

Dean Bank Pupil Premium Strategy Statement 2021/22

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	Dean Bank Primary and Nursery
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Pauline Northcott
Pupil premium lead	Will Haynes
Governor lead	Sharon Temple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,505
Recovery premium funding allocation this academic year	£ 16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 193,035

Part A: Pupil premium strategy plan

Statement of intent

At Dean Bank we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year (77% of Year 2 disadvantaged pupils met the expected standard in phonics in 2020). This slows their progress in all curriculum areas that demand effective reading strategies.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in EYFS and KS1.
6	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.

7	High levels of deprivation, substance abuse and poor mental health, mean families struggle to provide financial support or physical resources to support their children in school and at home.
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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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics improves from (38% Y1 & 72% Y2) in 2020.
Provide children with high quality teaching and feedback to ensure progress in lessons. Ensure pupils are provided with organisers to support their learning.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.

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: £ 84,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Nuffield Early Language Intervention with all EYFS children across the year using a teaching apprentice to enhance staffing levels.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches + 6 months NELI + 10 months</p>	<p>1</p>
<p>Implement ELKLAN programme with all EYFS children across the year using a teaching apprentice to enhance staffing levels.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>An independent evaluation shows that the Elklan Talking Matters programme does make a positive impact on the receptive and expressive language abilities of young children across a range of early years settings. The Talking Matters programme also makes a statistically significant impact on practitioners' knowledge of and confidence in supporting children's speech, language and communication. - J Clegg & C Rohde, University of Sheffield July 2017</p> <p>EEF Toolkit: Communication and language approaches + 6 months</p>	<p>1</p>
<p>Develop and enhance EYFS provision both indoors and outdoors.</p>	<p>This evidence indicates that to support a child to be school ready and able to operate as an effective learner, the early years' curriculum needs to focus on both cognitive and noncognitive aspects of early learning and, importantly, give the child a sense of</p>	<p>1</p>

	<p>their own capacity to be a successful learner including outdoor learning.</p> <p>The Centre for Research in Childhood (March 2017)</p>	
<p>Early Numeracy Approaches</p> <p>Staff to receive training from the Maths Hub {Carmel College} to develop early numeracy approaches.</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF + 6 months</p>	1
<p>Metacognition and self-regulation</p> <p>All staff to complete 8 hours of training to develop understanding of metacognition.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF toolkit: additional 7 months progress</p>	2
<p>Phonic Teaching</p> <p>New staff to access SoundsWrite training to ensure consistency in this approach to phonics across the school.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Sounds write evidence</p> <p>EEF + 4</p>	3

<p>Ensure all staff are adhering to the revised Teaching and Learning Policy to ensure high expectations for all. All staff will receive ongoing professional development to ensure high expectations for all and there is a consistent use of marking and feedback.</p>	<p>A recent meta-analysis of studies focusing on formative assessment in schools indicates the gains can be more modest, suggesting that an improvement of about three months' additional progress is achievable in schools or nearer four months when the approach is supported with professional development. However, some areas of the curriculum may benefit more from feedback than others.</p> <p>EEF + 8</p>	<p>4</p>
<p>Improving the Quality of Teaching</p> <p>All staff training and development to be focused on improving teaching and learning. linked with developing subject knowledge and teaching strategies.</p>	<p>EEF ~ The Attainment Gap</p> <p>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</p>	<p>4</p>
<p>Complete the Reading Framework audit and implement necessary changes.</p>	<p>Reading research used by the DfE to write the 2021 framework.</p> <p>Evidence suggests that reading for pleasure is not always cited as the key reason for children reading. There are a few studies that have explored the issue of why children read, which have revealed comparable results. The majority of children surveyed seem to respond with skills-based reasons, reasons to do with learning and understanding, or emotional reasons.</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>EEF + 6</p>	<p>6</p>
<p>Enhance the opportunities to read and listen to high quality texts and purchase new books to support pupils' interests.</p>	<p>Most children and young people have access to technology that would enable them to access audiobooks, with 4 in 5 (82.5%) accessing websites online. This also increases with age, with 71.7% of children aged 8 to 11 accessing websites compared with 92.8% of young people aged 16 to 18.</p> <p>Reading research National Literacy Trust</p> <p>EEF + 6</p>	<p>6</p>

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

Budgeted cost: £ 86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is adequate staffing so that all eligible pupils access EYFS as soon as they are able through the golden ticket scheme.	Effective Provision of Pre-school Education (EPPE) project EEF + 6	1
Small group Phonic Intervention A highly experienced HLTA will lead small group intervention to ensure that identified children keep up.	DFE (2013) This is outstandingly thorough training. Those participating are given a full grounding in all aspects of phonic knowledge, including the alphabetic code and the processes of blending and segmenting. To this is added a detailed and conscientious introduction to the rigorous and systematic 'Sounds-Write' programme, covering both theoretical background and effective implementation. All this is backed up by an invaluable handbook and is presented with all the skill and expertise that comes from extensive, effective experience of both teaching and training. Sounds Write has been accredited by the DfE and reapplied for with new validation EEF + 4	3
One to one Tuition A teacher to be employed to deliver daily Catch up Literacy sessions.	In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools. EEF + 3-6 months	4
In School Led Tuition A supply teacher familiar to our school will be tasked to provide tuition for 2 or 3 days per week.	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve 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. Studies comparing one to one with small group tuition show mixed results. In some cases one to one	4

(School Led Tutoring grant to pay 75% of costs)	<p>tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF + 4</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 64,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>M</p> <p>Self-Regulation Strategies with EYFS</p> <p>Use a plan / Do / review approach with children</p>	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>EEF + 5</p>	1
<p>Behaviour</p> <p>An HLTA and School Councillor to have specific time set aside to support children with challenging behaviour</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF toolkit: additional 3 months progress</p>	2, 5
<p>Mental Health and Well-being</p>	<p>Rates of probable mental disorders have increased since 2017. In 2020 17% of children aged 5~16 were identified as having a probable mental disorder in creasing from</p>	2, 5

<p>Work with Peace of Mind (Durham Mental Health and Wellbeing Team) to support pupil wellbeing</p>	<p>11%. The increase was evident in both boys and girls.</p> <p>NHS Research ~ Mental Health and Wellbeing Wave 1 (2020)</p>	
<p>Cutting the cost of the school day</p> <p>School Buy resources to support learning e.g. bookbags / organisers</p>	<p>Child poverty and in-work poverty had been on the rise for several years and some groups were disproportionately likely to be pulled into poverty. Many of those groups already struggling most to stay afloat have also borne the brunt of the economic and health impacts of COVID-19.</p> <p>Joseph Rowntree Foundation (Evidence and Impact Team 2020/21)</p>	7
<p>Attendance</p> <p>Continue to employ a Parent Support Adviser to support the school secretary to monitor and implement strategies to improve attendance.</p>	<p>School attendance data improved when the parent support adviser was first employed.</p> <p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>Attendance rates – DfE School Attendance August 2020</p>	5

Total budgeted cost: £ 234,600

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.

<p>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.</p>	
Desired Outcome	Evaluation
<p>Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE than in 2018/2019.</p> <p>High quality provision both indoors and outdoors help supports PP children meet ARE.</p> <p>Tailored provision support for PP children</p>	<p>Parental Engagement and contact was low during the spring lockdown so on return staff have worked on communication and language skills, phonics and early writing and numeracy. The cohort has also changed significantly with families moving during the year so end of year data has been analysed with this in mind.</p>
<p>Improve emotional resilience for pupils eligible for PP through use of TA support. Lesson observations will demonstrate pupils' learning desire and good behaviours.</p> <p>Number of detentions for PP children to decrease.</p>	<p>We achieved the Well-Being award in February and have worked with the Mental health Support Team to ensure our children are as supported as they can be during the pandemic. We have also made several referrals to CAMHS and OT for children who might need these services. We have continued to use our school councillor but this has been reduced due to working practises.</p>

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
BLAST	BLAST Programme LTD (Stockton)
Speech Link	Canterbury Innovation Centre
Language Link	Canterbury Innovation Centre
N.E.L.I.	Nuffield
Elklan	Elklan LTD

Further information (optional)

Reducing the cost of the school day (Sponsorship from Ineos)