

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	Daresbury Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Holloway (Executive Principal)
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,545
Recovery premium funding allocation this academic year	£2,610 (+£2,430 SLT)
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Catch Up	£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	£26,155 (£28,585 incl. SLT)

Part A: Pupil premium strategy plan

Statement of intent

In making our decisions about using Pupil Premium funding we have considered carefully the context of our school and the subsequent challenges faced. Research conducted by EEF has then also been used to support the decisions around the usefulness of different strategies and their value for money. We recognise that the challenges facing our disadvantaged children are varied and some may have multiple vulnerabilities and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Improving opportunities for effectively targeted teaching and support in order to accelerate progress

- To allocate a Teaching Assistant to each class for some time each week in order to provide small group work focussed on overcoming gaps in learning
- 1-1 support focusing on any barrier to learning which may be academic or pastoral
- Additional teaching and learning opportunities provided through additional school staff or external agencies
- Subsidised access to extracurricular activities, educational visits and residentials, ensuring children have first-hand experiences to apply to their learning in the classroom and an opportunity to develop wider cultural capital through Sports, Music and the Arts.
- Support for disadvantaged children to improve their behaviour including their attitude to, and behaviour for, learning.
- Support for disadvantaged children to improve their attendance and punctuality, allocating financial resources to overcoming economic barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Additional vulnerabilities as a result of SEND; a significant proportion of our PP students also have SEND issues, some of whom have an EHCP. 24% of current PP students (22/23) are also SEND; both SEND and PP students (and therefore PP/SEND) attain lower than other students.
2	Gaps in attainment in the pupil premium cohort exist, and more specifically the progress that pupil premium students make is typically lower than non-pupil premium students in core subjects. There are multiple reasons for this, which include attendance, engagement in home learning during and post-pandemic and engagement in independent learning since.
3	Significant economic barriers to learning in the majority of pupil premium students, exacerbated by the relative affluence of other families, which limits their access to a range of cultural capital opportunities and creates a clear divide between the experiences of the pupils.
4	Pupil premium students typically enter the EYFS phase with lower levels of speech, language and communication than their peers, as a result of limited access to nursery provision. In 2022/23 there is one PP child in EYFS; they are below ARE. As a result, fewer students reach their GLD goals. Where students do meet GLD, this is often after intense support, and usually the children barely meet the expected standard.

5	Social and emotional issues amongst the PP cohort are significantly more prevalent than in the non-PP cohort. This can cause some behavioural issues as well as impacting on attendance rates.
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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
Improved progress of PP students in line with FFT targets for Maths and Reading,	<p>PP Pupils in KS1 and KS2 improve progress towards FFT 50 targets in core subjects, compared to previous years and the starting points in academic year.</p> <p>Increased number of PP pupils meet Expected Standard in core subjects in KS1 and KS2, compared with previous years and starting points in academic year.</p> <p>Increased % of children pass the PSC compared to previous years/initial assessments in the academic year.</p>
Sustain and improve attendance, especially in relation to Persistent Absence	All identified PA students (PP) improve their attendance in line with targets set. Gap in attendance between PP and non-PP narrows, in relation to rates of attendance and persistent absence.
Improve access to a range of wider curriculum opportunities, especially for PPG students.	All PP students consistently access a minimum of 1 additional extracurricular activity or wider curriculum provision.

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: £6416

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Purchase of a range of Phonics and reading materials to support the new statutory Phonics and Reading strategy: evaluation of reading to be completed, review of validated SSP providers/schemes, selection of new scheme to meet the needs of the school. All resources and CPD to be purchased aligned to the scheme purchased.</p>	<p><i>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress’</i></p> <p><i>‘There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention’. (Education Endowment Foundation)</i></p> <p><i>‘...professional development makes a significant difference to student attainment... the effect size of professional development was 0.09 with a 95 per cent confidence interval of 0.06 to 0.13... the effect of professional development appears to be equivalent to having a teacher in the classroom with over a decade’s experience.’ (Education Policy Institute and Ambition Institute)</i></p> <p><i>‘Spending on improving teaching might include professional development, training and support for early career teachers... Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending’ (EEF Pupil Premium Guide)</i></p>	<p>1, 4</p>
<p>Quality First Teaching: CPD and personalised coaching support from EP & HoS to focus on improving Quality First Teaching.</p> <p>Allocation of regular meeting time, CPD and INSET to focus on QFT, including metacognition, disciplinary literacy and specifically to the identified areas of Maths and Reading.</p>	<p><i>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ (EEF Guide to Pupil Premium)</i></p> <p><i>‘The effect of having a very effective teacher as opposed to an average teacher is the same as the effect of reducing class size by ten students in Year 5 (ages 9-10) and thirteen or more students in Year 6 (ages 10-11). The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers’. (The Sutton Trust)</i></p>	<p>1, 2, 4</p>

<p>Whole school literacy focus: purchase of Literacy Shed subscription and Letter Join subscription to target improvements in Writing, Reading & Handwriting</p>	<p><i>‘Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning.</i></p> <p><i>....despite our best efforts, a child from a disadvantaged background in England is still significantly more likely ... to leave primary school without securing their skills in reading and writing. The most recent data indicates around four in ten disadvantaged 11-year-olds—75,000 children—did not reach expected reading standards at Key Stage 2’.</i> (Professor Becky Francis, EEF)</p> <p><i>‘Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives’</i> (Sir Kevin Collins, EEF)</p> <p><i>‘On average, reading comprehension approaches deliver an additional six months’ progress.’</i> (EEF: Reading Comprehension Evidence Summary)</p> <p><i>‘Improving writing is important in its own right, and has also been linked to improved reading comprehension’</i> (EEF)</p>	<p>1, 2, 4</p>
<p>Curriculum Development: HoS to work collaboratively with subject leaders to review and develop the MAT foundation curriculum to meet the bespoke needs and context of the school and its community, to embed cultural capital opportunities relevant to Daresbury.</p>	<p><i>‘As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said’</i> (Ofsted)</p> <p><i>‘the accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility’.</i> (Gramsci)</p> <p><i>‘teaching a knowledge-rich curriculum is essential to the task of spreading opportunity and Levelling Up’</i> (former Education Secretary)</p>	<p>2, 3</p>
<p>Whole scale review and development of provision in the EYFS phase, to include external review and audit of provision, purchase of a range of</p>	<p><i>‘Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds’.</i> (EEF)</p>	<p>2, 4</p>

resources, CPD for EYFS practitioners.	<i>'children attending a high-quality pre-school showed an effect on attainment at the end of primary school when compared to those attending lower quality pre-school'. The EPPSE study</i>	
Review of Maths curriculum: evaluation of the curriculum intent and implementation, subsequent investment in Maths No Problem as a full Maths curriculum including schemes of work and resources. Additional CPD for implementation provided.	<p><i>The Maths — No Problem! Primary Series was assessed by the DfE's expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery. As a result, the MNP Primary Series are recommended textbooks for schools on the mastery programme.</i></p> <p><i>'The key principle of mastery is high expectations that all pupils will achieve... teachers are beginning to see a way forward in making a difference for teaching and learning; in particular a deep and sustainable learning for their pupils' (NCETM)</i></p> <p><i>Countries at the top of the table for attainment in mathematics education employ a mastery approach to teaching mathematics. Teachers in these countries do not differentiate their maths teaching by restricting the mathematics that 'weaker' children experience, whilst encouraging 'able' children to 'get ahead' through extension tasks (NCETM)</i></p>	2

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

Budgeted cost: £11089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Dyslexia screening materials, to support identification and requirement for targeted Literacy support.	<p><i>'For many years, the importance of early identification and intervention for children with dyslexia has been stressed'</i></p> <p><i>'...a screening tool targeting early language, literacy and communication skills has the potential to identify children who will go on to be dyslexic' (Early identification and interventions for dyslexia, M Snowling)</i></p>	1

	<i>'Reviews of the research on reading acquisition have consistently suggested that instructional approaches that are more explicit have the strongest impact on the reading growth of children at risk for reading disabilities such as dyslexia' (Snow et al., 1998).</i>	
Reading intervention: Toe-by-Toe for the bottom 20%	<p><i>'The actual gains during the intervention represent a population shift of 1.75 standard deviations on the Neale Analysis of Reading Ability. In terms of the data above, the effect size of the intervention may be estimated at about 1.4. This suggests that the programme was extremely powerful over this short period in increasing levels of reading achievement' (Toe by Toe evidence review)</i></p> <p><i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average'</i></p> <p><i>'Overall, evidence shows that small group tuition is effective... Once group size increases above six or seven there is a noticeable reduction in effectiveness' (EEF Toolkit)</i></p>	1, 2, 3, 4
Additional support for Maths: supporting targeted PP students with knowledge deficits and emerging gaps post teaching.	<p><i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average'</i></p> <p><i>'Overall, evidence shows that small group tuition is effective... Once group size increases above six or seven there is a noticeable reduction in effectiveness' (EEF Toolkit)</i></p>	1, 4

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

Budgeted cost: £8650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for students to attend residential visits – Y3, Y5 & Y6 – in order to widen pupil experiences and	<i>'(Residential trips...cost prohibited many poorer pupils from taking part. Some pupils did not have the means to access this opportunity even though they would probably have benefited most from the experiences' (LKMco Think Tank/Learning Away)</i>	3, 4

<p>provide cultural capital opportunities</p>	<p><i>‘The different learning environment and deeper relationships developed on residential contributed to improved engagement with learning, including positive changes in behaviour and attendance’ (Learning Away)</i></p> <p><i>‘The most commonly reported or perceived form of impact (of residential experiences) was affective: changes in students’ confidence and self esteem; attitude changes: students felt more ‘positive’; relationship building: students formed productive peer relationships and student: staff relationships were enhanced; improvements in behaviour; greater self awareness; increased tolerance and understanding of others; increased independence and the ability to make choices; pride in accomplishments; team working and problem solving; improved technical and physical skills; and increased resilience’ CUREE</i></p>	
<p>Support for students to access peripatetic music lessons in order to widen pupil experiences and provide cultural capital opportunities</p>	<p><i>‘Overall, the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils’ (EEF: Arts Participation)</i></p>	<p>3, 4</p>
<p>Support for students to access wider variety/additional after school clubs to improve wider curriculum access and provide cultural capital opportunities</p>	<p><i>‘Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment....The overall impact of sports participation on academic achievement tends to be positive’ (EEF: Sports Participation)</i></p> <p><i>‘Poorer primary children who had taken part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not...taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources’. (Nuffield Foundation 2016)</i></p> <p><i>‘Children reported greater enjoyment ratings when taking part in entertainment and culture activities (6.4 out of 7) and sports and</i></p>	<p>3, 4</p>

	<i>exercise activities (6.3) than for other outdoor activities’ (ONS)</i>	
Improve attendance/reduced Persistent Absenteeism through the use of EWO and associated SLA	<p><i>‘There’s a clear link between poor attendance and lower academic achievement... 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C... Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years’ (NFER)</i></p> <p><i>Missing school for just a few days a year can damage pupils’ chances of gaining good GCSEs, (DfE)</i></p> <p><i>Children who started missing school at the primary level find it difficult to study as they have already developed a very poor attitude to school. ... the EWOs, will try to look for ways to help parents get their children to school more frequently. This is particularly helpful to parents whose children miss school due to circumstances that are out of their control rather than out of choice... Getting a good education will ensure that children will have a better chance at becoming something good in the future. (CPD Online)</i></p>	1, 2, 4, 5
Increase parental engagement and pupil engagement in home learning: subscription to SeeSaw.	<p><i>Seesaw is primarily used a way to communicate with families and keep them in the loop on the learning their child is doing at school.</i></p> <p><i>‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes.’</i></p> <p><i>‘... increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact’ (EEF: Parental Engagement)</i></p> <p><i>‘The relationship between home and school is a powerful influence on children’s learning and development, which digital technologies have the capacity to support and enhance... Digital communication therefore provides an obvious way to enhance and facilitate communication with parents and provide access to school information’ (NFER)</i></p> <p>91% <i>of administrators said they saw an increase in parent involvement, and could use</i></p>	1, 2, 5

	<i>Seesaw data to track parent engagement. (SeeSaw)</i>	
Emotional Literacy Support Assistant: annual CPD, subscription and time allocated to support identified students.	<i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment... Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff' (EEF: Social and Emotional Learning)</i>	2, 5

Total budgeted cost: £26155

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. *(Please note that PP numbers are extremely low, with only 4 children in Year 6 and 2 children in Year 2, therefore cohort-level statistics within a year group are not always meaningful)*

Intended outcome	Success criteria
Improved progress of PP students in line with FFT targets for Maths, Reading and Writing	<p>Pupil premium students in KS1 made particularly good progress in 2022 across core subjects, with an average scaled score in Maths and Reading of 107, with a positive gap on non-PP students of 5 points and outperforming national standards by 8.6 points. This is particularly impressive as initial assessments at the beginning of Year 2 demonstrate an average scaled score of 90 for reading and 91.3 for Maths.</p> <p>In KS2, progress over the year was steady for the small PP cohort, with initial assessments suggesting that PP students were attaining a scaled score of 96 in Reading and 98 in Maths. SATs results indicate that this improved to 101.3 in Reading and 102 in Maths. Gaps between PP and non-PP are still evident and will be addressed in this year's strategy plan, with some wide scale changes to how reading and maths are delivered.</p>
Sustain and improve attendance, especially in relation to Persistent Absence	<p>Overall attendance figures exceeded national average of 93.1 (last published figure for Autumn 2022) with the full cohort attending at 93.9% and the PP cohort attending at 91.77% for the full academic year. With small numbers of children involved as well as covid absence impacting attendance statistics for 2021/22, this will remain a focus area for 2022.23.</p>
Improve access to a range of wider curriculum opportunities, especially for PPG students.	<p>21 students for whom the school received PPG funding undertook extracurricular activities over the previous academic year. This includes music lessons, French club, active soccer, lego club, minecraft club</p>



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and multiskills. Year 5 and 6 pupils attended residential visits to Conway and Pettypool.