



Pupil premium strategy statement

2024-2025

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	340
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	04.09.2024
Date on which it will be reviewed	02.12.2024 17.03.2025 14.07.2025
Statement authorised by	Annette Lupton
Pupil premium lead	Annette Lupton
Governor lead	Liz Grosse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,335
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	£61,335

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.

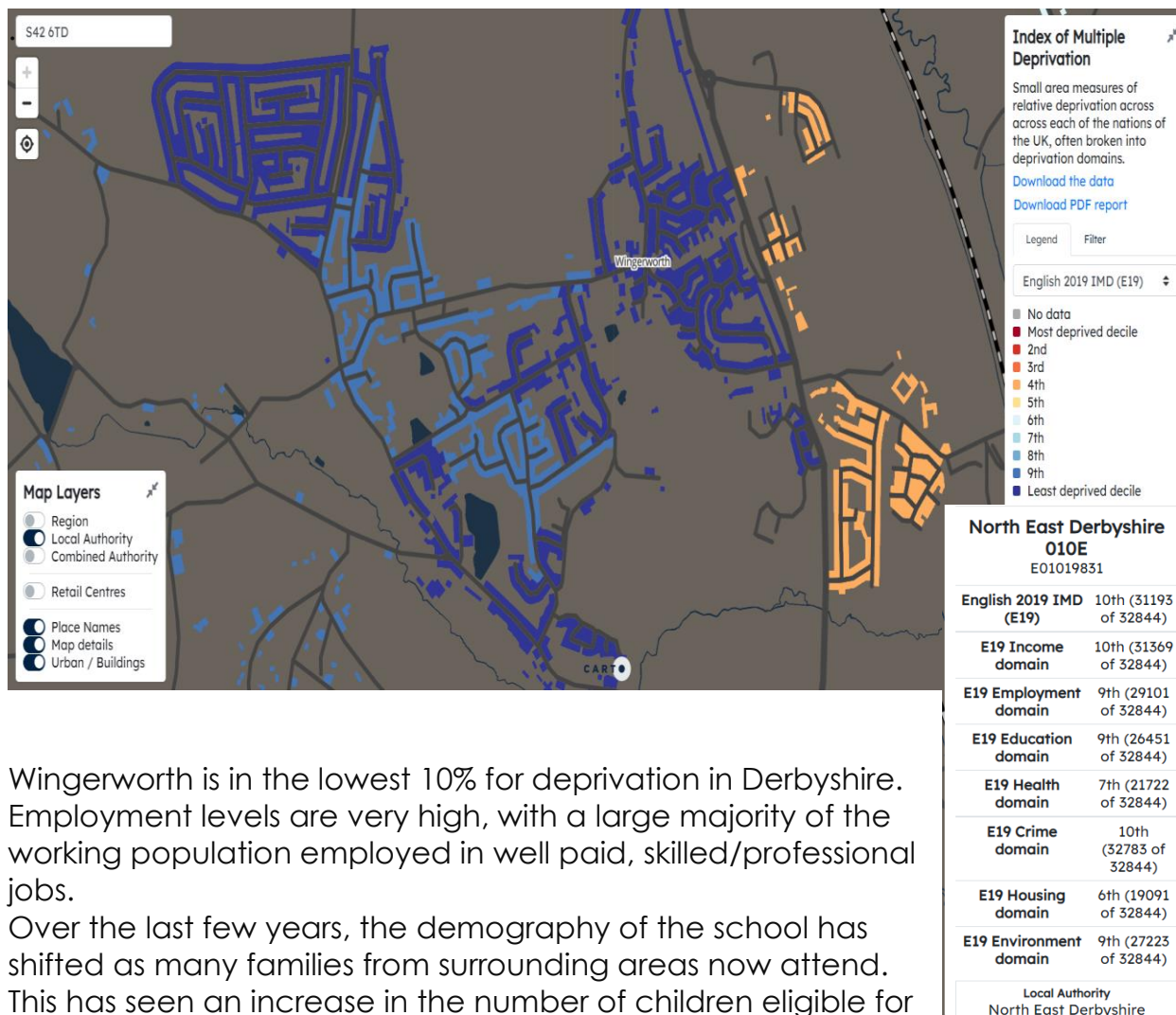
There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. At Deer Park, all our staff recognise this and are involved in the allocation of provision, analysis of data and identification of pupils, so that they are 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 340 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 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 and residential;
- 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 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	Although the gap has closed, there are pockets of disadvantaged pupils who do not attain as well as all other pupils in writing.
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 2025 is at least 95% for disadvantaged pupils (<i>increased from 93.7% at the end of 2023</i>)
Continuous provision in EYFS	<p>Children are able to access all areas of learning</p> <p>Characteristics of learning are well planned for and take account of children's interests and abilities</p> <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>

	Staff are skilled in facilitating learning through their communications.
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 disadvantaged children make expected progress in all curriculum areas and 80%+ make more than expected progress; thus narrowing the gap between disadvantaged and anon-disadvantaged pupils within school.</p> <p>Children have access to a senior mental health lead who can lead on early interventions and work with the SLT to implement whole the school mental health and well-being vision</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 disadvantaged children make expected progress across the year and 80%+ make more than expected progress.</p>
Progress in Writing	<p>100% of disadvantaged children make expected progress across the year and 80%+ make more than expected progress.</p> <p>All children are able to apply their phonics learning to their writing.</p>

	Spelling across the school improves and is evident in all pieces of writing.
Knowledge and understanding that 'sticks' in Foundation subjects	<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: £44906

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>1 Additional teaching assistant in EYFS</p> <p>£26000</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>

<p>and progressions through areas of continuous provision and release time x 3 each year</p> <p>£2000</p>	<p>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: £8787.50

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

Budgeted cost: **£35067**

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 • 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 and family support</p> <p>£6200</p>	<p>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, hep with debt management and budgeting and deliver needed food parcels to families. These barriers all impact on learning and outcomes if left unaddressed</p>	
<p>Attendance awards</p> <p>£400</p>	<p>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.</p>	

<p>15% subsidy for residential visits for all disadvantaged pupils</p> <p>Funding for educational visits for families of disadvantaged pupils unable to make a contribution</p> <p>£3000</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>
<p>Senior Mental Health Lead (mental health lead) to lead early interventions and strategic improvement</p> <p>£22, 000</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p><i>Open-ended questions [can] enable children to link fictional texts to their own experiences, learn new vocabulary, and practise applying social and emotional skills.</i></p> <p>Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.</p> <p>The report's recommendations include teaching SEL skills explicitly and integrating them into everyday classroom practice. For example, a teacher might connect the characters and situations in a book with the children's experiences by reading a passage at least twice and then asking questions, such as:</p> <ul style="list-style-type: none"> • 'What do you think the characters are feeling?' • 'How can you tell they are feeling this way?' • 'How would you solve the problem?' • 'Can you use words from the story to explain how you feel when you...?'

	<ul style="list-style-type: none"> • 'What could we do differently if this happens in our classroom?' <p>Open-ended questions like these enable children to link fictional texts to their own experiences, learn new vocabulary, and practise applying social and emotional skills.</p> <p>Today's guidance aims to help build professional knowledge and support schools in applying it. Its emphasis is on developing and reinforcing SEL skills in the classroom, as well as through leadership and whole-school practices, rather than increasing current workloads.</p> <p>This report sits alongside the EEF's other guidance reports – including improving literacy, maths, metacognition, effective implementation, and making best use of teaching assistants – providing the basis for an overall advance towards evidence-informed school improvement</p>	
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Total budgeted cost: £88760.50

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 2023 to 2024 academic year.

Aim	Outcome
Improved attendance and punctuality	<p>Overall attendance by July 2023 was 95.5% 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 9% compared to 19% nationally.</p> <p>The school struggled with illness in the Autumn and Spring Terms which really affected attendance (see breakdown)</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>100% of disadvantaged Year 1 pupils passed the phonics screening check compared to 89% overall.</p> <p>Overall phonics data has improved from 94% to 89%</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	All children are taught within single year groups.

	<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> <p>85.7% of disadvantaged pupils achieved ARE or GD at the end of KS2 which is above national average. All pupils was 81.8%</p>
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>Children's writing stamina has improved</p> <p>79.5% 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
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.