

**Delta Primary School Premium Strategy Statement
December 2021**

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	Delta Primary
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Stevens, Headteacher
Pupil premium lead	Kate Stevens, Headteacher
Local Education Committee lead	David Backhouse, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,198
Recovery premium funding allocation this academic year	£6,598
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	£67,796

Part A: Pupil premium strategy plan

Statement of intent

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 and young carers. The activity we have outlined in this statement is also intended to support their 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. 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.

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 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 they can achieve

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Impact of the pandemic: Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing, oracy and maths. We have also identified a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
2	<p>Oral language skills and vocabulary gaps: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Phonics: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Reading and Writing: End of year 2021 teacher assessments indicate that attainment in reading and writing among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
5	<p>Maths: End of year 2021 teacher assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
6	<p>Attendance: Over the last year, attendance has been lower than the 2019 “national” for all pupils, with disadvantaged pupils having slightly greater persistent absence. Punctuality: Over the last academic year, lateness, amongst disadvantaged pupils was generally higher than for non-disadvantaged pupils.</p>
7	<p>Cultural Capital: We have noted that many disadvantaged pupils do not have access to the corpus of knowledge, experiences and opportunities that should be the entitlement of every child – a knowledge which will help close gaps and raise attainment across the whole curriculum.</p>
8	<p>Personal and Social development: Our observations show that many disadvantaged pupils need extra support and guidance in their personal and social development and in the management and self regulation of their emotions and feelings.</p>

Intended outcomes

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 among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, using the “Voice 21 Oracy progression map.” This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged and non disadvantaged pupils.
To ensure all pupils have the cultural capital necessary for the next stage of education.	Sustained high levels of cultural capital from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● Strong teacher assessments against an ambitious, knowledge based, sequential curriculum. ● Pupils articulating clearly what they have remembered and learnt.

Activity in this academic year

How we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Good teaching</p> <p>Training for all staff (teachers and teaching assistants) in the principles and practice of first quality teaching is the most important lever to improve outcomes for all pupils, particularly disadvantaged pupils.</p>	<p>EEF Guide to the pupil premium Ofsted report on effective use of the pupil premium EEF Guidance report: Making best use of Teaching Assistants. Rosenshine Principles of Instruction Teachers' Standards Early Career Framework</p>	<p>1-8</p>
<p>Summative Assessment</p> <p>Purchase of standardised diagnostic assessments, Rising Star Progress tests.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Formative assessment</p> <p>Continue to implement and train teachers in the use of effective strategies to assess and feedback on learning in the classroom.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>There is strong evidence that gathering evidence of how well pupils are learning, and providing high quality feedback to pupils as a result of this evidence, is integral to effective teaching and learning.</p>	<p>1-7</p>

<p>Oracy/Vocabulary Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase and use “Voice 21,” and “Vocabulary Ninja” resources and fund ongoing teacher 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is strong evidence that the Voice 21 Oracy Skills Framework provides a useful tool to review and develop an approach to oracy.</p>	2
<p>Reading</p> <p>Phonics</p> <p>Continue to use Read Write Inc to secure stronger phonics teaching for all pupils.</p> <p>Comprehension</p> <p>Continue to use MIDAS inference strategies to support teaching of Inference.</p>	<p>Audit provision using the DFE Reading framework Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Research by Leicester University shows strong evidence that Inference training raises attainment in readingcomprehension.</p>	3,4
<p>Writing</p> <p>Continue to review and develop teaching of writing with reference to EEF guidance and effective practice in other schools.</p>	<p>EEF KS2 Literacy guidance EEF KS1 Literacy guidance</p>	4
<p>Mathematics</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, through purchase and use of the Mathematics Mastery Programme, designed to support pupils mathematical conceptual understanding; language and communication; thinking; problem solving.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	5

<p>Knowledge rich curriculum</p> <p>Continue to implement and embed a knowledge rich curriculum to enhance cultural capital and social justice. This will involve the purchase of subject schemes of work, created by specialists, to adapt for the needs of our pupils.</p>	<p>Ofsted's research into the curriculum highlighted the importance of access to a progressive, sequential, knowledge rich curriculum for all pupils, as a significant lever to help reduce economic and social inequality.</p>	<p>7</p>
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Targeted academic support

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional speaking and listening sessions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, provided by two extra teaching assistants and non-class based deputy.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, provided by two extra teaching assistants and non-class based deputy, supported by partner school within ELT.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Engagement with National Tutoring Programme to provide "school led tutoring" for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>School Led tutoring grant, £5062.50, used to fund after school intervention, led by Teaching Assistants.</p>	<p><i>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:</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>And in small groups:</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

Wider strategies

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, by:</p> <ul style="list-style-type: none"> • Develop provision for Character education, with reference to Association of Character Education kite mark. • Character education will include whole staff training on behaviour management and anti-bullying approaches. • Extend range of after school clubs to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. • Development of self regulation and metacognition skills. (using resources from The Key CPD toolkit) • Purchase and use of THRIVE SEL assessment tool to diagnose and develop provision for SEL. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	8
<p>Attendance</p> <ul style="list-style-type: none"> • Continue to embed principles of good practice set out in the DfE's Improving School Attendance advice. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

<p>Additional support</p> <ul style="list-style-type: none"> Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. 	<p>Research states that child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood</p> <p>DFE: Promoting young peoples and pupils mental health and wellbeing</p>	<p>8</p>
<p>Contingency</p> <ul style="list-style-type: none"> Funds for acute issues. 	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £67,000

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 suggest that the attainment of disadvantaged pupils was lower than non pupil premium pupils in reading, writing and maths for the second year.

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 providing every pupil with a chrome book and access to the Google Classroom.

	Absence	Attendance
2018-2019	8.81	91.2
2019-2020 (until 20.3.20)	7.02	92.9
8.3.21-19.7.21	6.46	93.6

Attendance

During the times pupils were expected to be in school, levels of absence dropped from 2019, taking attendance closer to the 2019 National of 96%, with little difference between disadvantaged and non disadvantaged pupils. During this same period, persistent absence among disadvantaged pupils was slightly more than for non disadvantaged pupils.

Pupil wellbeing

Our assessments and observations indicated that pupil wellbeing and mental health was impacted by Covid 19 last year, with the impact particularly acute for disadvantaged pupils. Pupil premium funding contributed to providing bespoke support through the use of extra adults, “hard” paper resources, prior to the use of Google classroom, regular “check ins” with vulnerable families and facilitating the use of chrome books for every child. During lockdown 1 and 2, four disadvantaged year 6 pupils were invited into school to receive additional support with academic learning and to help meet their social and emotional needs. These pupils have now moved onto secondary education.

Externally provided programmes

Programme	Provider
None	

Further information

Additional activity

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Table 1: Funding

19-20	69k
20-21	56k
21-22	61k

Table 2: Number of Disadvantaged Pupils

Ofsted Primary Inspection Data Summary Report November 2021

% FSM6: Delta 35% National 25% (Quintile 2 - High)

	PP % (+number)	Not eligible, but economically disadvantaged % (+number)
Sch	42 (54)	19 (25)
R	27 (6)	23 (5)
Y1	52 (11)	19 (4)
Y2	40 (12)	23 (7)
Y3	46 (5)	23 (3)
Y4	43 (6)	21 (3)
Y5	63 (5)	0
Y6	43 (9)	14 (3)

Table 3: Wider context of disadvantaged pupils

	Context (% of PP/no)							
	SEN EHCP	SEN SS	EAL ST A-B	EAL ST C-E	Att below 95%	Att below 90%	CP/CIN	Attendance at clubs
Sch	4 (2)	6 (3)	22 (12)	31 (17)	54 (29)	37 (20)	7 (4)	Y1-6 58 (28)
R	0	0	67 (4)	0	67 (4)	67 (4)	17 (1)	
Y1	0	0	18 (2)	36 (4)	55 (6)	18 (2)	0	73 (8)
Y2	0	0	8 (1)	24 (3)	58 (7)	33 (4)	8 (1)	42 (5)
Y3	0	0	40 (2)	40 (2)	60 (3)	60 (3)	0	60 (3)
Y4	0	17 (1)	0	50 (3)	83 (5)	50 (3)	0	33 (2)
Y5	0	20 (1)	60 (3)	0	20 (1)	20 (1)	0	80 (4)
Y6	22 (2)	11 (1)	0	56 (5)	33 (3)	33 (3)	22 (2)	67 (6)

Table 4: 2019 KS2 Published data

Disadvantaged Pupil numbers were too low to provide a comparison with National

Table 5: Attainment: July 2021

Year (+no)	PP Below /well below ARE % of PP (+number)				PP Well below ARE % of PP (+number)			
	Phncs	Rdg	wrtg	Mths	Phncs	Rdg	wrtg	Mths
Sc (50)		36 (18)	36 (18)	36 (17)		20 (10)	20 (10)	20 (10)
R (6)		67 (4)	67 (4)	67 (4)		17 (1)	17 (1)	137(1)
Y1 (8)	13 (1)	13 (1)	13 (1)	13 (1)	13 (1)	13 (1)	13 (1)	13 (1)
Y2 (4)	50 (2)	50 (2)	25 (1)	0	25 (1)	25 (1)	25 (1)	25 (1)
Y3 (8)		25 (2)	38 (3)	25 (2)		25 (2)	25 (2)	25 (2)
Y4 (4)		50 (2)	50 (2)	50 (2)		50 (2)	50 (2)	50 (2)
Y5 (9)		22 (2)	33 (3)	33 (3)		22 (2)	22 (2)	22 (2)
Y6 (11)		46 (5)	36 (4)	46 (5)		1 (9)	1 (9)	1 (9)

Table 6: Attainment: Aut 1 2021 Progress Tests

	PP Below /well below ARE % of PP (+number)				PP Well below ARE % of PP (+number)			
	Phncs	Rdg	wrtg	Mths	Phncs	Rdg	wrtg	Mths
Sc								
R								
Y1								
Y2								
Y3		80 (4)	80 (4)	80 (4)		60 (3)	60 (3)	60 (3)
Y4		83 (5)	83 (5)	83 (5)		50 (3)	50 (3)	50 (3)
Y5		80 (4)	80 (4)	80 (4)		60 (3)	60 (3)	60 (3)
Y6		78 (7)	78 (7)	78 (7)		22 (2)	22 (2)	22 (2)