



Pupil premium strategy statement

2022-2023

This statement details our school's use of pupil 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 | Deer Park Primary School |
| Number of pupils in school | 345 |
| Proportion (%) of pupil premium eligible pupils | 9.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | 20.09.2022 |
| Date on which it will be reviewed | 28.11.2022 30.01.2023 24.04.2023 10.07.2023 |
| Statement authorised by | Annette Lupton |
| Pupil premium lead | Georgina Kernaghan |
| Governor lead | Liz Lord |

Funding overview

| Detail | Amount |
|----------------------------------------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year | £54,082 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £54,082 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be;

- less support at home;
- weak language and communication skills;
- lack of confidence and low self-esteem;
- more frequent behaviour difficulties;
- poor mental health and well-being;
- attendance and punctuality difficulties;
- Lower baseline on entry into school.

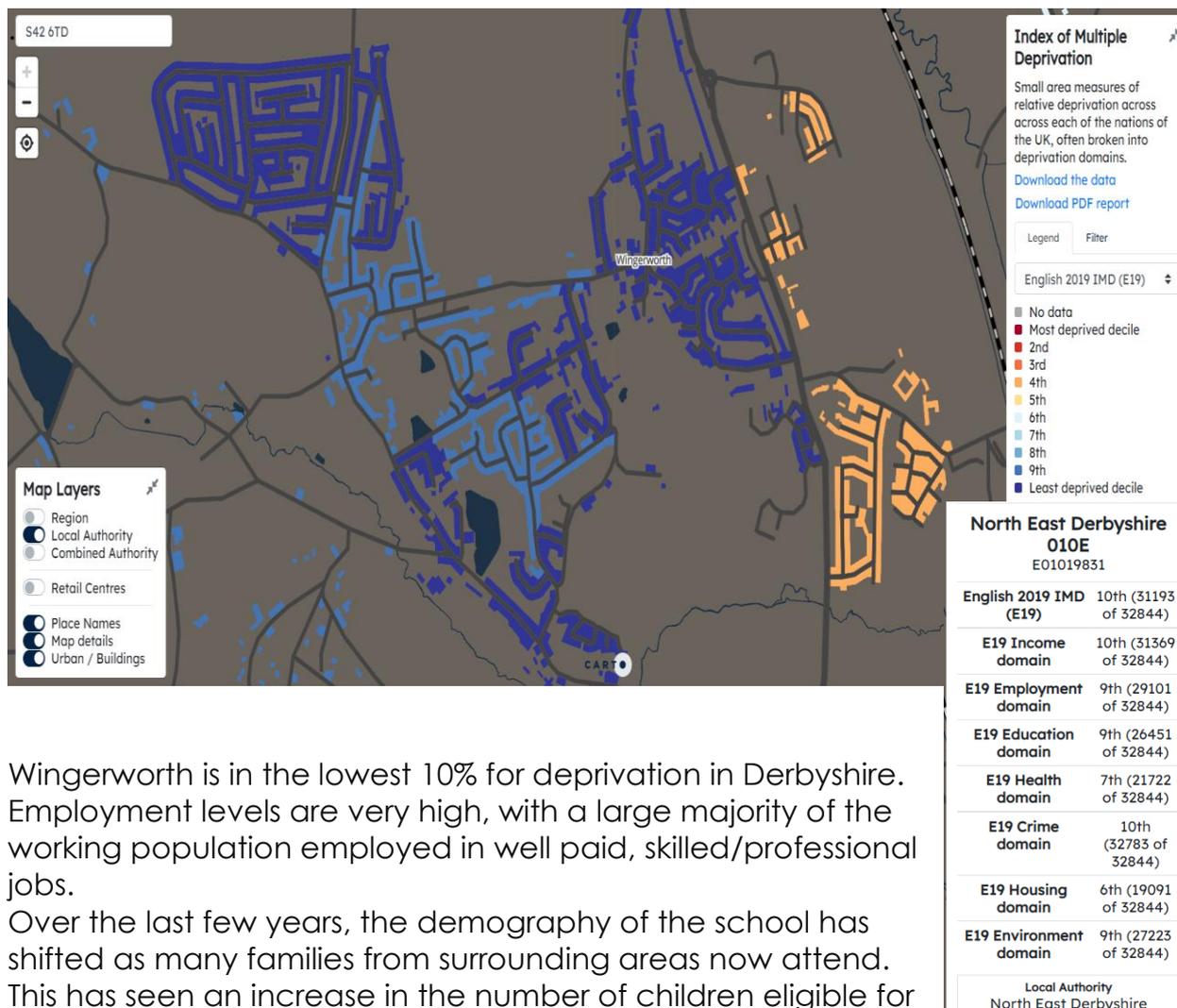
There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. At Deer Park, all our staff recognise this and are involved in the allocation of provision, analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

Demography and School Context

Deer Park Primary School is located in Wingerworth, in the town of Chesterfield. The school has low pupil mobility and, due to its good reputation in the community, has always been over-subscribed. Currently, there are 345 pupils on roll from Reception to Year 6



Wingerworth is in the lowest 10% for deprivation in Derbyshire. Employment levels are very high, with a large majority of the working population employed in well paid, skilled/professional jobs.

Over the last few years, the demography of the school has shifted as many families from surrounding areas now attend. This has seen an increase in the number of children eligible for Pupil Premium funding increase (as is demonstrated on the right hand side of the map above).

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data;

For all disadvantaged pupils in school to have support to;

- Make accelerated progress in reading, writing and maths;
- grow their self-esteem and confidence;
- develop their emotional resilience;

- Regulate their feelings and behaviours;
- Improve their mental health and well-being;
- Access wider opportunities that they otherwise would not access;
- Develop their relationships with peers and adults;
- Improve their attendance and punctuality.

Achieving these Objectives

The range of provision that we offer disadvantaged pupils at Deer Park include and would not be limited to:

- Quality first teaching and additional teaching support in classes;
- Dedicated intervention teacher to support those children eligible for Pupil Premium funding;
- Additional teacher for the delivery of maths; allowing these children in the mixed aged classes to have equal and fair access to the curriculum, thus improving opportunities for effective teaching and accelerating progress;
- Incentives and rewards for good attendance and support for families who finds this challenging;
- Investing in staff CPD so that all staff are skilled in using collaborative teaching strategies to support children in the classroom;
- Early Help support for families;
- Allocating places in for Positive Play;
- Ensuring all children take part in forest school activities;
- Allocating a mentor to support some of the most vulnerable children;
- 1:1 support;
- Additional teaching and learning opportunities provided through trained TAs or external agencies;
- Transition from primary to secondary and transition internally and into EYFS;
- Ensuring we provide wider opportunities and engagement in all activities, educational visits;
- Giving children access to a peer listener programme;
- Ensuring children have first-hand experiences to use in their learning in the classroom;
- Ensuring all children in year 3 and 4 have weekly swimming lessons;
- Providing a range of different sporting activities that all children can be involved in;
- Support the funding of specialist learning software;

This list is not exhaustive and will change according to the needs and support our socially disadvantaged children require.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Attainment in Reading, writing and Maths is lower than non-disadvantaged pupils. This gap needs to be closed. |
| 2 | Overall lower levels of parental engagement in school life and support with learning at home |
| 3 | Lack of emotional resilience and aspiration |
| 4 | Lower attendance and poor punctuality |
| 5 | Lack of opportunities, experiences - exacerbated further by being a minority group in an affluent area |

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 |
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| Improved attendance and punctuality | <p>Overall attendance by July 2023 is at least 96% for disadvantaged pupils (<i>increased from 93% at the end of 2022</i>)</p> <p>Reduce the number of late marks by more than 50% meaning children do not miss out on valuable learning time</p> |
| Phonics | All children are taught in the appropriate phonics group for their age |

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| | <p>All children have access to phonics interventions in order to keep them up not catch them up.</p> <p>100% of children pass the phonics screening check at the end of year 1.</p> |
| Improved social, emotional and mental health | <p>Assessments such as Boxall Profiles, well-being scales and pupil questionnaires specific to activities, show an increase in well-being and confidence.</p> <p>Improvement in children's emotional resilience and attitudes to learning within the classroom.</p> <p>100% of children make expected progress in all curriculum areas and 90%+ make more than expected progress; thus narrowing the gap between disadvantaged and non-disadvantaged pupils within school.</p> |
| Progress in Mathematics | <p>All children are taught within single year groups.</p> <p>All children have access to high quality maths resources.</p> <p>100% of children make expected progress across the year and 90%+ make more than expected progress.</p> <p>At least 90% of children have reached ARE by the end of each year and 25%-30% Greater Depth.</p> |
| Progress in Writing | <p>90% of children have reached ARE by the end of each year and 25%-30% Greater Depth.</p> <p>100% of children make expected progress across the year and 90%+ make more than expected progress.</p> <p>All children are able to apply their phonics learning to their writing.</p> <p>Spelling across the school improves and is evident in all pieces of writing.</p> |

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| | <p>Children's writing stamina improves and they are able to write at length by the time they reach Year 3.</p> |
| <p>Progress in Reading</p> | <p>90% of children have reached ARE by the end of each year and 25%-30% Greater Depth.</p> <p>100% of children make expected progress across the year and 90%+ make more than expected progress.</p> <p>Interventions are used in order to keep children up, not catch them up and are reviewed every 3 weeks.</p> <p>All children are accessing AR books by the end of Year 2 (expect for those few accessing phonics interventions - to be on AR books by Year 3)</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 53,388

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Pupil Premium intervention and support teacher</p> <p>£9,249</p> | <p>Often our disadvantaged pupils require additional intervention outside of lessons in order to pre-teach, consolidate and further challenge. By doing this individually and in small groups, learning can be tailored to individual's needs and gaps.</p> <p>This also allows our PP children to have access to interventions such as Lego therapy, social skills and work around friendships and relationships.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | <p>1, 2, 4, 5</p> |
| <p>Reintroduction of Kagan throughout the school</p> <p>£100</p> | <p>Due to the Covid pandemic and new staff joining the school, the use of Kagan strategies have become inconsistent. Research strongly suggests that collaborative teaching approaches not only increase pupil engagement and independence but can increase attainment by up to 5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> | <p>1, 3</p> |

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| <p>2 Additional teaching assistants in EYFS, plus increase from PT to FT hours for two teaching assistants (one-year temporary)</p> <p>£25000</p> | <p>EEF research strongly evidences that investment into the early years can have a huge impact on children's learning and progress throughout their school journey.</p> <p>As the number of disadvantaged pupils has increased on entry to EYFS this year and these children typically enter EYFS with lower baselines, we have invested in an additional support to ensure that gaps don't begin to form and we keep children up with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> | <p>1, 2, 3, 5</p> |
| <p>Release time for subject leaders to receive incremental coaching sessions to develop their own teaching practise and subject leadership role</p> <p>£3000</p> | <p>DHT, Y5/6 teacher will engage in 1 2 1 incremental coaching sessions with identified key staff</p> <p>https://www.ambition.org.uk/blog/incremental-coaching-next-big-thing-teacher-development/</p> | <p>1, 3, 5</p> |
| <p>Little Wandle, resources and whole school CPD</p> <p>£7500</p> | <p>We are taking a keeping up not catch-up approach to teaching Phonics and early reading. We have invested in a whole school approach to phonics and phonics intervention in EYFS and KS1.</p> <p>All staff in school have received quality CPD in order to ensure all children are accurately assessed and gaps in KS2 are identified quickly and filled, We recognised that not all of our reading books were accurately matched and ambitious enough so we have invested in fully decodable books, matched exactly to children's phonics phase.</p> <p>Our disadvantaged children do less well in the phonics screening checks a the end of year 1 and we will be using the rapid catch up materials to help support these children and close the gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> | <p>1, 2</p> |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | |
| Little Wandle Books £600 | We recognise that over the course of an academic year, we are going to need to replace lost and damaged books in order to keep our Little Wandle teaching sequence. | 1 |
| Weekly Staff Development meetings £200 | In order to improve outcomes in reading across the school, we have set aside time to develop staff's understanding of the teaching of reading and reading comprehension and how this translates into excellent classroom practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies We also ensure that staff regularly review the feedback they are giving children within lessons and develop their diagnostic skills so that teaching is ambitious and challenging for all learners at all levels. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 1, 2, 3, 4, 5 |
| Release time for all staff to observe good practice in the teaching of reading, writing and phonics and network with colleagues from other schools £500 | In order to improve their own practice, it is important that all staff have the opportunity to network with colleagues from other schools and make links with others teaching the same year group as themselves. | |
| SENDCo, EYFS/KS1 Lead and DHT half day each week and 1 day leadership time each term per subject leader £7,239 | Good leadership in schools is vital for improving the learning outcomes of students. ... This research shows a clear connection between skilled school leadership and positive student learning outcomes (EEF middle leadership study). | 1, 2, 3, 4, 5 |

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| Parental engagement stay and play sessions, transition from Nursery to Reception (mouse club), phonics and reading workshops | The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement | 1, 2, 3, 4 |

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

Budgeted cost: £6253.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Accelerated Reader £2205 | EEF studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional four months' progress over the course of a year. Evidence suggests that technology should be used to supplement, rather than replace, other teaching activities and interactions which is why we shall use these as additional interventions which will run alongside and compliment quality first teaching in the classroom. | 2, 3, 5 |
| Numbots Timestable Rockstars £182.50 Spelling Shed £500 | <p>The EEF found that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p> | 2, 3, 5 |
| Daily HLTA phonics/communication and language interventions £366 | According to studies carried out by the EEF, communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show | 1, 2 |

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| | slightly larger effects for children from disadvantaged backgrounds. | |
| Small group Maths, Reading and Writing interventions £3000 | We use small group interventions to pre-teach children key knowledge, skills and understanding in order that they keep up in lessons and don't form further gaps which need to be caught up. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1, 2, 3 |

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

Budgeted cost: **£11,167**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Build children's emotional resilience and social skills £3467 | We use a range of strategies to target individual and groups of children in order to improve their emotional resilience; <ul style="list-style-type: none"> • Positive Play • Lego Therapy • Emotional resilience interventions • Anxiety/anger gremlins • Pastoral support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 1, 2, 3, 4, 5, |
| Early Help intervention and family support | Early help support is used to reduce the barriers between home and school for some of our most vulnerable children. By putting early support in place. We are using early help to improve attendance across school, carry out home visits, help with debt management and budgeting and deliver needed food parcels | |

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| <p>£6000</p> <p>Class Dojo and parental workshops</p> <p>£200</p> <p>Class Dojo rewards</p> <p>£1500</p> | <p>to families. These barriers all impact on learning and outcomes if left unaddressed</p> <p>We invest heavily in engaging parents in their child's learning in order to raise the aspirations of families. In order to do this, we support families through curriculum workshops and open days, both virtual and face to face to engage the maximum audience. We provide the resources families need to support their children at home so that no child is disadvantaged. We use Class Dojo to communicate expectations to parents and promote positive learning behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> | |
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Total budgeted cost: £70,808.50

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.

| <p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.</i></p> | |
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| <p>Context:</p> <p>Covid restrictions during the academic year 2020-2021 significantly impacted on the work that we could undertake with parents and other professionals in school. During the second school closure, January 4th to March 8th 2021, many of our disadvantaged pupils were working remotely and being supported through live lessons, family learning mentor and early help.</p> | |
| Aim | Outcome |
| <p>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> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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> |
| <p>Ensure that the Disadvantaged Pupils achieve at</p> | <p>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> |

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| the Higher level in Reading, Writing and Maths particularly in Year 6. | 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. |
| Increase the level of self-esteem and emotional health and well-being of Disadvantaged children in order to increase engagement with learning. | 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. |
| Increased parental engagement for some of our families of Disadvantaged Pupils with regards to supporting learning out of school. | 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. |
| Increase the wider opportunities for Disadvantaged Pupils in sports, music and experiences, which will also positively impact on the child's emotional health. | 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. |

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 |
|-----------------------|-------------------|
| Times Table Rockstars | Maths Circle |
| Numbots | Maths Circle |
| Power Maths | Pearson Education |
| White Rose Maths | White Rose Maths |

Further information (optional)

We manage to afford all the above by raising a substantial amount of money from fundraising and working in partnership with local charities. As this money is not guaranteed year on year, the decision has been made not to do a three year forecast.

The school fund a substantial amount more than we are funded for due to the level of need of its children and families and in order to remove some of the barriers to learning, which allow our children to thrive and become confident learners.