

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	New Delaval Primary School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	31/12/2022
Date on which it will be reviewed	31/12/2023
Statement authorised by	P Struthers Head Teacher
Pupil premium lead	P Struthers Head Teacher
Governor / Trustee lead	Wendy Burdon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146770.00
Recovery premium funding allocation this academic year	£ 16385.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 163155.00

Part A: Pupil premium strategy plan

Statement of intent

School Context

New Delaval is a 1.5 form entry Primary School. We have 252 pupils including 7 in our 2-Year-old setting.

There is a school run Breakfast Club available during term time.

The local area features high levels social and economic deprivation. The majority of pupils live within the local area. There are a number of new private housing estates within the school catchment area.

51% of pupils are in receipt of Pupil Premium. 15% of pupils have SEND support and 3 of the SEND pupils have an EHCP.

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.

Here at New Delaval Primary School when making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. We also consider the research conducted by the EEF. Barriers to learning for disadvantaged children at New Delaval Primary can be:

- less support at home
- weak language and communication skills
- lack of resilience
- social and emotional difficulties
- attendance and punctuality issues
- complex family situations that prevent children from flourishing

The challenges are varied and individual and often require a bespoke package of measures.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and mental well-being difficulties identified for many children. These difficulties impact upon readiness to learn, motivation, engagement and aspirations in school. This situation has been greatly impacted by Covid 19 and school closures. Access to extra curricular activities - Impact of reduced life experiences) Social and emotional challenges particularly affect disadvantaged pupils, including their attainment.
2	Data indicates underdeveloped speech and 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.
3	Gaps in skills and knowledge because of COVID / lockdowns / lack of home support
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2- 3% lower than for non-disadvantaged pupils.

	25% of disadvantaged pupils have been ‘persistently absent’ compared to 15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
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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
To achieve and sustain improved social and emotional health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Speech and language	<ul style="list-style-type: none"> • A programme of school based speech and language support is in place for pupils, delivered regularly to those in need. • Use of staff to deliver NELI intervention • Use of local SLA for additional SALT provision on day a week • Staff are well trained to support pupils and address needs. • Pupils are identified early and make accelerated progress enabling them to communicate well so they are able to access the curriculum fully. • Speech and language difficulties no longer impact academic attainment in reading and writing particularly.
Gaps in skills and knowledge as a result of COVID / lockdowns reduced.	<ul style="list-style-type: none"> • Disadvantaged children to achieve in-line or better than non-disadvantaged children (both in statutory data and in-school data) • Those who do not achieve in-line or better make accelerated and good progress from their starting points.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <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 by 50%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers. • Good attenders maintain positive attendance including good punctuality • Barriers to good attendance and punctuality for families assessed and addressed with support of EWO • Struggling attenders or those with poor punctuality increase attendance in line with or better than non-disadvantaged
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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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund teacher release time, additional staffing and CPD to further extend THRIVE approach. School will employ a Pastoral Support / Family Liaison worker</p>	<p>Children need to feel safe and secure in school so that they are 'ready' to learn.</p> <p>Thrive embedded across school has positive impact on teaching and learning by ensuring sound emotional well being and enabling readiness for learning.</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p> <p>pastoral Support / Family Liason to support with behaviour in school and</p>	<p>1,3,4</p>

	extend support to families with punctuality and attendance issues	
Enhancement of our maths teaching and curriculum planning in line with the Maths Mastery approach. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	<p>DfE guidance in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1,3
Funding allocated for staff in respect of CPD, additional resources and staffing to deliver speech and language opportunities and interventions across school but particularly within EYFS and KS1 where COVID and lack of early experiences have impacted upon pupil development. (NELI project, additional specialist speech and language staff)	<p>NELI - targets children who have gaps in the speech, language and communication development and pre phonological skills.</p> <p>A DFE approved communication and language approach it will improve the outcomes for those children identified at being at risk of falling significantly below ARE in the lower end of the school.</p>	2
Additional and enhanced TA support time across the school to allow for in class curriculum support for identified learners and targeted interventions where required. – Reading Recovery, Phonics,	<p>Class based staff are best placed to provide targeted interventions/in class support.</p> <p>Effective use of teaching assistant interventions – EEF Teacher Toolkit</p>	2,3

Speech and Language		
Staff CPD from The Centre for Literacy in Primary Education to focus developing teaching approaches to address disadvantaged outcomes in English.	The Centre for Literacy in Primary Education has a proven impact on children's ability to develop their English skills in all key areas of the curriculum (Speaking, Listening, Reading and Writing). (Research: United Kingdom Literacy Association)	3

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
A programme will be delivered to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Additional trained staff to work with	Speech and 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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2

individuals and small groups 3 x each week.		
NELI – to be implemented in EYFS and KS1 Reading Plus and Accelerated Reader programme to continue at KS2	NELI - targets children who have gaps in the speech, language and communication development and pre phonological skills. A DFE approved intervention it will improve the outcomes for those children identified at being at risk of falling significantly below ARE in the lower end of the school. Reading Plus – to improve the reading fluency, vocabulary and skills for the children in KS2.	2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a rich and varied curriculum for pupils that will open up opportunities and learning experiences across school and subject areas. Supporting with extra curricular activity costs, residential visits and school visit	<ul style="list-style-type: none"> • Evidence suggests that a variety of experiences and new activities not only improves outcomes for all pupils academically but also supports the well-being and self-esteem of those children. • Supported and funded places on school residential trips • Free sporting after school clubs twice a week • NUF Pastoral / Family sessions • Mental Health School councillor • Commando Joes sessions 	1,3

costs for targeted children.		
Thrive delivered to targeted children across school including disadvantaged children to support their mental health and wellbeing.	<ul style="list-style-type: none"> • Importance of whole school approach eg. Thrive, to social and emotional learning. • https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/primary-sel • Thrive https://portal.thriveapproach.com/approach/info/credentials/ 	1,3,4
Attendance initiatives and rewards to encourage good attendance	<ul style="list-style-type: none"> • Communication and partnership with parents relating to attendance. • https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/supporting-parents 	4
Contingency fund for acute issues.	<ul style="list-style-type: none"> • 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: £160,000

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.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

Disadvantaged pupil progress and attainment was significantly impacted during 2020-2021 and continued into 2021 -2022. Internal monitoring and data tells us that the COVID 19 closures and disruptions resulted in fewer children in school and low engagement in home learning for those families whose children did not attend.

COVID 19 also resulted in children not being able to benefit from the pupil premium funded opportunities and interventions unlike in previous years.

Data indicates that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Pupil premium funding enabled enhanced counselling and well-being provision to support our families. There is a firm commitment within the current plan that this support will continue to grow and develop over time.

Attendance overall was significantly down on that of previous years during 2021/2022. Attendance for disadvantaged children was below that of non-disadvantaged. This has been identified as a target for 2022/2023.

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
Reading Plus	Reading Solutions UK limited

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.