

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | 21% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 |
| Date this statement was published | October 2021 Updated April 2022 |
| Date on which it will be reviewed | October 2022 |
| 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 | £17,035 |
| Recovery premium funding allocation this academic year | £1,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5084 |
| 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 | £23,119 |

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.

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 progress and attainment
- To provide high quality CPD to ensure staff are equipped to support pupils appropriately
- To provide high quality phonics teaching to ensure that outcomes are in line with national expectations
- Pupil Premium children are able to achieve mastery in their learning
- To provide high quality targeted interventions, tutoring and booster sessions
- 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

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, particularly in KS1, working below the expected standard in reading, writing and maths. |
| 2 | Some disadvantaged pupils are not achieving the expected standard in phonics. |
| 3 | Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners. This has been compounded by the Covid-19 pandemic. |
| 4 | Some disadvantaged pupils have low self-esteem and lack the skills of resilience, independence and perseverance. This has been compounded by the Covid-19 pandemic. |
| 5 | The holistic development of younger disadvantaged pupils has been impacted by the Covid-19 pandemic and they lack social and communication skills. |

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. | Pupils make accelerated progress in their reading writing and maths. |
| Pupils to make good progress in phonics in line with their peers to ensure that outcomes are in line with national expectations. | Pupils progress through the new phonics scheme in line with their peers and make expected outcomes. |
| Through appropriate social and emotional support, pupils are more ready and able to learn. | Pupils are well supported in school, with appropriate wellbeing and emotional support. They have positive attitudes and increased engagement in their learning. |
| Pupils further develop confidence, independence, resilience and perseverance. | Pupils are more confident, independent and resilient, and have greater perseverance. |
| Pupils develop appropriate social and communication skills. | Pupils demonstrate increased social and communication skills. |

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: £8650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase new Phonics SSP and related resources. | EEF- Tiered approach to improving teaching by supporting professional development. | 1 and 2 |
| Ensure all staff have received training to deliver the new SSP effectively. | EEF- Tiered approach to improving teaching by supporting professional development. | 1 and 2 |
| Teaching Assistant support in class for specific children. | EEF- Tiered approach to improving teaching by supporting professional development. | 1, 2, 3, 4 and 5 |

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

Budgeted cost: £13,269

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Teaching Assistant support for targeted phonics interventions, based around new SSP. | EEF - Tiered approach by providing targeted academic support and structured interventions. | 2 |
| Teaching Assistant support for targeted interventions in English and maths. | EEF - Tiered approach by providing targeted academic support and structured interventions. | 1, 2 and 5 |
| Booster groups/small group tutoring | EEF - Tiered approach by providing targeted academic support and structured interventions. | 1, 2 and 5 |

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

Budgeted cost: £1200

| 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 and 4 |
| Wellbeing Assemblies | EEF- Tiered approach- wider strategies to support children in attending school. | 3 and 4 |
| 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 and 4 |
| Subsidies for vulnerable families in accessing activities, trips, residential visits etc. | EEF- Tiered approach- wider strategies to support children in attending school. | 3 and 4 |
| Subsidies for school uniform for PP pupils | EEF- Tiered approach- wider strategies to support children in attending school. | 3 and 4 |
| Transport costs for PP pupils | EEF- Tiered approach- wider strategies to support children in attending school. | 3 and 4 |

Total budgeted cost: £18,035

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.

Pupils were assessed using a range of measures including formative and summative assessments. Timing and frequency of assessments adjusted due to wellbeing.

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

- Pupils are well supported in their learning.
- Targeted booster groups/tutoring offered.
- A range of interventions implemented to narrow the gap for disadvantaged pupils in reading, writing, maths and phonics.
- Good progress shown through internal tracking.
- Access to high quality resources e.g. maths mastery and phonics.
- New fully decodable reading books purchased, which pupils have enjoyed engaging with.
- Greater access to technology support for Pupil Premium children.
- 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 pupils have access to a broad curriculum and a range of educational opportunities.
- All pupils have access to a range of educational visits.
- Although the residential visit did not take place, day trips were offered instead.
- A range of extra-curricular opportunities and clubs offered to support mental health and wellbeing.
- Good support 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.
- Wrap around care extended, with a number of PP children attending.

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. |