

## 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	Deykin Avenue JI School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	43% (83)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Janet Edwards
Pupil premium lead	Janet Edwards
Governor / Trustee lead	Jane Mason

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,600
Recovery premium funding allocation this academic year	£ 12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,780

# Part A: Pupil premium strategy plan

## Statement of intent

The school is set within a high deprivation area that is above the national. We are aware that some disadvantaged children may not enter school with the same starting points, life experiences or support as their peers.

As a school, we aim to identify the barriers that the children may face academically, socially and emotionally and plan appropriate support and interventions for them.

We are committed to ensuring that the impact of Covid-19 on all children's well-being and learning, regardless of background will continue to be addressed.

We will adopt a tiered approach to the spending of Pupil Premium with a focus on teaching, targeted academic support and wider strategies. We will limit the number of strategies so that we can address existing gaps in knowledge.

Teaching:

This year, our main priorities will focus on the following areas:

- To further develop the delivery of early reading, phonics and speech and language provision in KS1
- Implement phonics and RWI for identified children in Year 3
- Continue to develop an ambitious curriculum designed to give all pupils, particularly disadvantaged pupils, the knowledge and cultural capital that they need to succeed for their next stage of education
- Increase accessibility for out of school experiences for pupils eligible for PP
- Maintaining pastoral and parental support systems

## Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID19 –vulnerable learners whose gaps have widened even further as a result of school closures and class bubble closures. Some children were unable to access some aspects of the curriculum, even when supported by the school.
2	Significantly above national percentage of EAL learners limited language skills on entry to school. This also includes children who start in year and who are new to the country or have lived in this country but have not previously attended school. Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and their peers.

3	A number of pupils who are eligible for pupil premium are impacted by external factors (family/home issues) that require support from our Parent Pupil Support Worker and/or external agencies.
4	Many pupils do not have access to a range of enrichment experiences outside of school because of the financial costs associated with these, which limits their vocabulary and understanding of the world.
5	There are a high number of children facing barriers to their learning. A greater number of families are facing financial hardship and have had to deal with extremely difficult personal emotional challenges. Parents are increasingly reliant on school for support e.g. Early Help. Safeguarding and child protection concerns are high.

## 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
Early identification of any speech and language difficulty or delay and implementation of programmes that assist early years practitioners to support children's language development.	Targeted intervention in place. Tracked progress of all children shows improvement in speech and language acquisition and targets are achieved.
Phonics attainment (Year 1 and Year 2)	Increase the percentage of children meeting the phonics check and improve rates of progress for phonic attainment. Children's phonic knowledge in Year 3 increases from their baseline assessment. Children make accelerated progress in their phonic knowledge and early reading skills.
All staff receive high quality CPD which is linked to specific areas of staff development (e.g. effective phonics provision, vocabulary, delivery of comprehension)	Monitoring identifies quality first teaching and strategies being implemented in the classroom.
Continue to improve attendance and punctuality and decrease persistent absence for identified families. Families have increased levels of resilience and develop skills to support them and their families.	Children of hard to reach families are in school and their attendance is in line with national expectations. Children are developing learning behaviours that will enable them to make good progress.

## 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: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all teachers with high quality CPD to ensure that pupils access high quality teaching. £4,500	EEF – Quality teaching helps every child. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1
Purchase enhancements to the RWI Phonics scheme e.g. online training subscription. £2100 Additional books £500	Providing training to staff that deliver small group support is likely to increase impact. <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
Speech and Language Therapist support once per fortnight. £4600	Evidence: <a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  Impact +6 months	1, 2,3

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

Budgeted cost: £105,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline assessment for speech and language in Reception, using the WellComm programme and implementing appropriate oral and/or speaking and listening interventions for identified children.	WellComm was developed by the speech and language therapy team in Sandwell in 2005, the research programme developed over time, with modifications being made to the Screening Tool.  WellComm is a recognised screening toolkit for children's speech and language skills which is used in a large	1, 2

<p>Projected percentage of TA salary £3840</p>	<p>number of early years settings and schools across England.</p> <p>Birmingham Early Years Network is recommending that all Birmingham Schools use WellComm so that there is a consistent approach.</p> <p>Evidence: <a href="https://www.educationendowmentfoundation.org.uk/EEF">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact +6 months</p>	
<p>Reading leader out of class for 2.5 days to provide targeted intervention for pupils in phonics and reading and to oversee the RWI programme including training. £23,000</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/EEF">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Small group tuition Impact 4+ months over a year.</p> <p>Key findings: Small group tuition is likely to be effective if it is targeted at pupils' specific needs.</p> <p>Providing training to staff that deliver small group support is likely to increase impact.</p>	<p>1,2,4</p>
<p>Provide targeted intervention and support to quickly identify gaps in phonic acquisition and reading, including the use of small group work and 1:1 tuition and lowest 20% of readers additional support.</p> <p>Projected percentage of TA's salaries £37,530</p>	<p>Improving Literacy in KS1 Guidance report – Education Endowment Fund (EEF) Summary of recommendations:</p> <ol style="list-style-type: none"> <li>1. Develop pupils' speaking and listening skills and wider understanding of language</li> <li>2. Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills</li> <li>3. Effectively implement a systematic phonics programme</li> </ol> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Phonics has a positive impact overall (+5 months)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Small group tuition had an average impact of 4 months' additional progress over the course of a year. <a href="https://www.educationendowmentfoundation.org.uk/EEF">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teaching Assistant Interventions – can provide a large positive impact on learner outcomes. We deploy our</p>	<p>1,2,4</p>

	<p>teaching assistants in Early Years and KS1 to deliver small group (RWI) and individual interventions (additional phonics). <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact + 4months over a year.</p>	
<p>EAL support for pupils joining the school in the early stages of English language acquisition. Targeted interventions for EAL pupils in Year 5 &amp; Yr 6.</p> <p>Percentage of EAL TA's salary £ 24,965</p>	<p>Evidence: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact +6 months</p> <p>Teaching Assistant Interventions – can provide a large positive impact on learner outcomes. <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact + 4months over a year.</p>	<p>1, 2, 3, 4</p> <p>1, 2, 3, 4</p>
<p>Targeted support for small groups in Yr 4, 5 &amp; 6 for delivery of Comprehension Express.</p> <p>Purchase of Comprehension Express 'Catch Up' tutoring packs for Yr 4 – Yr 6.</p> <p>Percentage of TA's Salary: £7680</p> <p>Cost of packs: £900</p>	<p>EEF- Reading comprehension strategies are high impact on average 6+ months over a year.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>
<p>Targeted maths support for SEND PP Yr 6 children with the Inclusion Manager 3 hours per week.</p> <p>Percentage of Inclusion Manager's Salary: £4260</p>	<p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Small group tuition Impact 4+ months over a year.</p> <p>Key findings: Small group tuition is likely to be effective if it is targeted at pupils' specific needs.</p>	<p>1,2,3,4</p>
<p>Implement MyOn and purchase tablets/laptops for families who have no access to technology so that no child is disadvantaged and is able to access additional reading opportunities at home, including reading homework.</p> <p>Contribution towards laptops; £3000</p>	<p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p>High impact, low cost.</p> <p>EEF- Reading comprehension strategies are high impact on average 6+ months over a year.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>

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

Budgeted cost: £21,054

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support families with challenging home circumstances, financial hardship and safeguarding concerns (including attendance). Parent Pupil Support Worker salary £18,554	EEF – working with parents to support learning  <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 5
Subsidising of school trips for PP children. £2500	School trips can make a major contribution to the acquisition of knowledge and development of skills.	3, 4

**Total budgeted cost: £137,929**

## 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.

Desired Outcomes	Impact
Improve oral skills for pupils eligible for PP across EYFS and KS1.	NELI intervention implemented. All pupils' speech and language was assessed and planned programmes were put in place. Due to Covid -19 lockdown and subsequent bubble closures this could not be continued and the true impact was not measurable.
Disadvantaged pupils achieve age-related expectations/greater depth in RWM in line with non-disadvantaged pupils.	The second lockdown and regular bubble closures impacted on the effectiveness of strategies implemented to close the gap. There was no statutory testing in 2021.
Pupils are able to access through the wider curriculum, enrichment activities that support their learning and development.	Partly achieved. Any school visits or experiences were subsidised up until the point of lockdowns and bubble closures.
Achievement across all subjects is in line with non-pupil premium pupils.	There was no statutory testing, outcome cannot be evaluated.

### 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
Read Write Inc	Ruth Miskin
MyOn	Renaissance