



## 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   | Deeping St. James Community Primary School |
| Number of pupils in school  | 209  |
| Number of pupil premium eligible pupils (%age)  | 34 (16.25%)                                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-24                                    |
| Date this statement was published   | Oct 2022                                   |
| Date on which it will be reviewed   | Jul 2023                                   |
| Statement authorised by   | Richard Westley                            |
| Pupil premium lead  | Richard Westley                            |
| Governor / Trustee lead   | Ben Plumridge                              |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £59,330 |
| Recovery premium funding allocation this academic year  | £2,537  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £24,297 |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £86,164 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Deeping St James we target the use of Pupil Premium Grant funding to ensure that all pupils, irrespective of their background or challenges, make good progress and fulfil their potential across all subject areas. The focus of our strategy is to support our disadvantaged pupils to achieve that goal, including progress for those that are already high-achievers.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives

High quality teaching is at the heart of our approach. In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principals

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- Ensure disadvantaged children are challenged in the work they are set
- Act early to intervene at the point a need is identified
- Adopt a whole school approach in which all staff take responsibility for the outcomes for all children and raise expectations of what can be achieved

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Impact of Lockdown and subsequent return to school may have had a more significant impact for our disadvantaged children.  |
| 2                | At KS1/KS2, although numbers are low, children eligible for PP have not achieved "Greater Depth" in KS1 maths and KS2 writing in the percentages that they are nationally.   |
| 3                | Ensuring that in year data analysis is used more effectively to target PP children.  |
| 4                | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This could have a negative impact on their development as readers. |

|   |   |
|---|---|
| 5 | Certain children are underachieving, or effort levels fluctuate/engagement of parents |
| 6 | Identifying correct areas of support from the LA can prove difficult.                 |

## 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   |
|---|--|
| Raise the percentage of middle/high ability PP children achieving Greater Depth in the end of Key Stage tests by focussing on barriers to learning for maths in KS1 and Writing in KS2.   | Achieving the national percentage of PP children achieving Greater Depth at the end of KS1/KS2 in maths and writing respectively.  |
| Improved reading attainment among disadvantaged pupils.   | KS2 reading outcomes in 2024/25 show that more than 75% 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 75% 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: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• ELSA sessions demonstrating successful outcomes for disadvantaged children</li> </ul> |
| Ensuring that intervention work dovetails more effectively into normal classwork and is driven by the class teacher with effective monitoring and feedback from the TA.   | Children needing extra support make accelerated progress.  |
| Using PiXL Therapies to support academic progress. Other social and emotional programmes to raise self-esteem and tackle underachievement – including Jigsaw for PSHE and new ELSA role. Using this alongside work on SILT (Self – motivated Independent Learning Time) and increased focus on creative planning. | Underachievement is reduced, and social and emotional well-being and motivation to learn is improved so that these children reach the standard that is expected of them.   |
| To focus on parental engagement through close monitoring of progress of the key elements of reading, writing and maths and regular meetings with parents.   | Parents are more engaged and empowered to help and support their children at home.   |

## 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: £ 12,533

| Activity   | Evidence that supports this approach  | Challenge number (s) addressed |
|--|---|--------------------------------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.                           | 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:  | 4                              |
| Subscription to standardised diagnostic assessments – PiXL. Training for staff to ensure assessments are interpreted and administered correctly. | 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:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 2,3,4,5                        |

|   |   |             |
|---|---|-------------|
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>To purchase and provide CPD for Jigsaw scheme</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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | <p>1, 5</p> |
|---|---|-------------|

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

Budgeted cost: £ 33,180

| Activity                                       | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>15 hours tutoring provided for children</p> | <p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/One_to_one_tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>1,2,3,4</p>                |

|  |   |         |
|--|---|---------|
|  | And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>   |         |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through our new phonics scheme. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 4       |
| Interventions are pinpointed at specific objectives – IMPACT PROFORMA developed for TAs to feedback to class teacher – linking outcomes to next steps.   | Most effective way to set specific targets for children making slower than expected progress and to link objectives with key classroom learning objectives.   | 1,2,3,4 |

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

Budgeted cost: £ 25,850

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| ELSA role to be established in school to help support emotional wellbeing                        | Usage in neighbouring schools and data from ELSA networks  | 1                             |
| Jigsaw & Pixl scheme introduced to support enhanced PSHE provision in class                      | Post-lockdown enhanced provision required.<br>Jigsaw & Pixl £6,150<br>£6,500 IT equipment<br>E&M £4,000                                    | 2,3,4                         |
| All children are entitled to take up a musical instrument, lessons paid for through the funding. | £7,500<br>Based on our own experience, and that of cluster colleagues, level of engagement have improved as a result and confidence built. | 5                             |
| Financial support with the purchase of school uniform.   | £1,200   | All                           |

|   |        |     |
|---|--------|-----|
| Financial support to take part in a range of school trips and the potential of two residential trips throughout their time at our school. | £4,500 | All |
|---|--------|-----|

**Total budgeted cost: £ 71,563**



## 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.

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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas 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 online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, 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. As part of this, we have employed and are training and ELSA within school for 10 hours a week.

### 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      |
|-----------|---------------|
| ELSA      | Healthy Minds |
|           |               |

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- ELSA training has been sourced locally and a member of staff recruited to fulfil the role.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. This has been undertaken alongside our governing body.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.