



Pupil premium strategy statement

2023-2024

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	335
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	05.09.2023
Date on which it will be reviewed	14.12.2023 25.03.2024 11.07.2024
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	£54,085
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	£54,085

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.

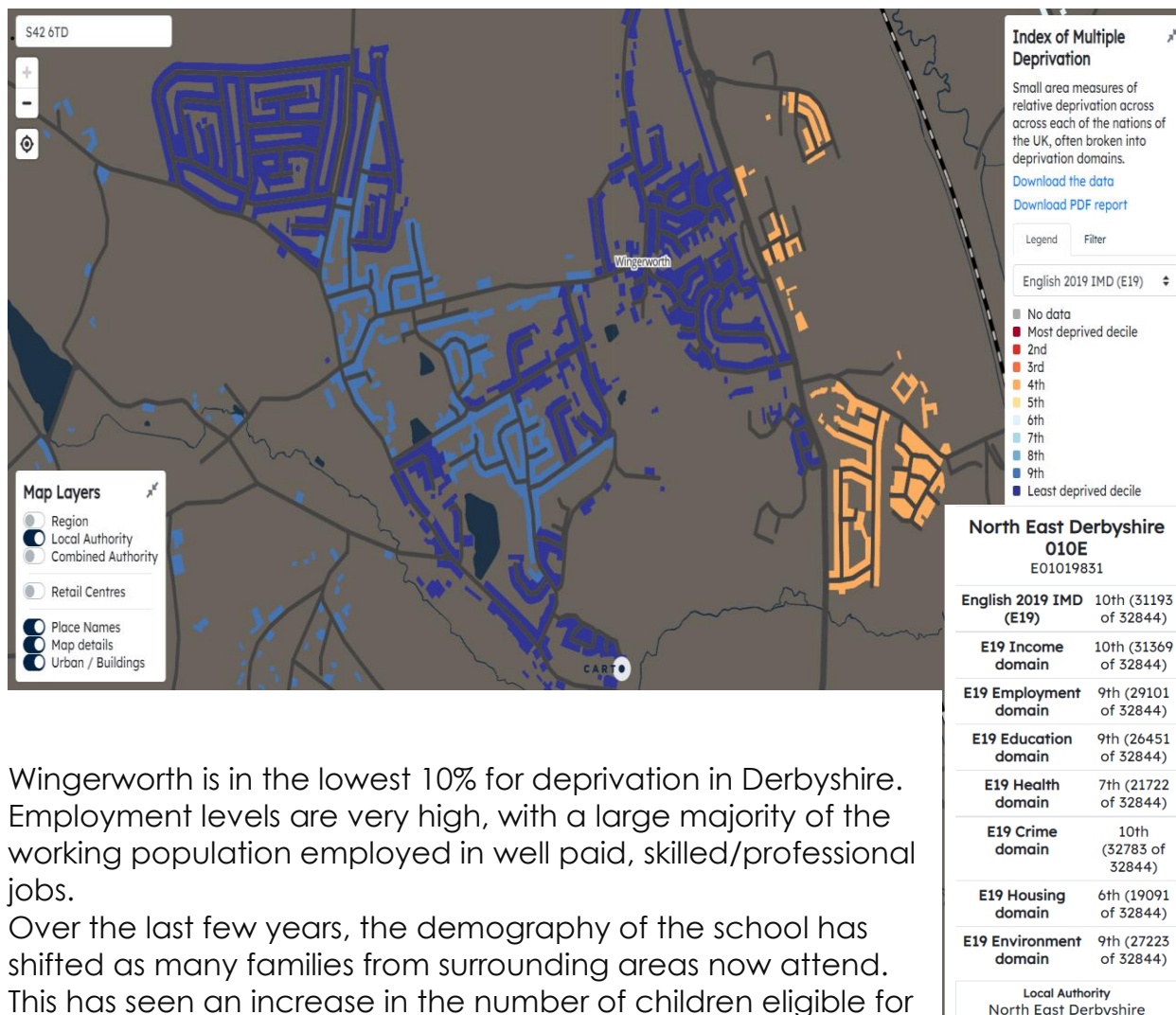
There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Deer Park, all our staff recognise this and are involved in the allocation of provision, analysis of data and identification of pupils, so that they are 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 335 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;
- Interventions to support disadvantaged children;
- 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 find 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;
- Forest school provision;
- 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
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	EYFS- not school ready

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
Improved attendance and punctuality	Overall attendance by July 2023 is at least 95% for disadvantaged pupils (<i>increased from 93.3% at the end of 2023</i>)
Continuous provision in EYFS	Children are able to access all areas of learning Characteristics of learning are well planned for and take account of children's interests and abilities

	<p>All children make at least expected progress in all areas of learning, from their relative starting points.</p> <p>The outdoor area plans for purposeful learning opportunities which children access independently.</p>
Phonics	<p>All children in Reception and Year 1 have access to daily phonics interventions in order to keep them up not catch them up.</p> <p>Children in Year 2 and 3 who are not phonetically secure receive catch up interventions.</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> <p>Through the pilot Forest schools program, children show an increase in positive self-esteem, motivation and resilience.</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>
Progress in Writing	<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>
<p>Knowledge and understanding that 'sticks' in Foundation subjects</p>	<p>Children can articulate their learning.</p> <p>Children can make links to prior learning</p> <p>Children's ability in writing and reading does not hinder them to show their knowledge and understanding of foundation subjects.</p> <p>Children experience cultural capital opportunities to foundation subjects.</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: £47,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral intervention support</p> <p>Teaching and learning intervention support</p> <p>£6,472</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, 3, 5</p>
<p>3 Additional teaching assistants in EYFS, plus a continued increase from PT to FT hours for two teaching assistants (one year temporary)</p> <p>£29000</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, 4, 5</p>

Little Wandle replacement Books £500	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	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 3, 4, 5
<p>Release time for all staff to observe good practice in the teaching of reading, writing and phonics and network with colleagues from other schools</p> <p>£500</p>	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.	
<p>SENDCo, EYFS/KS1 Lead half day and DHT 1 day each week and</p> <p>1 day leadership time each term per subject leader</p> <p>£9,234</p>	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
EYFS team to attend Early Excellence networks based around	The evidence base for play-based learning is not strong or consistent, but does indicate a clear relationship between play and early learning outcomes. On average, the studies of play that measure impact	5

<p>play based learning and progressions through areas of continuous provision and release time x 3 each year</p> <p>£2000</p>	<p>found that play-based learning approaches improve learning outcomes by approximately four additional months. However, there is substantial variation in effects, suggesting that additional, high-quality research is needed in this area.</p> <p>Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,087.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1, 2, 4
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>	1, 2, 3, 4
Daily HLTA phonics/communication and language interventions using Speech and Language Link programme £6400	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, 5

	<p>slightly larger effects for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	
<p>Small group Maths, Reading and Writing interventions</p> <p>£3000</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3

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

Budgeted cost: **£16,235**

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

and family support £6000	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 to families. These barriers all impact on learning and outcomes if left unaddressed
Attendance awards £400	Incentivising good attendance both individually and as a group gives all children the opportunity to succeed. It encourages a positive attitude and helps to build resilience amongst both children and families.
Forest Schools Pilot group £1368	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right.
Forest School resources £1000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches
Forest School level 3 training £1000	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.
15% subsidy for residential visits for all disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation
Funding for educational visits for families of disadvantaged pupils unable to make a contribution £3000	

Total budgeted cost: £76,228.5

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 2022 to 2023 academic year.

Aim	Outcome
Improved attendance and punctuality	<p>Overall attendance by July 2023 was 95.83% compared to 92% National and 95% the previous year.</p> <p>Disadvantaged pupils' attendance was 93.9% which is above national.</p> <p>Persistent absence overall was 7% compared to 19% nationally.</p>
Secure Phonics knowledge that is applied	<p>All children are now taught in the appropriate phonics group for their age</p> <p>All children have access to phonics interventions in order to keep them up not catch them up.</p> <p>Year 2 and Year 3 children have access to the rapid catch up programme</p> <p>86% of disadvantaged Year 1 pups passed the phonics screening check compared to 84% overall.</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. This has been documented in records of visits from governors the local authority and external QAs and Ofsted.</p> <p>All end of Key stage outcomes were well above national averages.</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 many make more than expected.</p>

	82.7% of pupils achieved ARE or GD at the end of KS2 which is above national average.
Progress in Writing	<p>The large majority of children make expected progress in writing and many have made more than.</p> <p>All children in EYFS – Year 2 are able to apply their phonics learning to their writing showing the impact of the Little Wandle programme.</p> <p>Spelling across the school has improved and is evident in all pieces of writing.</p> <p>Children's writing stamina has improved</p> <p>86.5% of children achieved ARE at the end of KS2</p>

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
White Rose Maths	White Rose Maths
Spelling Shed	Ed Shed
Accelerated Reader	Renaissance
Purple Mash	2Simple
Project Evolve	SWGfL

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.