

## 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	Deykin Avenue JI School
Number of pupils in school	204 (as at July 2022)
Proportion (%) of pupil premium eligible pupils	46.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 -2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Janet Edwards Headteacher
Pupil premium lead	Janet Edwards Headteacher
Governor / Trustee lead	Jane Mason

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,035
Recovery premium funding allocation this academic year	£13,195 (estimated to be confirmed)
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	£139,230

# Part A: Pupil premium strategy plan

## Statement of intent

Deykin Avenue JI School is situated 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 some of their peers.

Our aspiration for all of our children is that they become 'STARS': Successful, Tolerant, Ambitious and Resilient. This means that regardless of their background or the challenges that they face, through our curriculum, we enable them to make good progress and achieve to the best of their ability.

In writing our Pupil Premium Strategy, we have considered the challenges, including non-academic, that have the most significant impact on our pupils and seek to allocate the funding to support in achieving the identified outcomes.

We have referred to the DfE's 'menu of approaches' to support us to spend the PPG effectively and have linked the identified activities to the School Development Plan. We have followed the recommendation of adopting a three-year plan as this will enable us to embed the activities that have been identified. The strategy will continue to be reviewed annually and any amendments will be made where appropriate.

The strategy will be shared with staff and governors so that everyone is clear about the intended provision and end outcomes of the plan. We have referred to the Education Endowment Funds (EEF's) 'A School's Guide to Implementation' and have identified the following as key to our plans success:

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately
- Identify the problem we want to solve and identify appropriate programmes or practices to implement
- Create a clear plan and prepare staff and resources
- Support staff, monitor progress and adapt strategies as appropriate

## Challenges

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

Challenge number	Detail of challenge
1	Significantly above national percentage of EAL learners have 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.
2	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
3	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.
4	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.
5	Attendance is often below the target of 96%, which limits learning opportunities. Since September 2021 we have seen an increase in mobility and this has impacted on attendance and punctuality.

## 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 EYFS/KS1 staff to support children's language development.	Improved oral skills for children in Reception and Year 1. Assessments and observations over time demonstrate significant improved oral language skills. This is seen in lessons, book scrutiny, assessments and pupil conferences.
Phonics attainment (Year 1 and Year 2)	Increased percentage of children meeting the phonics standard check and improved rates of progress for phonic attainment. Children will have made accelerated progress in their phonic knowledge and early reading skills.

To improve reading, writing and maths attainment amongst disadvantaged pupils.	KS2 outcomes show that the percentage of disadvantaged pupils meeting the expected standard increases and the gap is narrowed.
To achieve and sustain improved attendance and punctuality for all pupils, particularly disadvantaged. Persistent absence decreased for identified families.	Children of hard to reach families are in school and their attendance improves term on term and is in line with national expectations. High attendance is sustained.
All children eligible for PPG will make at least expected progress and interventions put in place to narrow the gap.	Progress is at least expected.
All pupils have good mental health/well-being which equips them to achieve well across the curriculum. The curriculum provides rich opportunities to develop pupil's knowledge base.	Pupils achieve well across the curriculum.



## 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: £14,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all teachers with high quality CPD to ensure that pupils are exposed to high quality teaching across the curriculum. £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 Pupil Premium.	1
Ensure that the curriculum helps pupils to develop a rich knowledge base. £5000	As above	1
Speech and Language Therapist support once per fortnight. £4,600	Evidence: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Promote good mental health/ well-being to ensure pupils are happy, enabling them to make the most of opportunities whilst attending school impacting on their achievements.	EEF Social and Emotional Learning.  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1, 2, 4

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

Budgeted cost: £126,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline assessment for speech and language in	WellComm is a recognised screening toolkit for children's speech and	1,2,3



<p>Reception, using the WellComm programme and implementing appropriate oral and/or speaking and listening interventions for identified children.</p> <p>Projected percentage of TA salary £4,000</p>	<p>language skills which is used in a large number of early year settings and schools across England.</p> <p>Evidence: <a href="#">Oral language interventions   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p>Impact +6 months</p>	
<p>Reading leader out of class for 2 days to provide targeted intervention for pupils in phonics and reading and to oversee the RWI programme including training. £24,000</p>	<p><a href="#">Small group tuition   EEF</a> <a href="#">(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, 3, 4 , 5</p>
<p>SENDCo non- class based 2.5 days to monitor provision for SEND children to ensure that the quality of teaching and learning is strong and improving by directly working with teachers and teaching assistants. Identified teaching assistant released 5 afternoons per week to work on specific interventions under the direction of the SENDCo.</p> <p>SENDCO 50% - £22,238.50 TA 50% - £13,520</p>	<p>The percentage of disadvantaged pupils achieving at greater depth is historically low, SEND children are at times over-reliant on adult support.</p> <p><a href="#">Small group tuition   EEF</a> <a href="#">(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>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>3, 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://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Phonics has a positive impact overall (+5 months) <a href="https://educationendowmentfoundation.org.uk/phonics">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://educationendowmentfoundation.org.uk/small-group-tuition">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 teaching assistants in Early Years and KS1 to deliver small group (RWI) and individual interventions (additional phonics). <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact + 4months over a year.</p>	<p>1,2,3,4,5</p>
<p>EAL support for pupils joining the school in the early stages of English language acquisition. Targeted interventions for EAL pupils in identified classes.</p> <p>Percentage of EAL TA's salary £ 24,965</p>	<p>Evidence: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">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="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact + 4months over a year.</p>	<p>1</p>

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support families with challenging home circumstances, financial hardship and safeguarding concerns (including attendance). Parent Pupil Support Worker salary £19,000</p>	<p>EEF – working with parents to support learning <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 4, 5</p>
<p>Subsidising of school trips for PP children. £4,000</p>	<p>School trips can make a major contribution to the acquisition of knowledge and development of skills.  EEF – Arts participation (including residential visits) approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>3, 4</p>

**Total budgeted cost: £ 163,353**





## 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.

Provide all teachers with high quality CPD to ensure that pupils access high quality teaching. Purchase enhancements to the RWI Phonics scheme e.g. online training subscription. This will continue 2022/23.

CPD has been delivered throughout the year. CPD focussed on identified areas within the School Development Plan. We have purchased bespoke training for teachers for computing from Entrust. This has improved the teachers' knowledge of computing and the delivery. RWI training has been in place for all staff and the subscription training package has been used. The impact of this was that staff could view videos and watch model lessons that helped to develop their knowledge of effective delivery of phonics. Teachers now have a consistent phonics scheme which builds on previous learning.

Speech and language Therapist support once per fortnight. This will continue 2022/23.

Speech and Language Therapist has worked on a one to one basis with two identified children throughout the year. Both children have made progress against their targets.

The S & L therapist is now working with identified children from Reception following their WellComm programme in preparation for Year 1. They also monitor children twice a year who have previously had support.

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. This will continue 2022/23.

– WellComm programme delivered and identified children from Reception are now a focus for the S & L therapist in preparation for Year 1.

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. This will continue for 2022/23,

Reading Leader has been able to monitor and provide interventions for identified children. They have been able to track effectively the progress that children have made through the RWI programme and children are re-grouped half termly ensuring that they are in the correct phonics group to match their skills and impact on their progress.

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. This will continue in 2022/23.

Lowest 20% provision has continued throughout the year and children have made progress from their starting points.

EAL support for pupils joining the school in the early stages of English language acquisition. Targeted interventions for EAL pupils in Year 5 & Yr 6. This will continue in 2022/23 but will target children across the school as they are identified.

EAL TA was absent from school long term due to Long Covid and therefore the impact of their support was limited. They have now returned to work and work with identified children

Targeted support for small groups in Yr 4, 5 & 6 for delivery of Comprehension Express.

Some disruption to small group work was unavoidable due to staff absence due to Covid. This has improved since the spring term and small group work continues.

Targeted maths support for SEND PP Yr 6 children with the Inclusion Manager 3 hours per week.

Small steps of progress seen.

Support families with challenging home circumstances, financial hardship and safeguarding concerns (including attendance).

This continues and workload has significantly increased with a large number of families requiring support.

Subsidising of school trips for PP children.

This continues. Families have told us that if the school did not support in this way, they would not be able to access the trips.

## 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
None	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



