

Davington Primary School 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	Davington Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chilton Saint, Headteacher
Pupil Premium Lead	Janet Davison, Assistant Headteacher
Governor	Robert Hewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total expected for period April 21 to March 2022 - £89,390
Recovery premium funding allocation this academic year	Total allocation for academic year 2021-22 £9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£98,960

Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, Early Help worker or those with the responsibility of being young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To address the aforementioned barriers to learning, we believe that there are certain experiences that every child should have in order to help develop their language and communication skills, their confidence and self-esteem and their knowledge of their own skills and attributes. At Davington, all staff embrace this challenge and provide our children with key experiences that encourage the following attributes to create well-rounded individuals: *Empathy, Independence, Resilience, Responsibility, Resourcefulness and Creativity.*

These experiences are not centred on learning but creating positive experiences and hooks for learning for children to then build on in their education.

Identification of pupils

We ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better

Day to day teaching

We ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables e.g. marking
- Sharing good practice within the school and drawing on internal expertise
- Assessing accurately and making good use of joint levelling and moderation

Increasing learning time

We maximise the time children have to 'catch-up' through:

- Improving attendance and punctuality
- Providing earlier intervention
- Making good use of 'early morning work'

Individualising support

We ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their children's learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Going the extra mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The % of disadvantaged pupils at expected in maths ranges from 40% to 67% compared to 72% to 93% of non-disadvantaged pupils working at the expected level in KS2 classes. On entry to Reception class this academic year, approximately 80-85% of our disadvantaged pupils arrived below age-related expectations compared to 50-55% of other pupils. These figures have been impacted by Covid.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support from the Well-being Team have markedly increased during the pandemic. 35 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with 15 (9 of whom are disadvantaged) receiving small group interventions.</p>
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including Language Link, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, at after school clubs.	More than 50% of disadvantaged pupils will attend after school clubs free of charge.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 1%

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

Budgeted Cost: £50,200

- Further Development of Well Being Support
- Targeting support during Lockdowns and periods of individual or bubble isolation
- Intensive catch-up time with class teachers following a bubble/school closure
- Purchase equipment for specific clubs to allow children to attend
- Provide 1-1 support and group support on key skills
- Additional Support from Outside Agencies
- Additional teachers for programmed support
- Additional Teaching Assistants for High Level Support
- Increase in Hours for the Family Liaison Officer
- Subsidise school educational trips
- Access to transition opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>NFER English, Maths and CATs</p> <p>Accelerated Reader</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Narrative programme taught by staff</p> <p>Makaton used through KSI</p> <p>Specialist speech and language support</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

<p>Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <u>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</u> The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u></p>	<p>3</p>
<p>Improved focus on supporting emotional well-being through the PSHE curriculum and through well-being support and interventions.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</u></p>	<p>5</p>

Targeted Academic Support

Budgeted cost: £40,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. High quality language led teaching</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils,</p>	<p>2</p>

disadvantaged pupils who require further phonics support.	particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Teacher-led focus groups and 1:1 support to enable individuals to catch-up on learning, key skills and confidence. Additional teaching assistant support in classes to support pupil engagement.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	4

Wider strategies

Budgeted cost: **£18,460**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Further development of FLO and Well-being support to re-establish face to face relationships with parents and carers.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £98,960

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.

During the academic year 2019-20, Davington offered a range of clubs to all year groups which Pupil Premium children were able to access free of charge. 48 spaces were filled by children accessing Free School Meals in terms 1-4 before the school closures were enforced due to the first lockdown. These clubs are tailored to the interests and talents of our Pupil Premium children and we use pupil voice in order to target this group of students and offer clubs that they will want to join.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted areas of learning to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of live teaching through TEAMS.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.