

## 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.

### What is the Pupil Premium?

The Pupil Premium is a government initiative that targets additional funding to children from predominantly lower income households. Eligible children are those who have free school meals (FSM) now or in the last six years, or have been fostered, adopted, or whose parents are in the armed forces. Children in these groups are statistically at risk of underachievement for many reasons.

We use the money to support each Pupil Premium child in gaining the knowledge and skills they need to succeed and believe they can succeed.

Governors have agreed that whilst the Pupil Premium Grant must prioritise the achievement and wellbeing of Disadvantaged pupils, the benefits of resources and services should – wherever possible – extend to include other pupils, many of whom are also vulnerable. We use this money to provide extra staff support and resources to ensure there is accelerated learning to ensure there is little or no difference between the achievement of eligible children and those that are not.

It should be noted that strategies facilitated by the introduction of the Pupil Premium are planned for an academic year (September to August), whereas the funding allocation is received for a financial year (April to March)

The provision and impact through Pupil Premium is monitored through all levels of leadership and management:

- Governor meetings
- Pupil Progress Meetings
- Performance Management Meetings
- Continual Professional Development

### Principles

- We ensure that teaching and learning opportunities meet the need of each pupil
- 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.

- We recognise that pupils eligible for Pupil Premium have a wide range of needs, including stretch and challenge for the most able, and we use the funding to improve the outcomes for the full range of eligible pupils.
- We also recognise that not all pupils who are vulnerable are registered or qualify for pupil premium funding. We reserve the right to allocate pupil premium funding to support any pupil, or group of pupils, who the school has identified as being at risk of under achievement.
- We track the progress of pupil premium children rigorously to ensure there is a positive impact on learning outcomes.

### School overview

| Metric                                      | Data                              |
|---|-----------------------------------|
| School name                                 | Denham Village School             |
| Pupils in school                            | 80                                |
| Proportion of disadvantaged pupils          | 16%                               |
| Pupil premium allocation this academic year | £18,005                           |
| Academic year or years covered by statement | Reception – Year 6 (no Y4 intake) |
| Publish date                                | September 2022                    |
| Review date                                 | September 2023                    |
| Statement authorised by                     | Afsheen Nawaz (Headteacher)       |
| Pupil premium lead                          | Afsheen Nawaz (Headteacher)       |
| Governor lead                               | Bindu Siyani                      |

### Funding Overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year       | £18,005 |
| Recovery premium funding allocation this academic year    | £2000   |
| Catch Up funding  | £1867   |
| Pupil premium funding carried forward from previous years | £0      |

## Part A: Pupil Premium strategy

### Statement of intent.

Our vision is to create a learning environment that inspires our children to achieve the best they possibly can and to continually strive to improve themselves. We want our children to thrive, to have confidence and ambition to learn. We will provide a safe working environment that enables our children to take calculated risks, make decisions, ask questions and to be independent individuals.

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.

Our approach is based on the identified common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions. To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all of the pupils.
- 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
- also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Allocate Pupil premium funding following a needs analysis which will identify priority classes, groups or individuals

### Main Barriers to achievement

| Barrier to achievement         | Action   |
|--------------------------------|--|
| Oracy and phonetical knowledge | Opportunities for speaking and listening in small group and class settings.<br>Daily phonics (Little Wandle) coaching for children to secure stronger phonic knowledge (1:1 and small group sessions)<br>Improve staff knowledge and understanding in phonics.<br>Speech and Language therapy assessment and intervention. |
| Attendance                     | Continued monitoring of attendance and work with families, where required. Some pupils were impacted by C19 and the requirement to isolate for longer periods of time which impacted their overall attendance. Remote learning was available for all families and where access to IT was limited hard copies provided.     |

|                                     |  |
|-------------------------------------|--|
| SEND needs                          | SEN Support plan to address areas of concern.  |
| Family specific events or incidents | Work with individual families to address areas of concern and put an action plan in place to remedy. |
| Safeguarding                        | Ensure attendance covered as part of a CIN or CP plan. Working with early help where required/       |

### Intended Outcomes

| Intended Outcome   | Success Criteria  |
|--|---|
| Improved oral and language skills and vocabulary among disadvantaged pupils.   | Assessments and observations from initial baseline indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.                            |
| That all disadvantaged children will be moving toward or achieving ARE in reading, writing and maths   | All children meet the National Average 2022 standards.  |
| For pupils to recognise themselves as learners and the internal feeling of success. Giving them a variety of strategies to tackle difficult tasks, break them down into small steps and respond appropriately to the challenge | Observations and assessments show children responding to verbal praise and recognising the feeling of success internally. Observations and assessments will show Children responding to challenge with enjoyment understanding they have the skills to break the tasks down and take small steps to success |
| SEND pupils to progress in line with their peers (in terms of expected steps of progress).<br>*This is because 38% of our PP pupils are also SEN pupils  | Observations and pupil progress data show PP pupils making expected/accelerated progress over time.   |

### Review of previous year expenditure (2021/22)

In the financial year 2021 – 2022, our allocation was £14,795

Pupil premium funding has so far been spent on the following:

| Priority | Intervention/<br>action | Cost | Intended Outcomes | Rationale | Measure |
|----------|-------------------------|------|-------------------|-----------|---------|
| Literacy |                         |      |                   |           |         |

|           |  |                                 |  |  |   |
|-----------|--|---------------------------------|--|--|---|
| 1, 2 & 3  | Literacy on Track (1:1 and small group targeted support)   | 5.5 hours pw LSA time £2173     | -To bridge the achievement gap<br>- PP pupils to be back on track to achieve their end of year target  | - EEF Pupil Premium guide<br>-Accelerate rates of progress<br>-Ensure any knowledge gaps are covered   | - Half-termly tracking/monitoring   |
| 1 & 2     | Catch up reading intervention  | 5 hours pw LSA time £1976       | - Pupils to make accelerated progress to improve their overall achievement<br>-Pupils demonstrate greater confidence and ability to decode<br>-Pupils have frequent opportunities to develop their phonic knowledge<br>Pupils reading comprehension improves | Improved progress and subsequent attainment  | -Half termly assessments<br>-Progress recorded  |
| 1 & 2     | Phonics catch up intervention  | 4 hours per week LSA time £1580 | - PP pupils to meet the required standard for phonics screening<br>- Pupils demonstrate greater confidence and ability to decode<br>-Pupils have frequent opportunities to develop their phonic knowledge  | -EED Pupil Premium guide. Evidence consistently shows the positive impact that targeted academic support can have.<br>-Accelerate rates of progress to support future development in reading and writing | - Half-termly tracking/monitoring<br>- Progress recorded through phonics sessions (AFL) |
| 1 & 2     | Phonics resources (Little Wandle)  | £2000                           | All pupils to achieve the required standard in phonics screening   | Improve results in phonics   |   |
| Maths     |  |                                 |  |  |   |
| 1 & 2     | Maths on Track (1:1 and small group targeted maths)  | 4 hours per week LSA time £1580 | -To bridge the achievement gap<br>- PP pupils to be back on track to achieve their end of year target  | - EEF Pupil Premium guide<br>-Accelerate rates of progress<br>-Ensure any knowledge gaps are covered   | - Half-termly tracking/monitoring   |
| 1, 2 & 3  | Maths resources  | £500                            | -Improved results in EoY maths results   |  | - Half-termly tracking/monitoring   |
| Inclusion |  |                                 |  |  |   |
| 3         | Intervention to support self-esteem building and positive behaviour: Growth Mindset Resilience Zones of Regulation Philosophy for Children (P4C) | 2 hours pw LSA time £790        | Pupils with identified social or emotional needs are supported by school staff so that the needs are removed or alleviated and this results in improved self-esteem  | Children are emotionally ready to learn  | Improvement in behaviour (behaviour log)<br>Focus and participation improves            |
| 4         | All PP children to be provided with a set of school uniform  | £300                            | Children attend in agreed uniform and are not disadvantaged in any way   | Parents and pupils feel supported by the school  |   |
| 4         | School to fund visits and clubs and any fundraising activities   | £2000                           | All children have access to a wide range of enriching activities:<br>All children to have access to subsidised trips<br>All pupils to have access to free after school clubs   | Children are included and not disadvantaged in any way   | Participation percentages for attendance at clubs and school visits                     |

|            |                |       |  |                     |                    |
|------------|----------------|-------|--|---------------------|--------------------|
|            |                |       | All pupils to have access to early morning drop off  |                     |                    |
| Training   |                |       |  |                     |                    |
| 1, 2, 3, 4 | Staff training | £1896 | -For all staff to be fully equipped to deliver high quality interventions as stated above<br>- To facilitate achievement of above objectives | Objectives achieved | Review of training |

### Priorities for current academic year

| Priority        | Intervention/ action                     | Cost                                   | Intended Outcomes  | Rationale  | Measure   |
|-----------------|--|--|--|--|---|
| <b>Literacy</b> |  |  |  |  |   |
| 1 & 2           | SSP Phonics – Little Wandle intervention | 5 hours pw staff costings<br><br>£1976 | - PP pupils to meet the required standard for phonics screening<br>- Pupils demonstrate greater confidence and ability to decode<br>-Pupils have frequent opportunities to develop their phonic knowledge  | -EED Pupil Premium guide. Evidence consistently shows the positive impact that targeted academic support can have.<br><br>-Accelerate rates of progress to support future development in reading and writing | -Half-termly tracking<br><br>- Progress recorded through phonics sessions (AFL) |
| 1 & 2           | Accelerated reading intervention         | 2hpw staff costings<br><br>£790        | - Pupils to make accelerated progress to improve their overall achievement<br>-Pupils demonstrate greater confidence and ability to decode<br>-Pupils have frequent opportunities to develop their phonic knowledge<br>Pupils reading comprehension improves                                 | Improved progress and subsequent attainment  | -Half termly assessments<br>-Progress recorded                                  |
| 1&2             | Literacy on track intervention           | 6hpw staff costings<br><br>£2370       | -PP pupils are given additional opportunities for pre-teach, consolidation and over learning on a daily basis<br>This will allow them to close the knowledge gap and for tutoring to be tailored to match their needs<br>-PP pupils to make their targeted progress (accelerated) in writing | -EEF guidance. Evidence consistently shows the positive impact that targeted academic support can have.  | -AFL<br>-Target Tracker<br>-PPM's   |
| 1 & 2           | Phonics resources                        | £500 (Little Wandle resources)         | All pupils to achieve the required standard in phonics screening   | Improve results in phonics   |   |
| <b>Maths</b>    |  |  |  |  |   |

|                  |  |  |   |  |   |
|------------------|--|--|---|--|---|
| 1 & 2            | Maths on Track<br><br>(1:1 and small group targeted maths)   | 6hpw staff costings<br><br>£2370   | -To bridge the achievement gap<br>- PP pupils to be back on track to achieve their end of year target   | - EEF Pupil Premium guide<br>-Accelerate rates of progress<br>-Ensure any knowledge gaps are covered | - Half-termly tracking/monitoring   |
| 1, 2 & 3         | Maths resources  | £1000  | -Improved results   |  | - Half-termly tracking/monitoring   |
| <b>Inclusion</b> |  |  |   |  |   |
| 3                | Intervention to support self-esteem building and positive behaviour: Growth Mindset Resilience Zones of Regulation Philosophy for Children (P4C)<br><br>Social skills games – Emotioes/Purr-fect skills) | 2 hours per week<br><br>£790   | Pupils with identified social or emotional needs are supported by school staff so that the needs are removed or alleviated and this results in improved self-esteem   | Children are emotionally ready to learn  | Improvement in behaviour (behaviour log) Focus and participation improves |
| 4                | All PP children to be provided with a set of school uniform  | £450   | Children attend in agreed uniform and are not disadvantaged in any way  | Parents and pupils feel supported by the school  |   |
| 4                | School to fund visits and clubs and any fundraising activities   | £1500  | All children have access to a wide range of enriching activities:<br>All children to have access to subsidised trips<br>All pupils to have access to free after school clubs<br>All pupils to have access to early morning drop off | Children are included and not disadvantaged in any way   | Participation percentages for attendance at clubs and school visits       |
| 5                | Growth Mind Set  | £200   | EEF Toolkit: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships   | To help pupils to develop resilience and positive mental attitude.                                   | Improved access to learning   |
| 6                | Nurture Group  | 6hpw staff costings<br><br>£2370<br><br>Resources to set up nurture room | Setting up Nurture groups and related cost involved. The aim is to replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment.                           | To make mental wellbeing a priority  | Readiness to learn  |

|                 |                |       |  |                     |                    |
|-----------------|----------------|-------|--|---------------------|--------------------|
|                 |                | £1000 |  |                     |                    |
| <b>Training</b> |                |       |  |                     |                    |
| 1, 2, 3, 4      | Staff training | £2700 | -For all staff to be fully equipped to deliver high quality interventions as stated above<br>- To facilitate achievement of above objectives | Objectives achieved | Review of training |

### Strategy aims for disadvantaged pupils (Targets 2022/23)

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | PP pupils to achieve same level of progress   |
| Priority 2                                    | Improved attainment for PP pupils   |
| Priority 3                                    | Children with PP have improved self-esteem and confidence enabling them to be emotionally ready to learn  |
| Priority 4                                    | Parental engagement through attendance at parents evenings, meetings and school events  |
| Barriers to learning these priorities address | Children make good progress but have lower attainment<br>Attendance<br>Pupils who are both SEN and PP<br>Parental engagement and support<br>Economic hardship<br>Mental well-being<br>Traveller |

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.



## 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.

#### Disadvantaged pupil progress scores for last academic year

| Measure  | PP    | Non PP |
|--|-------|--------|
| <b>Reading</b>   |       |        |
| % achieving expected standard EYFS   | 66.7% | 91.7%  |
| % achieving expected standard Year 1   | 100%  | 81.3%  |
| % achieving expected standard Year 2   | 50%   | 72.7%  |
| % achieving expected standard Year 3   | 0%    | 69.2%  |
| % achieving expected standard Year 4   | N/A   | N/A    |
| % achieving expected standard Year 5   | 50%   | 87.5%  |
| % achieving expected standard Year 6   | 100%  | 88.9%  |
| <b>Writing</b>   |       |        |
| % achieving expected standard EYFS   | 33.3% | 91.7%  |
| % achieving expected standard Year 1   | 100%  | 81.3%  |
| % achieving expected standard Year 2   | 50%   | 72.7%  |
| % achieving expected standard Year 3   | 0%    | 53.8%  |
| % achieving expected standard Year 4   | N/A   | N/A    |
| % achieving expected standard Year 5   | 0%    | 75%    |
| % achieving expected standard Year 6   | 100%  | 88.9%  |
| <b>Maths</b>   |       |        |
| % achieving expected standard EYFS   | 66.7% | 91.7%  |
| % achieving expected standard Year 1   | 100%  | 93.8%  |
| % achieving expected standard Year 2   | 50%   | 72.7%  |
| % achieving expected standard Year 3   | 0%    | 53.8%  |
| % achieving expected standard Year 4   | N/A   | N/A    |
| % achieving expected standard Year 5   | 0%    | 62.5%  |
| % achieving expected standard Year 6   | 100%  | 77.8%  |
| <ul style="list-style-type: none"><li>Formal assessment took place for the first time since 2019</li></ul> |       |        |

## Appendix A: PP Effective strategies

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### **Quality Teaching First**

Investment in staff development and robust performance management systems

### **High Expectations**

Not confusing eligibility for the Pupil Premium with low ability and focused on all pupils achieving at the highest levels.

### **Effective Feedback**

Focus on giving pupils, clear, constructive feedback about their work and how to improve.

### **Always Reflecting, Always Changing**

Achievement data used to frequently check whether interventions are working and make adjustments if and when needed.

### **Get Everyone Involved**

Designated senior leader to oversee Pupil Premium. Governors involved in the decision-making and evaluation process.

### **Give Everyone Responsibility**

All staff are aware of PP pupils and take responsibility for accelerating their progress.

### **Holistic Thinking**

Provide well – targeted support to improve attendance, behaviour, links with families and other potential barriers to learning.

### **Clear Policy and Strategy**

A clear policy with careful monitoring and evaluation, to demonstrate the impact of spending.

### **Ring-fenced Funding**

Ring-fenced funding used effectively for PP pupils.

### **Established an Evidence – Based Approach**

Explore research evidence such as, the Sutton Trust Toolkit, and learn from others' excellent experience to allocate funding to activities that are most likely to have an impact on raising achievement.