

Pupil premium strategy statement – Derry Hill Primary 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	209
Proportion (%) of pupil premium eligible pupils	9%
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 - 2027
Date this statement was published	31 st December 24
Date on which it will be reviewed	1 st December 25
Statement authorised by	Hayley Roberts
Pupil premium lead	Martyn Riley
Governor / Trustee lead	Carol Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,640
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>	£26,640

Part A: Pupil premium strategy plan

Statement of intent

At Derry Hill Primary school, we strive to provide the best standard of education we can for all of our pupils. We want to enable all of our pupils to achieve their full potential. We pride ourselves in giving our pupils the skills, knowledge and building blocks to become confident, happy children, who are positive about themselves and what they are capable of achieving both now and in the future.

We provide a stimulating environment, where each child can develop at his or her own pace and where each child is valued as an individual. We believe that learning should be fun, exciting and inspiring for all pupils regardless of their individual needs and personal circumstances. Derry Hill School has a caring, nurturing, positive atmosphere where all children can develop self-discipline, resilience, understanding and compassion.

We are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued. We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of peace, love, friendship, courage, hope and trust. In this way, we will each be the very best we can be.

All of our staff members are well qualified, experienced, skilled, dedicated, committed and passionate about their role. At Derry Hill 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 and those who have fallen behind because of Covid, to achieve that goal, including progress for those who are already high-attainers. At Derry Hill School our vision is to 'Let Your Light Shine' and let other see your good works.

The interventions and support we have outlined in this statement are also intended to support children's needs, regardless of whether they are Disadvantaged or not. We believe that the early identification of the needs and challenges some of our pupils experience and our ability to implement immediate, bespoke interventions to meet these needs is a real strength of Derry Hill School and this has a strong impact on our Disadvantaged pupils attainment, attendance and wellbeing.

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 at Derry Hill 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.

Allocation of additional funding

At Derry Hill Primary school, we refer to the Education Endowment Foundation (EEF) Guide to the Pupil Premium.

This includes the following key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching (QFT) helps every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
- Focusing on a small number of carefully chosen priorities is effective - less can be more.

To ensure our strategies are effective we will:

- ensure Disadvantaged pupils are challenged in the work that they are 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 all pupils can achieve.

At Derry Hill School we will focus on:

Quality First Teaching Ensuring all of our teachers are effective, highly skilled teachers and that every teacher is supported to keep improving their practice. We believe this is a key ingredient of a successful school. Spending on improving teaching might, but not exclusively, include professional development and training.

Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not currently making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is another key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and we refer to some of these resources when planning our support provision.

Wider strategies Wider strategies relate to the most significant non-academic barriers to success in our school, including attendance, behaviour and social and emotional support. We will adopt wider strategies such as ELSA support and signposting parents for support and advice, supporting families where there are attendance issues, and purchasing school uniform. We will also provide additional curriculum resources such as books, loan of digital devices, support with financing school trips and support with extra-curricular activities, such as participating in sports club and access to music lessons to help tackle these challenges and to ensure all of our children are given equal opportunities to access the best education possible.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments indicate that our disadvantaged pupils are not hitting writing targets across the school. 58% of disadvantaged pupils are below ARE, this is significantly higher than non-disadvantaged pupils (26% below ARE)
2	It is evident from our assessments that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 37% of disadvantaged children are currently below ARE in Reading across the school. This is compared to 14% of non-disadvantaged pupil below ARE.
3	56% of our disadvantaged children have an SEND need, with 17% of those accessing an EHCP.
4	11% of our disadvantaged children currently have English as an additional language (EAL), meaning further barriers to their learning are in place.
5	As a school we have a high volume of our disadvantaged children that are looked after or previously looked after children - 28%
6	Assessments, observations, and discussions with pupils have highlighted increased rates of poorer social emotional and mental health amongst pupils, especially pupil premium pupils and vulnerable learners. There has also been a rise in the number of children experiencing difficulties with emotional self-regulation

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
Emotional and wellbeing needs are quickly addressed for identified children	<ul style="list-style-type: none"> - Senior Mental Health lead to deliver training to all staff - ELSA support timetable to be effective and reviews in place
Create a network of leaders overseeing Pupil Premium, in order to increase accountability and drive forward progress for PP in all areas of the curriculum.	<ul style="list-style-type: none"> - Ensure subject leaders are assessing the performance of PP children within their subjects - Work closely with the SENCO in order to share best practice and develop strategies for disadvantaged children to make further progress. - Ensure link governors are up to date with PP strategy in school by PP lead attending governor's meetings.

	<ul style="list-style-type: none"> - ELSA is being delivered to any PP children that need to access it, and ELSA providers are aware of this. - Teachers receive CPD to improve quality of teaching in class.
Improved oral grammar, spelling & vocabulary skills within writing among disadvantaged pupils.	<ul style="list-style-type: none"> - SLT to work with writing leads to embed new approach to writing in order to initiate greater progress for our disadvantaged writers. - Attainment of PP writers that are at ARE to improve from 33% (current Yr.5) - Attainment of PP writers that are at ARE to improve from 42% (whole school)
Improved reading attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> - Attainment of PP children that are at ARE in reading to improve from 63% - New methods of assessment and monitoring to be introduced and then embedded which highlight areas for improvement in reading more accurately
Further improve school's understanding & control over the extra support disadvantaged children are accessing, and track this into future years ensuring an efficient and outstanding use of funding.	<ul style="list-style-type: none"> - Develop more monitoring systems to track children's access to extra support, both in class and out of class. - Ensure staff CPD is current and timely - Audit our current resources and how we can use them more efficiently - Continue to develop PP lead through right choice and national college training - Rigorous monitoring of PP and non PP children by subject leaders, through learning walks, book looks, pupil progress meetings, data and pupil/ teacher voice.

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: £ 8736

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of GPS standardised diagnostic assessments in order to accurately assess Grammar, Punctuation and Spelling ARE and identify gaps individually.</p> <p>Identifying areas for further intervention/support.</p>	<p><u>Rationale</u> Teachers feel more confident in new assessments due to a closer match with the Literacy Tree teaching sequence. PP children are able to access intervention suited to their gaps.</p> <p><u>Evidence</u> When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of Literacy Leaves which is part of our overall Literacy scheme. This purchase will also involve the purchase of new book sets to enhance whole class reading provision.</p>	<p><u>Rationale</u> Teachers feel confident to have a clear progression of reading objectives that link directly to a high-quality text. PP children are able to access intervention suited to their gaps.</p> <p><u>Evidence</u> Improving Literacy: EEF</p>	<p>1, 2, 3 4, 5</p>
<p>Link with LA to create strategies in school for supporting children with EAL.</p>	<p><u>Rationale</u> Understanding EAL challenges & being exposed to external expertise in order to bounce ideas/create new strategies. Increasing the access of EAL children has a positive effect on attainment.</p> <p><u>Evidence</u> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p>	<p>4</p>
<p>Enhancement of our 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 English Hub resources and CPD</p>	<p><u>Rationale</u> Creating links with other schools on order to share best practice and resources. Disseminated CPD can improve the whole school's confidence and ability in teaching English.</p> <p><u>Evidence</u> Improving Literacy: EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>QFT teaching approaches to be embedded within all classes in order to support</p>	<p><u>Rationale</u> In order to best support PP children within the classroom across all subjects, we need to continue to develop</p>	<p>1,2,3,4,5</p>

disadvantaged children.	consistent and effective support techniques across EYFS, KS1 & KS2. Evidence Increasing the standard of teaching has the most positive impact on the attainment of PP children.	
Liaise with SENDCO when developing whole school plans for PP children – developing dyslexia friendly teaching strategies and working memory CPD.	Rationale We have a big crossover of PP children and SEN children. The strategies used to support SEN children are also applicable to all PP children across the school. Evidence https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3,4,5,6

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

Budgeted cost: £ 297

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Yr 1 & 2 additional literacy support in class Daily phonics session 25 mins Daily in class support.	Rationale Phonic skills weaker in Disadvantaged children- similar interventions in the past has supported children to pass phonic screening. Evidence Closing the disadvantaged gap - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3,4,5
Use of Little Wandle as an intervention in Key Stage 2	Rationale: As with KS1 interventions to be used to support children struggling in Little Wandle sessions. Evidence: 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: (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,4,5

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

Budgeted cost: £ 17607

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing PP lead in ability to identify need and take appropriate action	<p><u>Rationale</u> Effective PP lead, with an easily accessible and user-friendly system can support other teachers within the school to provide a first-class approach to 'closing the gap'</p> <p><u>Evidence</u> Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,4,5,6
ELSA Emotional Literacy Support All year	<p><u>Rationale</u> All children accessing this intervention have shown growth and progress in their emotional wellbeing as a result.</p> <p><u>Evidence</u> https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	6
Nurture group/alter native provision 1 hour weekly for identified pp children	<p><u>Rationale</u> Due to the number of (P)LAC in our PP cohort, we have children who may have missed key life experiences. Nurture group provides them with a time in school to develop relationships and build up positive experiences within school.</p> <p><u>Evidence</u> Positive parent and child feedback.</p>	6, 5
Financial support for trips including residential.	<p><u>Rationale</u> Supporting the funding of trips, visits and residential has enabled all children to participate and be included.</p> <p><u>Evidence</u> Parents report that this support is invaluable.</p>	5,6
Free school meals for disadvantaged children	<p><u>Rationale</u> A government recognised initiative to increase attendance and performance in school.</p> <p><u>Evidence</u> https://assets.publishing.service.gov.uk/media/63d92829d3bf7f251e968cdb/Free_school_meals.pdf</p>	1,2,3,4,5,6

Total budgeted cost: £ 26,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

External assessment data for 23/24 demonstrates that there are some notable successes across the school:

- Reading attainment for Pupil Premium children was in line with the national average for all Disadvantaged children (Key Stage 2)
- Phonics screening assessment shows that Nationally only 68% of Pupil Premium children achieved the expected standard but at Derry Hill 100% of Pupil Premium children achieved expected standard



Identified areas of development:

Our reading attainment for disadvantage children (whole school) is 63%, which is in line with National, but below the national average of 80% for Non-Disadvantaged children and we strive to close that gap.

In writing, only 48% of our disadvantaged children have met the expected standard (whole school), which is down from the 59% national standard (Key Stage 2) and we strive to close the gaps.

Impact and review

Little Wandle

Our phonics approach has become more embedded and teachers feel confident delivering this and using the vocabulary across KS1 and LKS2. This is reflected in the results and the whole school reading data of PP children. Development of this approach to continue through CPD, delivered by reading lead to ensure this success continues – approaches and interventions to be fed into KS2 and monitored.

Curriculum

Curriculum training delivered, teachers feel more confident in 'when' and 'what' to do to develop their subject. A new subject leader checklist has helped them to organise their subject development to support PP children. It has also become a focus within our Pupil progress meetings, in order to ensure teachers are focused on PP children and how to support them.

SEMH/ELSA

SEMH interventions (ELSA, nurture groups, forest school) have all been implemented across the school and are key interventions to support mental health and well-being

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
n/a	