

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Denver VC Primary
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs L Jones
Pupil premium lead	Mrs L Jones
Governor lead	Mrs J Wilde

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,860
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,860

# Part A: Pupil premium strategy plan

## Statement of intent

At Denver VC Primary we believe that all children have the right to an excellent education underpinned by quality first teaching with high expectations. We aim to ensure that all of our children aim high and are given the chance to reach their full potential.

We also aim to provide children with a rich curriculum and a range of opportunities they may not have experienced before, particularly for those who are socially disadvantaged.

Even with good quality first teaching, which we aim to deliver, we recognise that individual pupils have different barriers to learning - these include SEND, learning difficulties, communication difficulties, confidence and resilience, and social and emotional wellbeing. At Denver VC Primary we identify what those barriers are for each child and put in strategies to address and overcome these.

We analyse pupil progress, attainment and wellbeing to determine the impact of the support we offer. Data collected is analysed by senior leaders and Governors. The Pupil Premium Strategy is reviewed during Governing Body meetings.

Objectives of our Pupil Premium spending:

- To close the gaps between Pupil Premium pupils and their peers in reading, writing and maths across the school for both progress and attainment.
- To provide high quality CPD to ensure staff are equipped to support pupils appropriately.
- To ensure that Pupil Premium children are challenged and able to achieve mastery in their learning.
- To provide high quality targeted interventions, tutoring and booster sessions.
- To provide curriculum enrichment opportunities.
- To further promote and develop social and emotional wellbeing.
- To further develop confidence, independence and resilience.
- To develop greater engagement and positive attitudes to learning.
- To improve Pupil Premium attendance.

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils are not achieving the expected standard or greater depth in reading, writing or maths by the end of Y6.
2	Some disadvantaged pupils are not achieving greater depth or mastery in their learning.
3	Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners. They have low self-esteem and lack the skills of resilience, independence and perseverance. This has been compounded by the Covid-19 pandemic.
4	Some disadvantaged pupils have poor attendance which is negatively impacting on their learning.
5.	Some disadvantaged children have limited life and cultural experiences.

## 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
Pupils to maintain or make accelerated progress in line with their peers.	High quality first quality teaching for all children. Targeted interventions and school led tutoring in place to support Pupil Premium children and help them to make accelerated progress, leading to improved outcomes.
Children challenge sufficiently, including Pupil Premium children, to help them achieve mastery and greater depth.	Increased numbers of Pupil Premium children achieving mastery and greater depth.
Through appropriate social and emotional support, pupils are more ready and able to learn and show improved self-esteem, resilience, independence and perseverance.	Pupils are well supported in school, with appropriate wellbeing and emotional support (Wellbeing Gardening Group, Wellbeing Ambassadors, PATHS, Wellbeing Assemblies etc.). They have positive attitudes and increased engagement in their learning.
Improved attendance across the school, particularly for Pupil Premium children.	Improved overall school attendance to above 97%. Fewer children with persistent absence.

## 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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of PATHS curriculum and relevant training.	EEF- Tiered approach to improving teaching by supporting professional development.	3 and 4
Training for new staff to deliver the phonics SSP effectively.	EEF- Tiered approach to improving teaching by supporting professional development.	1, 2 and 3
Purchase of new books, including phonics books, to enhance reading curriculum.	EEF- Tiered approach to improving teaching by supporting professional development.	1, 2 and 3
Teaching Assistant support in class for specific children.	EEF- Tiered approach to improving teaching by supporting professional development.	1, 2, 3 and 4
Curriculum release time to support CPD, particularly in EYFS.	EEF- Tiered approach to improving teaching by supporting professional development.	1 and 2

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

Budgeted cost: £12,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for targeted phonics interventions.	EEF - Tiered approach by providing targeted academic support and structured interventions.	1 and 3
Teaching Assistant support for targeted interventions in English and maths.	EEF - Tiered approach by providing targeted academic support and structured interventions.	1, 2 and 3

Booster groups for Y6.	EEF - Tiered approach by providing targeted academic support and structured interventions.	1, 2 and 3
School led tutoring providing targeted support.	EEF - Tiered approach by providing targeted academic support and structured interventions.	1, 2 and 3
To prioritise support for less able readers.	EEF - Tiered approach by providing targeted academic support and structured interventions.	1 and 3

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

Budgeted cost: £1660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Gardening Group	EEF- Tiered approach- wider strategies to support children in attending school.	3, 4 and 5
Wellbeing Assemblies	EEF- Tiered approach- wider strategies to support children in attending school.	3, 4 and 5
CPD for Mental Health Lead	EEF- Tiered approach- wider strategies to support children in attending school.	3 and 4
Subsidies for wrap around care – Before School Club	EEF- Tiered approach- wider strategies to support children in attending school.	3, 4 and 5
Subsidies for vulnerable families in accessing activities, trips, residential visits etc.	EEF- Tiered approach- wider strategies to support children in attending school.	3 and 5
Subsidies for school uniform for PP pupils	EEF- Tiered approach- wider strategies to support children in attending school.	3
Transport costs for PP pupils	EEF- Tiered approach- wider strategies to support children in attending school.	3 and 5
Attendance monitoring time.	EEF- Tiered approach- wider strategies to support children in attending school.	4

Forest school activities.	EEF- Tiered approach- wider strategies to support children in attending school.	3, 4 and 5
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**Total budgeted cost: £19,860**

## 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 2021 to 2022 academic year.

Pupils were assessed using a range of measures including formative and summative assessments.

Here are some examples of the impact of Pupil Premium spending:

- Pupils are well supported in their learning, and this is having a positive impact on self-esteem and resilience.
- The new phonics scheme, Little Wandle Letters and Sounds has been implemented with positive outcomes – all children reached the expected standard in the Phonics Screen in Y1.
- Targeted phonics interventions happen daily.
- All children in YR and KS1 are now reading fully decodable books. These books are engaging and have increased children's confidence.
- Targeted booster groups and school led tutoring are offered.
- A range of interventions are implemented to narrow the gap for disadvantaged pupils in reading, writing, maths and phonics.
- Good progress overall shown through internal tracking.
- Children have access to high quality resources e.g. maths mastery (Power Maths) and phonics.
- Pupil Premium children have greater access to technology support.
- High quality music accessed by all to develop the whole child.
- All children have access to a range of sporting opportunities to develop the whole child. All Pupil premium children have engaged in intra or inter sports festivals.
- All pupils have access to a broad curriculum and a range of educational opportunities.
- All pupils have access to a range of educational visits, including the residential visit. All children attended at least one school visit.
- A range of extra-curricular opportunities and clubs have been offered to support mental health and wellbeing. All clubs are free for all pupils.
- Good support has been provided for pupils' mental health and wellbeing, particularly through the wellbeing gardening group. This support has had a positive impact on those who have participated. Confidence, independence and resilience have improved as a result.
- Children really value weekly wellbeing assemblies.

- Wrap around care is offered, with a number of Pupil Premium children attending the Before School Club.
- Good support is offered to service children.

## 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
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Weekly wellbeing gardening group offered to service children.
What was the impact of that spending on service pupil premium eligible pupils?	Positive impact on emotional wellbeing of children. Positive feedback from children and parents.