

Pupil premium strategy statement - New Delaval Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---|
| Number of pupils in school | 230 |
| Proportion (%) of pupil premium eligible pupils | 53% 103 Pupils 96 FSM, 2 FSME6, 5 Post LAC (other 46 SEND, 0 Service, 7 EAL) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Paul Struthers Headteacher |
| Pupil premium lead | Paul Struthers Headteacher |
| Governor / Trustee lead | Michael Vintis Vice Chair of Governors & Pupil Premium Link Governor |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £149,010 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £149,010 |

Part A: Pupil premium strategy plan

Statement of intent

School Context

New Delaval is a 1.5 form entry Primary School. We have 230 pupils including 14 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.

53% of pupils are in receipt of Pupil Premium. 23% of pupils have SEND support and 5 of the SEND pupils have an EHCP.

At New Delaval Primary School, 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.

[New Delaval Primary School - Home](#) – Statement of Intent

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
- challenging 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, 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, multi-agency support 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 delivering specific interventions 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.

At New Delaval Primary School, we believe that positive social, emotional and mental health underpins a pupil's ability to be successful, happy, confident and to develop clear aspirations and goals. We want to give our children opportunities to a range of inspirational and motivating learning adventures that further instil a love of learning through a carefully constructed curriculum and real-life experiences. Our children will develop a set of RESPECT values and characteristics through Character Education ([New Delaval Primary School - Character Education](#)) that will give them a sound platform to develop and become members of their community that contribute in a socially conscious and responsible manner.

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 parents and pupils have shown an issue in the development of speech, language and communication skills that impacts disadvantage pupils more. This indicates 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. Data on year group entry indicates that 33% of Pre-School morning session are not on track and 67% in the afternoon session. Nursery, 52% not on track and Reception were 82% not on track upon entry. NELI assessment has identified 10/22 Reception children need support, 80% of those are disadvantaged, this is a continual increase on previous years |
| 2 | Assessments, observations, and discussions with parents and pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 2 years, between 90% - 95% of our disadvantaged pupils arrive below age-related expectations compared to 47% - 53% of other pupils. This gap narrows but remains evident to the end of KS2. |
| 3 | Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, between 79% - 90% of our disadvantaged pupils arrive below age-related expectations compared to 24% - 58% of other pupils. This gap remains steady to the end of KS2. |
| 4 | Our assessments, observations and discussions with pupils and families, including a pupil wellbeing 'Pupil Voice' survey have identified social and emotional issues for many pupils, notably due to delayed development in socialisation skills, a lack of enrichment opportunities and the limited opportunities for these children when they were babies and toddlers due to partial school and societal closures. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support, internally and externally remain relatively high. A high % of our disadvantaged pupils currently require additional support with social and emotional needs and get access to targeted small group interventions. |
| 5 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-5% lower than for non-disadvantaged pupils. 34%-39% of disadvantaged pupils have been 'persistently absent' compared to 16%-20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 6 | We have 23% SEND within our setting and 61% are of those are disadvantaged children. |

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 speaking, listening, language and vocabulary skills and development for disadvantaged children. | Assessments and observations indicate significantly improved speaking, listening, language and vocabulary skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Reading attainment for disadvantaged children to be closer to that of non-disadvantaged children. | KS2 reading outcomes to show that more than 65% of disadvantaged pupils met the expected standard and the gap between disadvantaged and non-disadvantage reduced from the start of the year. |
| Maths attainment for disadvantaged children to be closer to that of non-disadvantaged children. | KS2 maths outcomes to show that more than 65% of disadvantaged pupils met the expected standard and the gap between disadvantaged and non-disadvantage reduced from the start of the year. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • more engagement with reading and homework out of school • more participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils and the difference between disadvantaged and non-disadvantaged being reduced • reduction in the percentage of disadvantaged children regarded as 'Persistently Absent' and their non-disadvantaged peers • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 20% lower than their peers, this would represent a 50% reduction in PA's in both groups |
| For disadvantaged pupils with SEND to make more than expected progress from their starting point in Reading, Writing and Maths. | Disadvantaged SEND children to make the same or more progress from their starting point as non-disadvantaged children. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £84,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Staff updated training on the school DfE validated Phonics Programme Bug Club.</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Training given to all staff to ensure capacity and competency in delivering the structured Phonic programme through quality first teaching.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> | 1 & 2 |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Training on delivery of NFER tests for specific year groups. Use of Accelerated Reader, Reading Plus, Lexia and Phonic Tracker diagnostic assessment tools.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p> | 1, 2 & 3 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p> | <p>Review the Pedagogical approach to how maths is taught in our setting. Trail of adapted practice by Maths lead, KS2 Phase Lead / DHT and one class in LWKS2.</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:</p> | 1 & 3 |

| | | |
|--|--|-------|
| <p>(including Teaching for Mastery training).</p> | <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | |
| <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>Whole staff CPD Zones of Regulation. Regular Virtual School CPD opportunities. Use of Thriving Minds and PACE strategies. Thrive Groups. Pastoral Support. Reviewed and robust PSHE curriculum. Character Education.</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): Improving Social and Emotional Learning in Primary Schools EEF</p> | 4 |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> | <p>Speaking, listening and language focus within English block planning and evident throughout curriculum. Additional staff recruited to deliver SALT plans and NELI intervention.</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: Oral language interventions Teaching and Learning Toolkit EEF</p> | 1 & 2 |

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

Budgeted cost: £50,010

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p> | <p>Additional staff recruited to deliver SALT plans and NELI intervention. HLTA's and Teachers have specific intervention groups that are reviewed half termly, specific focus on disadvantaged</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p> | 1, 2 & 3 |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> | <p>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 Teaching and Learning Toolkit EEF</p> | 1 & 2 |
| <p>SAT's Club</p> | <p>An additionally funded after school SAT's club to run with a specific focus on support for disadvantaged children Small group tuition Teaching and Learning Toolkit EEF</p> | 1, 2 & 3 |
| <p>Use of Support Staff to deliver Reading and Maths interventions</p> | <p>Children from all groups in school to access additional support Small group tuition Teaching and Learning Toolkit EEF</p> | 1, 2 & 3 |
| <p>Mental Health & Well Being Lead</p> | <p>Mental Health and Well Being Lead to deliver specifically focussed session in small groups and 1-2-1</p> | 4 |

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

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. | Regular timetabled staff CPD sessions using 'When the Adults Change' online resources. CPD and application of PACE Fidelity of Behaviour Management language across school Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF | 1, 2 & 3 |
| Breakfast Club is offered to specific disadvantaged families | Evidence shows that this has a positive impact on encouraging better attendance, offers more support for the family and ensures the children who access Breakfast Club are fed and have a positive start to their school day assisting them in being better prepared for learning. | 4, 5 & 6 |
| After School Clubs | Evidence has shown that access to extra curricular activities can help with the well being of disadvantaged pupils who get opportunities to participate in activities they would not normally do within the school day. It also supports families by giving the children additional opportunities. | 4, 5 & 6 |
| Support towards Residential Visits for disadvantaged families | Access to Residential visits has shown to have a positive impact on the character development of children. It develops their skills of independence and provides the children with experiences they would not normally have access to. | 4 |
| Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |

Total budgeted cost: £84,000 + £50,010 + £15000 = £149,010