

Pupil premium strategy statement – Deykin Avenue JI School

This statement details our school's use of pupil premium (and recovery 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	202 (December 2023)
Proportion (%) of pupil premium eligible pupils	52% (June 2023)
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)	2023/2024 to 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sharon Brewer Acting Head Teacher
Pupil premium lead	Sharon Brewer Acting Head Teacher
Governor / Trustee lead	Jane Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,860
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£13,195
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£147,055

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.

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 will also consider the challenges faced by vulnerable pupils, such as those who have a social worker or who are living in temporary accommodation, regardless of whether they are disadvantaged or not.

High-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils is what we are aiming for. (The DfE's 'menu of approaches') This is proven to have the greatest impact on closing the disadvantaged gap but will also benefit our non-disadvantaged pupils too. Therefore, it is our intention that all pupils benefit from this and outcomes for all are improved.

We are also aiming to improve the pupils' social, emotional and behavioural needs and support attendance, using approaches outlined in 'The Working Together to Improve school Attendance'. Again, this will also impact on non-disadvantaged pupils too. If attendance improves and pupils' needs are met, this will impact positively on their learning ability.

We will ensure our assessment is robust which will lead to pupils' specific learning needs being accurately identified and teachers planning appropriately in order to close these gaps. We will:

- ensure disadvantaged pupils are challenged in the work they are set
- act early when a need is identified and put intervention support in place
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 plan's 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.
2	Due to limited language skills, pupils struggle to widen their vocabulary as they move through the school. This is most evident in mathematics reading and writing but applies to other subjects too. This has resulted in knowledge and understanding gaps leading to pupils falling behind age-related expectations.
3	A number of pupils who are eligible for pupil premium are impacted by external factors (family/home/safeguarding issues) and require support from our Pastoral Manager and/or external agencies. This often results in families and/or school identifying social, emotional and/or behavioural concerns for many pupils which negatively impacts on their learning.
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	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
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral skills for pupils across the school but particularly in Reception, Year 1 and Year 2. This is evident in participation in lessons, book scrutiny, assessments and pupil conferences.
Improved phonics attainment (Year 1 and Year 2).	Increased percentage of children meeting the phonics standard check and at least in line with national. 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.	Identified pupils' attendance improves term on term and is in line with national expectations. High attendance is sustained. Persistent attendance significantly reduces.
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.
The curriculum provides rich opportunities to develop pupil's knowledge base.	Teachers plan, deliver and assess high quality lessons which positively impacts on the pupils and allows them to achieve and meet national expectations by the end of KS2. A rich vocabulary is delivered and explored across all subjects and the pupils are confident and articulate when discussing and explaining their work.
All pupils have good mental health/well-being which equips them to achieve well across the curriculum.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations
Disadvantaged pupils have access to a range of enrichment activities both during the school day and outside of school hours.	Disadvantaged pupil will take part in educational visits, part funded from the PPG. This will positively impact on their curriculum learning and enhance their vocabulary.

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: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2
<p>Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will need to purchase resources and fund training and release time.</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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2
<p>Speech and Language Therapist support once per fortnight.</p>	<p>Oral language support from a specialist will provide pupils with the support they need, as improving their ability to speak, will also improve their confidence and learning and using new vocabulary effectively.</p>	1, 2

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline assessment for speech and language in Reception, using the WellComm programme and implementing appropriate interventions for identified children. WellComm Primary is used for identified pupils in Year 1 upwards.</p>	<p>WellComm is a recognised screening toolkit for children’s speech and language skills which is used in a large number of early year settings and schools across England</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2</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 20 hours per week to work on specific interventions under the direction of the SENDCo.</p>	<p>The percentage of disadvantaged pupils achieving at least expected is historically low. Small group interventions, targeting pupils’ specific needs is likely to be effective.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</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</p>	<p>Improving Literacy in KS1 Guidance report – Education Endowment Fund (EEF) Summary of recommendations:</p> <ol style="list-style-type: none"> 1. Develop pupils’ speaking and listening skills and wider understanding of language. 2. Use a balanced and engaging approach to developing reading, 	<p>1, 2</p>

<p>lowest 20% of readers' additional support.</p>	<p>teaching both decoding and comprehension skills.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</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).</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</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>Evidence: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions – can provide a large positive impact on learner outcomes.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support families with challenging home circumstances, financial hardship and safeguarding concerns as well as for attendance. Pastoral Manager salary</p>	<p>EEF – working with parents to support learning</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 5</p>
<p>Subsidising of school trips for pupil</p>	<p>Although evidence is weak for academic outcomes, EEF shows there is a wider</p>	<p>3, 4</p>

<p>premium pupils, including our Year 6 residential trip to Condover Hall.</p>	<p>evidence base for positively impacting on pupils' resilience, self-confidence, motivation and teamwork.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Educational visits provide pupils with experiences linked to their curriculum which positively impacts on their understanding and knowledge.</p> <p>The residential visit in Year 6 provides the pupils with the experience of outdoor learning which positively impacts on their self-confidence, teamwork, problem solving and meta-cognition. It has been particularly beneficial for pupils with social and/or emotional issues.</p> <p>By providing our pupils with educational experiences, both external and visitors to school, we are able to enhance our provision of 'cultural capital'. Our pupils will gain additional experiences linked to their learning which they ordinarily would not have. Opportunities to learn about a range of cultural beliefs and lifestyles are met through our curriculum. However, experiences outside of our usual curriculum is essential in order to provide our pupils with a deeper, more practical understanding of a wide range of cultures, festivals and events.</p>	
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Total budgeted cost: £135,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Provide all teachers with high quality CPD to ensure that pupils are exposed to high quality teaching across the curriculum.

CPD is still on the agenda for 2023-2024. Following a change of leadership and the move to become a sponsored academy, we have implemented a more rigid system of monitoring and evaluating our curriculum. Subject leaders are working alongside the leadership team to ensure that teaching is high-quality which positively impacts on the pupils' learning and the progress they make.

Ensure that the curriculum helps pupils to develop a rich knowledge base.

This is continuing in 2023-2024. New subject leaders have been appointed and they are working with the leadership team to enhance the curriculum for all pupils and to develop their use of advanced and technical vocabulary.

Speech and Language Therapist support once per fortnight.

We are still receiving support from the Speech and Language Therapist which is having a positive effect on these pupils. He is working with identified pupils in Year 1. He has also carried out assessments on 3 pupils in other year groups.

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.

Identified pupils who require additional support have had plans in place to ensure they receive the interventions that they need. For many of these pupils, this may have been a member of staff they trust to confide in. Meetings with the pupil and/or their parents/carers has often meant that the pupil has been able to engage with their learning.

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 is being delivered in Reception to all of the children and WellComm Primary to identified children in Year 1 upwards. This programme is having a positive impact on the children taking part.

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.

This had a positive impact on phonics in both Years 1 and 2. Pupils in other year groups who required phonics support have also made progress from their starting points and are using it in their reading and writing.

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.

This is an area we are continuing with in 2023-2024. Interventions worked and progress could be seen. However, this is an ongoing requirement and will continue.

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.

Additional support has been given to pupils requiring intervention in order to improve their learning and understanding in phonics and/or reading. This may include Word Wasp, scerts and/or precision teaching.

EAL support for pupils joining the school in the early stages of English language acquisition. Targeted interventions for EAL pupils in identified classes.

We continue to have pupils arrive with little or no English so EAL interventions is crucial. These interventions work well and provide the pupils with the skills and confidence to develop their English. They are also placed in a phonics group to further their skills.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider