



Delves Lane Primary School

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	Delves Lane Primary School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	DLPS Governing Board
Pupil premium lead	Mrs B Woods
Governor / Trustee lead	Ms A Callard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,365.00
Recovery premium funding allocation this academic year	£16820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£186185

Part A: Pupil premium strategy plan

Statement of intent

At Delves Lane 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 to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. We will support all our children's needs, regardless of whether they are disadvantaged or not.

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 in our school. We will always invest in evidence based CPD to develop the quality of teaching at DLPS.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early and identify barriers to learning at the very earliest stage (Early Years)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 Nursery at age related-expectations; the Prime Areas. They need to make accelerated progress to catch up with their peers.
2	Due to low starting points in communication and language, some Year 1 disadvantaged pupils did not meet the phonics standard at the end of the Year 1 in 2021 (44% disadvantaged pupils met standard). In Year 2 Phonics Test 79% of disadvantaged pupils in Year 2 met the expected standard in phonics in Summer 2021). Some pupils are disadvantaged and SEND pupils. This slows their progress in all curriculum areas that demand effective reading strategies.
3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.

	Some pupils need to develop emotional resilience, to improve concentration on academic tasks, especially when participating in group work or working on more challenging tasks
4	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.
5	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.

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 achieve a Good Level of Development compared to 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 an increased number of disadvantaged pupils meet the Phonics Standard.	% of PP pupil meeting the expected standard in phonics improves from 2021
Provide children with high quality teaching and feedback to ensure progress in lessons.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Reduce the number of persistent absentees across Delves Lane Primary School.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children in all year groups.
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.
Pupils who have struggled with the emotional impact of missing some face-to-face education	By the end of the academic year vulnerable children and those who require additional support from school and external agencies are able to reach their full potential.

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: £ 121,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Nuffield Early Language Intervention with targeted EYFS children across the year.</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 - additional 6 months progress</p> <p>NELI - additional 10 months progress</p>	<p>1</p>
<p>Staff to receive training from the Maths Hub to develop early numeracy approaches. (Mastery Approach)</p> <p>Identified children in Key Stage 1 & 2 receive intervention (1st Class @ Number and Talk for Number linked to Mastery approach)</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.</p> <p>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 toolkit: Early Numeracy Approaches - additional 6 months progress</p>	<p>1</p>
<p>Staff to receive Sounds Write training to deliver a quality phonics intervention. Sounds Write comprehensive training will ensure consistency in this approach to teaching phonics and early reading across the school.</p>	<p>Sounds-Write is a quality first phonics programme. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing. Ideally it will be introduced in YR, taught in KS1 and taught as an intervention to identified pupils in Reception, Key Stage 1 and Key Stage 2 pupils.</p> <p>Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	<p>2</p>

<p>Staff to receive training on Talk4Writing. This is to ensure we teach a using a structured approach across the school</p>	<p>Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.</p> <p>EEF Evaluation https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing https://files.eric.ed.gov/fulltext/ED581467.pdf</p>	<p>2</p>
<p>All staff to complete 6 sessions of training to develop understanding of CPD - Rosenshine's Principles - distinct research areas (cognitive science, classroom practices, cognitive support) Staff will implement strategies which are appropriate to their cohorts following training. Investment in Teacher Walkthrus to support CPD</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>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p>	<p>3</p>
<p>Continue to purchase a Service Level Agreement with A Star Attendance, including a monitoring system and access to an Attendance Officer once a fortnight. This is to support the school admin team and HT with monitoring and implementing strategies to improve attendance.</p>	<p>For 2017/18, 2018/19 and 2020/21 (2019/20 data was not published) using combined autumn and spring term data, the school's trend shows levels of overall absence for the school moving from 5% in 2017/18 to 4.5% in 2018/19 to 3.9% in 2020/21.</p> <p>For persistent absence, the pattern is a little different moving from 13.9% in 2017/18 to 9.7% in 2018/19 to 10.3% in 2020/21. Targets: To increase overall attendance in Years 1 and 2 To decrease the number of children with PA.</p> <p>Parental engagement has a positive impact on average – 4 months of additional progress EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	<p>4</p>
<p>To foster a love of reading amongst pupils by supporting reading in school through use of support and other staff to hear children read and share</p>	<p>Children have demonstrated improvements in reading when they receive support one to one or in groups e.g. 1-1 reading, guided reading and when they have developed a love of reading books.</p> <p>Children are engaging well with Reading for Pleasure sessions (a session is held in every class once every 2 weeks)</p>	<p>5</p>

<p>books, also, providing high quality books and reading incentive schemes to foster a love of reading amongst pupils e.g. authors for World Book Day, re-stocking books, providing high quality fiction and non-fiction texts</p>	<p>Incentive schemes and sharing information with parents (e.g. information new project Reading for Pleasure) will encourage future parental engagement which will in turn benefit the children.</p> <p>Purchase of new Reading Book bags for all children and new books as voted for by children has motivated children to read more frequently.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 42800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure there is adequate staffing so that all eligible pupils' access EYFS as soon as they are able to through the golden ticket scheme.</p>	<p><u>Effective Provision of Pre-school Education (EPPE) project findings</u></p> <p>Beginning early years education at a younger age appears to have a very positive impact on learning outcomes. It is estimated that children who attend an early year setting before turning three, make approximately six additional months' progress compared to those who start a year later.</p> <p>Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress</p>	<p>1</p>
<p>An academic mentor is employed to deliver Maths interventions to Key Stage 2 children</p>	<p>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. A 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 Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/</p>	
<p>A teaching assistant and Academic Mentor to be employed to deliver daily phonics/reading sessions.</p>	<p>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.</p> <p>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</p>	
<p>A supply teacher will be tasked to provide</p>	<p>Short, regular sessions over a set period of time (total of 15 hours tuition per pupil) appear to result in optimum impact.</p>	

<p>tuition for 4 afternoons per week. They will focus on addressing gaps in Maths & English in Upper Key Stage 2.</p> <p>Tutor will provide in-school tutoring for identified pupils for 3 hours per afternoon (Recovery Premium to pay 75% of this cost)</p>	<p>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. A 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 Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LA Behaviour Intervention Team worker provides 1.5 days per week to school to support children with their social and emotional skills</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 Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	
<p>To provide outdoor and adventurous activities for pupils, including OPAL, Forest Schools and Residential Trips, which will increase wellbeing, emotional resilience and promote positive 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 Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	
<p>School Counsellor employed for one day each week to support children's mental health and wellbeing</p>	<p>Children who have suffered bereavement, significant family change, attachment issues, or other issues have access to high quality counselling to allow them to cope with their emotions and the changes in their lives.</p> <p>Improved attendance, accelerated progress and greater engagement for identified children EEF: Social and emotional learning. To address the attachment disorder issues which cause significant problems for some children</p>	

Total budgeted cost: £ 186,695

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in summer of 2019 in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources – Please see <https://www.delveslaneprimary.durham.sch.uk/wp-content/uploads/sites/17/2021/02/DLPS-Remote-Education-Jan-21-FINAL.pdf>

Attendance - For 2017/18, 2018/19 and 2020/21 (2019/20 data was not published) using combined autumn and spring term data, the school's trend shows levels of overall absence for the school moving from 5% in 2017/18 to 4.5% in 2018/19 to 3.9% in 2020/21. For persistent absence, the pattern is a little different moving from 13.9% in 2017/18 to 9.7% in 2018/19 to 10.3% in 2020/21. This gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We also refer children to external agencies swiftly, e.g. Neuro developmental pathway, Occupational Therapy and Speech Therapy.

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
Times Tables Rock Stars	Times Tables Rock Stars CIC
Tentown	Tentown.co.uk
Spelling Shed	Spellingshed.com
MyON	Myon.co.uk

Further information (optional)

Referrals through Virtual School for Counselling and Tutoring for 1 LAC Pupil

Funded breakfast club places for vulnerable pupils to support attendance and punctuality