

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Dee Point Primary School
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	45.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023, Sept 2024, Sept 2025
Statement authorised by	Dave Williams
Pupil premium lead	Claire Gill
Governor / Trustee lead	Graham Weaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,970
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	£269,970

Part A: Pupil premium strategy plan

Statement of intent

At Dee Point, our aim is to ensure that all of our pupils (disadvantaged or not) have every opportunity to reach their full potential. The challenges many of our pupils face are varied and complex, requiring a model of support that is flexible yet robust. This then enables us to ensure that as many barriers as possible are removed in order to support academic achievement, as well as developing well-round, resilient individuals who have the skills to navigate through each part of their future overcoming adversity. For our disadvantaged pupils in particular it is especially important that we give them wider opportunities to develop skills and interests and to nurture talents beyond their immediate environment and experiences. The impact of school closure and remote learning has been significant especially for those who are disadvantaged; staff have worked tirelessly to analyse the gaps in learning, tailor the curriculum and implement strategies that are needed to overcome these. As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. Therefore, a focus on consistency of quality first teaching and effective use of assessment for learning is a priority for all our pupils and underpins the SSDP including colleague support through an instructional coaching model. This will have the greatest impact on supporting disadvantaged pupils to work to their potential.

Robust assessment, thorough reflection and evaluation of the needs of the pupils and the approaches we take will ensure that the approaches taken will advantage our pupils. To ensure they are effective we will:

- Promote an ethos of attainment for all regardless of starting points and barriers to learning
- Provide quality first teaching which focuses on the needs of individuals addressing academic barriers to learning
- Have clear, responsive leadership; setting high aspirations and ensuring ownership for raising attainment and removing barriers sits with the team around the pupil.
- Ensure that all disadvantaged pupils engage in both the academic and wider curriculum
- Act early to intervene at the point need is identified
- Ensure that disadvantaged pupils make at least good progress based upon their starting points
- Continue to address and remove as many barriers faced by our disadvantaged pupils as early as possible

Through this strategy, we have considered the needs of all pupils for whom the school receives a grant, as well as those with current or previous social care involvement and those identified as young carers.

Challenges

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

Challenge number	Detail of challenge
1	The percentage of disadvantaged pupils in EYFS with speech and language delays is high
2	The percentage of disadvantaged pupils writing below the expected standard is high particularly in Year 2, Year 3 and Year 4
3	From their starting points (last statutory assessment point), the percentage of disadvantaged pupils making at least expected progress and more than expected progress is slightly lower than those who are not disadvantaged in reading, writing and maths across Y2 and Y4.
4	Pitch and challenge in maths lessons
5	The percentage of disadvantaged pupils in EYFS and Y1 who are not working at the relevant phonics stage is lower than non-disadvantaged pupils and this impacts upon both reading and writing outcomes.
6	Specific barriers to reading and writing including spelling, application of phonics and fluency has been identified among disadvantaged pupils
7	High quality feedback and assessment for learning in Literacy. Accurate and consistent summative judgements in Y2, Y3, Y4.
8	Frequent dysregulation of some disadvantaged pupils
9	Impact upon pupil's self-esteem and resilience, social skills and levels of anxiety
10.	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, executive function, motor skills, social emotional and mental health.
11.	Limited life experiences and opportunities to join in enrichment opportunities due to their disadvantage.
12.	67% of PP pupils have attendance less than 95% compared to 41% non PP
13.	Inconsistent teaching of phonics with no fidelity to a scheme is resulting in high numbers of disadvantaged pupils not being able to segment and blend and/or read with fluency.

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 speech and language outcomes for pupils in EYFS.	<ul style="list-style-type: none"> - Increase in percentage of disadvantaged pupils in Nursery and Reception at the expected standard in Communication & Language - Increase in the percentage of disadvantaged pupils who are at the age related section of Wellcomm assessments - Reduction in the number of SALT referrals - Upskilled EYFS staff in identifying and supporting pupils with speech & language difficulties
<p>Improved reading progress and attainment for disadvantaged pupils in Y3 and Y5</p> <p>Improved writing progress and attainment for all disadvantaged pupils in particular in Year 3, Year 4 and Year 5.</p>	<ul style="list-style-type: none"> - KS2 reading outcomes in 2023/2024 show that at least 60% of disadvantaged pupils met the expected standard in reading and writing - KS2 reading outcomes show that the majority of disadvantaged pupils made at least good progress based upon their starting points in reading and writing - Pupils read with improved fluency and accuracy - Teaching of Literacy is at least good - Books show progress in writing
Improved outcomes in phonics including secure application of spelling and phonics in reading & writing.	<ul style="list-style-type: none"> - All disadvantaged pupils enter Reception RWI ready and ready to read Set 1 sounds - All disadvantaged pupils enter Y1 ready to read Set 2 sounds - All disadvantaged pupils read decoable books - % of disadvantaged pupils in phonics in Y1 and Y2 is at least in line with national averages - Good progress is made by the majority of disadvantaged pupils in reading and writing from their starting points
<p>High quality assessment for learning is embedded in daily teaching.</p> <p>Consistent and accurate summative assessments take place particularly in writing.</p>	<ul style="list-style-type: none"> - Progress in pupil books and outcomes is evident - High quality feedback supports progress in learning - Teaching is tailored to meet the needs of the pupils based upon prior learning with instant adjustments made - Effective use of both formative and summative assessment will ensure that pupils embed knowledge and use it fluently. - Assessment for learning forms the basis of all lessons
A therapeutic approach to teaching & behaviour supports positive learning behaviours .	<ul style="list-style-type: none"> - All pupils and staff have an understanding of emotional intelligence helping them to be more self-aware and empathetic - Pupils will feel supported to manage their own behaviours through the reflect, repair, restore model - Logical consequences enable pupils to have ownership of their behaviour and recognise why the behaviour is not acceptable and how to change it.

	<ul style="list-style-type: none"> - Pupils and staff understand pro-social/anti-social behaviour and experiences - Positive recognition of pro-social behaviours - Staff have a clear understanding of trauma and ACEs (Adverse Childhood Experiences) and the impact these can have upon brain development, behaviour and communication - Strategies to de-escalate are used effectively - Early help is planned for those in need of nurture support
Achieve and sustain improved wellbeing for all pupils in school particularly disadvantaged pupils.	<ul style="list-style-type: none"> - Increased emotional resilience of pupils evidenced by Boxall profiles - Pupils understand how to support their positive mental health and wellbeing - Early intervention for those requiring additional support - Access to a varied, tailored programme of wellbeing support
Improved ongoing support for all disadvantaged SEND pupils including those with specific difficulties	<ul style="list-style-type: none"> - All SEND pupils receiving appropriate support - Upskilled staff who feel confident tailoring their teaching to meet the needs of all SEND pupils - All SEND pupil's needs are met in the classroom on a daily basis - Pupil passports ensure accountability and effective communication with parents and carers
Embedded wider opportunities	<ul style="list-style-type: none"> - Increased high quality experiences that disadvantaged pupils can draw upon in their writing - 60% of disadvantaged pupils take part in out of class opportunities including health & wellbeing and the arts. - 100% disadvantaged pupils take part in residential visits in every year group, every year.
Improved attendance so that the majority of disadvantaged pupils achieve at least 95% attendance	<ul style="list-style-type: none"> - Disadvantaged pupils attend at least in-line with other pupils - Persistent absence of disadvantaged pupils decreases
All teachers to teach Read Write Inc with fidelity to the scheme to ensure all pupils leaving KS1 can segment and blend and read with fluency	<ul style="list-style-type: none"> - All disadvantaged pupils can segment and blend - All pupils read decodable books - All disadvantaged pupils can read with fluency when entering KS2 - Disadvantaged pupils can sight read all tricky red words

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: £134,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech & Language development: S&L specialist 20hours working across Nursery and Reception both in class and delivering interventions Scrapstore Playpod refills and refresher training for staff so it can be used to support language development and role play.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>Built Environments Education Endowment Foundation EEF Communication & Language Education Endowment Foundation EEF</p>	1, 5, 10, 13
<p>RWI phonics training and resourcing Nursery – Y3. Consistent daily teaching with fidelity to the programme. One to one daily tutoring.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	5, 10, 13
<p>Therapeutic teaching – embedding the policy. Restorative conversations training. Supervision</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	8, 9, 10
<p>Subject leaders supporting the embedding of Read 2 Write programme. Instructional coaching model to support staff in developing.</p>	<p>Impact of school closures and subsequent support strategies on attainment in Key Stage 1 - NFER Feedback EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 6, 7

Moderation of assessment in reading, writing and maths to support in ensuring that assessments are accurate and next steps are identified. Focus on curriculum coverage, progression and	Teacher Feedback to Improve Pupil Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	7
Create SEMH alternative provisions using a tier system to support pupils who cannot access mainstream school.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	8, 9

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

Budgeted cost: £44,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beanstalk reading volunteers in Y3, Y4 2 x 30 mins a week	Our impact Coram Beanstalk (beanstalkcharity.org.uk)	2, 3
After school interventions delivered by Grade 6 and Grade 7 staff. 3 members of staff per year group from Y1 – Y6 to run intensive half termly intervention 3 times a week.	Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5
IDL and TRUGs dyslexia interventions carried out daily for up to 40 disadvantaged pupils	Lifting Barriers - The Lottery Project IDL (idlsgroup.com)	2, 3, 4, 5, 9
Reading Plus for Y6. Daily computer based reading fluency intervention	National Results for the 2019-2020 School Year - Reading Plus	2, 3
KS1 RWI one to one tutoring for all pupils in the	Read Write Inc. Phonics EEF (educationendowmentfoundation.org.uk)	3, 5, 13

lowest attaining RWI group		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £140,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Learning Mentor supporting disadvantaged pupils on wellbeing interventions including ELSA	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	8, 9
ELSA training and supervision for the Learning Mentor		8, 9
Play Therapy for 2 days a week. 10 pupils x 15 weekly sessions. Total number of pupils supported is 30.		8, 9
1:1 art therapy (0.4) delivering bespoke therapeutic art sessions. 15 pupils a week for a half term or termly intervention dependent upon need.		8, 9
Full time Family Support Worker working with disadvantaged pupils on Wishes & Feelings, supporting parents in the home, delivering parenting workshops.		8, 9
Lego therapy for small groups delivered 2 times a week. 8 pupils.		8, 9
Providing free nutritious breakfast for all disadvantaged pupils ensuring no pupil attends school hungry	Magic Breakfast EEF (educationendowmentfoundation.org.uk)	8, 9

25 after school clubs run by support staff including Learning Mentors, FSW , teaching assistants		8, 9
Providing wider opportunities beyond the classroom including education day visits and residential visits linked to the curriculum	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) outdoor adventure learning shows positive benefits on academic learning and self - confidence.	11
Whilst all of these primarily focus on supporting challenges 7 and 8, ultimately there should be a positive effect on the other challenges in school.		

Total budgeted cost: £320,080

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 2021 to 2022 academic year.

In 2021 – 2022 41% of disadvantaged pupils had a SEND need. This is an increasing area of need for pupils and ensuring they can access the right level of support and funding has been a significant priority. Increased capacity for SEN support, SENCO input and identification procedures have enabled school to prioritise these needs and ensure that the right provision is in place. There is still some work to do in this area particularly around transition, which will be a focus for this school year. Appropriate pitch of learning was identified as needing improving for disadvantaged pupils and will be an area of focus this year. High levels of SEMH need and social care involvement were prevalent for our disadvantaged pupils last year resulting in readiness for learning, nurture and therapeutic teaching needing to be a priority. All staff are now fully trained in using therapeutic language and understand the impact of trauma and ACEs on child development. This informs the practise of almost all staff resulting in pupils taking ownership of their reactions involving them in the repair process. While this is in it's infancy, our embedded nurture programme is continuing to positively impact upon the needs of our most vulnerable. This year we would like a greater focus around early help and intervention.

Attendance of our disadvantaged pupils is lower than all pupils and is a cause for concern (90.8%) with 67% of disadvantaged pupils having attendance less than 95% and 36% having attendance below 90%. This is affecting outcomes for these pupils. Covid as well as other illness resulted in high numbers of absence.

The impact of the interventions and activities last year has been mixed. School faced significant challenges with consistency of staffing and absence of both staff and pupils, which had a significant impact upon delivery of support particularly after school interventions and some pastoral interventions. The model created around before and after school interventions is being changed for this year with a greater level of support for pupils in the school day where there is a risk of low attendance out of school hours.

The Steps to Read and Read to Write programmes were further embedded with the rest of the curriculum being written around them to ensure progression, over-learning and to reduce cognitive overload. Fidelity to the episodes of learning, structures of the units and the texts is now embedded and the next steps are ensuring the quality of teaching, teaching of sentence accuracy and evidencing effective feedback and marking. An instructional coaching model is being used by subject leaders this year to develop this further as well as whole school training on sentence accuracy and AFL. Across the school 30% of disadvantaged pupils achieved the expected standards in writing and none achieved greater depth compared to 40% of all pupils. Writing remains a priority for this year for all pupils. Outcomes in reading for disadvantaged pupils are closer to all pupils with 48% of the school achieving the expected standard compared to 54% for all pupils (11% of disadvantaged pupils achieved greater depth).

In maths, all year groups have shown to be number strong which reflects the focus of the curriculum last year (eg, to ensure gaps in key skills were addressed a short term adjustment of removing written methods in Y3 and Y4). Coverage is now a priority and ensuring that the pitch and level of challenge is appropriate are key areas of focus particularly in target year groups. This should result in greater outcomes for disadvantaged pupils at the end of this academic year. Maths data shows that

disadvantaged pupils performed just below all pupils (47% disadvantaged compared to 54% all pupils). Target year groups have been identified as needing further support across reading, writing and maths for disadvantaged pupils in particular current Year 3, Year 4 and Year 5.

Progress across all areas is evident across every class and subject area compared to the same point the previous year for disadvantaged pupils. Although the gap is narrowing, progress is still lower than that of all pupils and greater progress is needed to ensure that there is an increase in the attainment of disadvantaged pupils at both the expected and greater depth level.

Summary of attainment outcomes of statutory assessments 2021 2022:

Year 6	All pupils		Disadvantaged pupils	
	At least EXS	Greater Depth	At least EXS	Greater Depth
Reading	58	13	42	15
Writing	61	0	39	0
Maths	61	10	48	6

An overview of attainment of disadvantaged pupils shows that outcomes were lower at the end of KS2 than all pupils in all areas of learning with writing being significantly below. Disadvantaged pupils performed less well than all pupils in writing in current Year 4 and Year 5 with all pupils in Year 3 performing well below national expectations and the national average.

Year 2	All pupils		Disadvantaged pupils	
	At least EXS	Greater Depth	At least EXS	Greater Depth
Reading	40	14	50	25
Phonics	82	-	79	-
Writing	25	0	29	0
Maths	53	7	50	4
Year 1	70	-	63	-
Phonics				

In KS1 there are positive improvements for disadvantaged pupils. The table below shows that disadvantaged pupils were either in-line or working above all pupils in all areas (except Y1 phonics – see below). There are still significant concern over the outcomes in writing for all pupils and this is now a focus of the SSDP for 22-23. Reading data shows that disadvantaged pupils achieved better than all pupils when working at greater depth.

The impact of additional phonics and speech and language support last year is having some impact although is yet to be embedded and make the impact needed to ensure disadvantaged pupils are in line with pre-covid levels. Year 1 and Year 2 phonics data shows that disadvantaged pupils performed in-line with all pupils in Year 2 whilst only being slightly lower in Year 1. 88% of the disadvantaged pupils who did not pass phonics screening in Y1 have SEND.

Rec	All pupils	Disadvantaged pupils
	At least EXS	At least EXS
Reading	51%	24%
Comm & Lang	51%	24%
Writing	68%	44%
Maths	66%	44%

Nursery	All pupils	Disadvantaged pupils
	At least EXS	At least EXS
Reading	45%	50%
Comm & Lang	45%	50%
Writing	79%	50%
Maths	47%	50%

All pupils who have been assessed using Wellcomm in nursery and have had additional support from the speech and language specialist TA have made better than expected progress and are now either working at Section 8 (age related) or at Section 7 giving them the best opportunities to access the rest of the curriculum. The impact of this is evident in the reading and C&L outcomes as disadvantaged pupils achieved better than all pupils.

In Reception, while outcomes were significantly lower for disadvantaged pupils compared to all in all areas, progress from their starting points is strong. 100% of disadvantaged pupils made at least expected progress in Communication & Language, Literacy and Maths with 39% C&L, 43% Literacy and 48% Maths achieving better than expected progress.

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
Read to Write	Literacy Counts
Steps to Read	Literacy Counts
Therapeutic teaching course	TPC therapies
Beanstalk Reading Volunteers	Coram

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.