appropriate interventions to be delivered in response. Parents of Disadvantaged Pupils to be offered additional Parent Consultations with the Pupil Premium Teachers. These will be similar in nature to the meetings for SEND Parents in that they will be termly and outside of the normal Parent Consultation 	<p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p> <p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p>	<ul style="list-style-type: none"> Disadvantaged Pupil Interviews, Pupils Success Meetings. Feedback from Parent Questionnaires. The inclusion of Disadvantaged Pupils. Increased attendance at Parents Evenings and events Disadvantaged Pupil Voice feedback from Pupil Questionnaires. Increased employment of Seesaw, homework and the digital opportunities we offer our pupils ie TTRockstars, Spelling Shed, Phonics Bug and Purple Mash. 	<p>£2500</p>

Desired Outcome	Action	Research Evidence	Monitoring	Cost
<p>D. To improve children’s Maths ability in Year 1, Year 4 and Year 5.</p>	<ul style="list-style-type: none"> • Small group support work in Maths with an experienced teacher. An additional 5 hours per week. • Additional Booster and targeted intervention groups to be created with a Teaching Assistant employed to support pupils. • More Able intervention groups with a focus on Disadvantage Pupils in Maths to be created to ensure progress is made by children in KS2 at Greater Depth and to increase the percentage of children achieving above the Expected standard with a Teaching Assistant employed to support pupils. • Staff to participate in a variety of Staff Meetings and INSET Training throughout the year with a major focus on Maths Mastery. 	<p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p> <p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p>	<ul style="list-style-type: none"> • Disadvantaged Pupil Interviews, Pupils Success Meetings. • Feedback from Parent Questionnaires. • Disadvantaged Pupil Voice feedback from Pupil Questionnaires. • Staff meeting time and Inset training to be undertaken for planning and implementation of Maths Mastery. • Analysis of progress and attainment of Disadvantaged Pupils during termly meetings and assessment tests. • Headteacher and Governors to monitor the delivery of the catch-up programme to ensure the best outcomes for Disadvantaged pupils. 	<p>£4250</p>

Desired Outcome	Action	Research Evidence	Monitoring	Cost
<p>E. Increase the wider opportunities for Disadvantaged Pupils in sports, music and experiences, which will also positively impact on the child’s emotional health and increase their level of self - esteem.</p> <p>Use of Qualitas external sports clubs to increase the opportunities of more varied sports such as fencing. Access to music clubs (drumming, guitar, violin). Financial assistance for accessing residential activities.</p>	<ul style="list-style-type: none"> • Disadvantaged Pupils to be offered free attendance at an after – school sporting club of their choice (Qualitas). • Pupils have the opportunity to access music lessons run in small groups (or 1:1). To work with specialist teachers. • School trips and residential trips subsidised to ensure access for all pupils. <p>To create a culture of well-being by raising awareness and leading a range of initiatives and interventions that fosters emotional wellbeing within the school.</p>	<p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p> <p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. Improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. +2 months impact.</p>	<ul style="list-style-type: none"> • Disadvantaged Pupil Interviews, Pupils Success Meetings, parent questionnaires. • The attendance of Disadvantaged Pupils at After-School sporting clubs. • The attendance of Disadvantaged Pupils at music lessons. • Evidence of subsidising trips and residential. • Evidence of initiatives within school regarding emotional wellbeing including displays around school. 	<p>£1500</p>

Review of Expenditure 2020 /21

Desired Outcome	Chosen Action	Research Evidence	Outcome
<p>A. Aspiration and self-regulation of disadvantaged children needs to improve in order to ensure expected progress between KS1 and KS2 PP pupils in order for them to achieve their potential.</p>	<ul style="list-style-type: none"> • Small group support work in Maths and English with an experienced teacher. An additional 8 hours per week. • Booster and targeted intervention groups • More Able intervention groups with a focus on Disadvantage Pupils to be created to ensure progress is made by children in KS2 at Greater Depth and to increase the percentage of children achieving above the Expected standard. • Termly Meetings with pupils to identify and address their barriers and needs. 	<p>EEF toolkit small group tuition effective if it is targeted at pupils' specific needs.£££ +4 months impact.EEF toolkit feedback £+8 months impact.</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged children in Y2 achieving above and at the expected standard in Reading, Maths and SPAG is higher than the National percentage. • The percentage of disadvantaged children in Y2 achieving above and at the expected standard in Reading, Maths and SPAG is higher than the rest of the cohort. • The percentage of disadvantaged children in Y6 achieving above the expected standard in Reading and Maths is higher than the National percentage and the same in SPAG. • The percentage of disadvantaged children in Y6 achieving above at the expected standard in Maths and SPAG is higher than the rest of the cohort and the same for Reading.
<p>B. Ensure that the Disadvantaged Pupils achieve at the Higher level in Reading, Writing and Maths particularly in Year 6.</p>	<ul style="list-style-type: none"> • Small group support work with an experienced teacher. An additional 8 hours per week. • Additional Booster and targeted intervention groups to be created with a Teaching 	<p>EEF toolkit small group tuition effective if it is targeted at pupils' specific needs.£££ +4 months impact.EEF toolkit feedback £+8 months impact.</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged children in Y2 achieving above the expected standard in Reading, Writing, SPAG and Maths is higher than the National percentage.

	<p>Assistant employed to support pupils.</p> <ul style="list-style-type: none"> • Staff to participate in a variety of Staff Meetings and INSET Training throughout the year. 		<ul style="list-style-type: none"> • The percentage of disadvantaged children in Y2 achieving above the expected standard in Reading, Writing, SPAG and Maths is higher than the rest of the cohort. • The percentage of disadvantaged children in Y6 achieving above the expected standard in Reading, Writing, SPAG and Maths is higher than the National percentage.
<p>C. Increase the level of self-esteem and emotional health and well-being of Disadvantaged children in order to increase engagement with learning.</p>	<ul style="list-style-type: none"> • Development of positive play provision for selected pupils because of social, emotional or behavioural reasons. • Disadvantaged pupils to be offered free attendance at after-school clubs, trips and participation in Wider Opportunities Music Projects. 	<p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p>	<ul style="list-style-type: none"> • 5th year of Positive Play project starting April 2016 – funding used for staff training and resources. 3 new staff members completed training as need has risen. • Disadvantaged pupils trips and After-School Clubs paid for in order that all pupils have the same level of access and enabling them to feel more confident and are making progress.
<p>D. Increased parental engagement for some of our families of Disadvantaged Pupils with regards to supporting learning out of school.</p>	<ul style="list-style-type: none"> • During Termly and half-termly analysis of progress and attainment to be scrutinized and meetings with parents to be held where appropriate interventions to be delivered in response. • Disadvantaged Pupils parents to be contacted personally where appropriate 	<p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p>	<ul style="list-style-type: none"> • Pupil Premium Coordinator ensured that the plans for Pupil Premium children are fully met through the Parental Meetings. • Development of pro-forma for parents and pupils. • Results of Disadvantaged Pupils analysed termly, ensuring progress towards Secure was assured in Year 2, and Year 6.

<p>E. Increase the wider opportunities for Disadvantaged Pupils in sports, music and experiences, which will also positively impact on the child's emotional health.</p>	<ul style="list-style-type: none"> • Pupils had the opportunity to access music lessons run in small groups (or 1:1). To work with specialist teachers. • School trips and residential trips subsidised to ensure access for all pupils. • Creating a culture of well-being by raising awareness and leading a range of initiatives and interventions that fostered an emotional wellbeing within the school. 	<p>EEF Toolkit – Social and Emotional Learning – Aspiration Intervention: Cost £££, Evidence Strength – 1 – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations.</p>	<ul style="list-style-type: none"> • The attendance of Disadvantaged Pupils at After-School sporting clubs increased by 50%. • X8 Disadvantaged Pupils attended music lessons. • X6 Disadvantaged Pupils attended residential trips. A further 7 pupils attended other trips.
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The Impact of Pupil Premium Support for 2021 – 2022

Attainment Y2

End of Key Stage 1 Results for 2022: All Pupils and Disadvantaged Pupils

	Achieved Standard	Disadvantaged Pupils (4)	Non- Disadvantaged Pupils	Gap Between Disadvantaged and Non-disadvantaged
Reading	80% National 67% (2022)	50% National 79% (2019)	80% National 67% (2022)	-30% Disadvantaged
Writing	82% National 58% (2022)	50% National 72% (2019)	82% National 57% (2022)	- 32% Disadvantaged
Maths	86% National 68% (2022)	50% National 79% (2019)	86% National 57% (2022)	- 36% Disadvantaged
SPAG	78% National 77% (2022)	50%	78% National 77% (2022)	-28% Disadvantaged

	Greater Depth	Disadvantaged Pupils (4)	Non- Disadvantaged Pupils	Gap Between Disadvantaged and Non-disadvantaged
Reading	34% National 18% (2022)	25% National 28% (2019)	34% National 18% (2022)	-9% Disadvantaged
Writing	26% National 8% (2022)	25% National 18% (2019)	26% National 8% (2022)	-1% Disadvantaged
Maths	40% National 15% (2022)	50% National 23% (2019)	40% National 15% (2022)	+10% Disadvantaged
SPAG	34%	25%	34%	-9% Disadvantaged

Achieved Standard

Combined Reading, Writing and Maths: All pupils = 78 % National 72% (2019)

Combined Reading, Writing and Maths: Disadvantaged pupils = 50 % National 72% (2019)

The Impact of Pupil Premium Support for 2021 – 2022

Attainment Y6

End of Key Stage 2 Results for 2022: All Pupils and Disadvantaged Pupils

	Achieved Standard	Disadvantaged Pupils (3)	Non- Disadvantaged Pupils	Gap Between Disadvantaged and Non- disadvantaged
Reading	88% National 74% (2022)	100% National 71% (2019)	88% National 74% (2022)	+20% Disadvantaged
Writing	88% National 69% (2022)	66% National 80% (2019)	88% National 69% (2022)	-22% Disadvantaged

	Achieved Standard	Disadvantaged Pupils (3)	Non- Disadvantaged Pupils	Gap Between Disadvantaged and Non-disadvantaged
Maths	90% National 71% (2022)	66% National 80% (2019)	90% National 71% (2022)	- 24% Disadvantaged
SPAG	88% National 72% (2022)	100% National 80% (2019)	88% National 72% (2022)	+ 12% Disadvantaged
	Greater Depth	Disadvantaged Pupils (5)	Non- Disadvantaged Pupils	Gap Between Disadvantaged and Non-disadvantaged
Reading	30% National 22% (2019)	0% National 22% (2019)	30% National 22% (2019)	-30% Disadvantaged
Writing	10% National 20% (2019)	0% National 20% (2019)	10% National 20% (2019)	-10% Disadvantaged
Maths	34% National 24% (2019)	33% National 24% (2019)	34% National 24% (2019)	-1% Disadvantaged
SPAG	34% National 22% (2019)	50% National 22% (2019)	34% National 22% (2019)	+16% Disadvantaged

Achieved Standard

Combined Reading, Writing and Maths: All pupils = 80 % National 59 % (2022)

Combined Reading, Writing and Maths: Disadvantaged pupils = 66% National 74 % (2019)

Reviewed 07/07/22 by S. Beardall (Headteacher) / G. Hodkin (Disadvantaged Coordinator). Date of Next review December 2022