

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Denton Primary School
Pupils in school	110
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£22,487
Academic year or years covered by statement	2021-24
Publish date	April 2021
Review date	April 2022
Statement authorised by	Louise Brown
Pupil premium lead	Rosie Gibson
Governor lead	Rob Mackenzie-Wilson

Disadvantaged pupil progress scores for 2019 (last available data). 2 pupils.

Measure	Score
Reading	1.6
Writing	1
Maths	-1.6

Disadvantaged pupil performance overview for 2019 (last available data). 2 Pupils.

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To reduce the attainment gap between our disadvantaged pupils and their peers.
Priority 2	To ensure that Pupil Premium progress is at least at National level.
Priority 3	To broaden Pupil Premium pupils experience and increase cultural capital.

Priority 4	To ensure that all interventions are evidence based (Education Endowment Foundation).
Barriers to learning	Attendance, wider life experiences, family support, oral language and accentuated gaps due to COVID-19.
Projected spending	£ 29,890 (Overspend to be covered by COVID catch up premium)

Whole school Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To continue to achieve above national average progress scores in KS2 Reading.	Sept 22
Progress in Writing	To continue to achieve above national average progress scores in KS2 Writing.	Sept 22
Progress in Mathematics	To achieve national average progress scores in KS2 Maths.	Sept 22
Attainment in Reading, Writing and Maths	Attainment in all 3 areas to be at least national average at KS1.	Sept 22
Phonics	To continue to achieve above national average expected standard in PSC (excluding SEND).	Sept 22
Other	Improve attendance of disadvantaged pupils to 96%.	Sept 21

Measure	Activity
Priority 1	To ensure Quality First Teaching engages all pupils and ensures that gaps in attainment are addressed.
Priority 2	Targeted CPD for new teacher to ensure accurate subject knowledge and pedagogy (EEF Mastery Learning/Reading Comprehension Strategies).
Priority 3	Teachers to pre-teach whole class objectives to ensure that Pupil Premium children approach

	lessons with confidence (Evidence – School Covid catch up programme).
Barriers to learning these priorities address	Oral language, vocabulary acquisition and gaps in subject knowledge, confidence, stamina and poor basic writing skills.
Projected spending	£8,383

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure that the Pupil Premium Promise of increased vocabulary teaching, over the shoulder marking and targeted questioning is implemented across the school (EEF Feedback).
Priority 2	All Core subject leads to carry out detailed diagnostic assessments for reading, writing and maths to identify gaps for each child and appropriate targeted interventions. Termly follow up to assess progress.
Priority 3	Pupil Premium HLTA to lead vocabulary acquisition programme based on word morphology (EEF Oral Language Interventions).
Priority 4	Pupil Premium HLTA to lead maths interventions based on gaps identified by Class Teachers and Subject Leads.
Priority 5	Audio books provided to ensure that pupils are exposed to more complex language and a wider vocabulary than they are able to read themselves (EEF Oral Language).
Priority 6	To ensure that high and middle attaining Pupil Premium children continue to develop and progress by tutoring younger children in reading and writing (EEF Peer Tutoring). (When COVID allows)
Priority 7	Targeted 1:1 intervention to be led by Teachers, HLTAs and TAs to address gaps identified by core subject leads (EEF One to One Tuition).
Barriers to learning these priorities address	Vocabulary, exposure to quality texts and identified gaps in knowledge.
Projected spending	£18,176

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide financial support to Pupil Premium children to ensure their participation in clubs, trips and wider school activities.
Priority 2	Work with individual families to improve attendance and punctuality working with outside agencies where applicable.
Priority 3	To provide individualised social and emotional interventions to boost confidence and self-esteem.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£3,331

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow for staff professional development. To ensure that all staff, especially new staff, are adopting a consistent approach.	Use of INSET days and additional cover being provided by HLTAs.
Targeted support	Ensuring enough time for core subject leads to support groups and diagnostics. To ensure teachers and TAs have enough time to deliver interventions without penalising whole class teaching and withdrawing children from subjects they enjoy, e.g. PE and Art.	Classes' of Core subject leads to be led by HLTA. Redeployment of TAs to support interventions.
Wider strategies	Identifying programmes to support social and emotional issues. Enlisting the support of external agencies. Engaging with reluctant families on attendance.	CPD for identified TA in social and emotional support to enable us to deliver programmes 'in house'. Working closely with the LA to monitor vulnerable families.

Review: last year's aims and outcomes

School closures during the Covid-19 pandemic have adversely affected our most disadvantaged children. National data unavailable but internal assessment has demonstrated that a large majority of Pupil Premium children have gaps that need to be addressed through a catch up programme.

Aim	Outcome
Improved vocabulary and reading skills through whole class guided reading and specific vocabulary teaching.	Following school closures, reading progress has stalled. Through detailed catch up programmes, basic reading comprehension strategies have improved. Vocabulary acquisition is still an area for development.
To ensure that Pupil Premium children make more progress in writing than the rest of their cohort.	Writing progress is still an area for development following school closures. Basic grammar and punctuation interventions identified.
Increase Pupil Premium attendance to be broadly in line with non-Pupil Premium.	All Pupil Premium children invited to attend during school closure. Attendance of individual targeted children has improved since the wider opening on 8 th March.
Parents of Pupil Premium children attend parents evening, information evenings and other events within the school community.	Remote options have ensured that all Pupil Premium Parents have attended parents' evenings. This will be used as a strategy going forward. Remote information evenings viewed by 100% of the class.