

Pupil premium strategy statement Delta Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 119 |
| Proportion (%) of pupil premium eligible pupils | 49.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | September 2024- July 2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Sarah Roberts Executive Headteacher |
| Pupil premium lead | Bindya Chapaneri |
| Governor / Trustee lead | Julie Rayson |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £102,120 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £102,120 |

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

At Delta 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 that are already high attainers.

We recognise that many of our pupils face challenges that make them vulnerable, such as those who have a social worker and young carers or those with an EHCP plan. Our key principles aim to support their needs regardless whether they are disadvantaged or not.

Our ultimate aim is to ensure an equitable education for our disadvantaged pupils that is adapted to meet their needs. Our key principles revolve around Quality First Teaching and setting high expectations. At Delta, we do not believe a pupil's background is a reason for them not to reach their full potential. Educational research underpins our approach to teaching and we strive to provide a high quality curriculum which ensures equality of opportunity and equity of provision for all.

Removing barriers to learning will improve the educational outcomes of our disadvantaged pupils. Through robust diagnostic assessment processes, we target individual children with specialist support to ensure all pupils can access their learning. Our key principles revolve around the whole child, supporting both their academic attainment and emotional wellbeing.

Our high- quality curriculum offer aims to enthuse, excite and challenge all children. We strive to embed children's disciplinary knowledge and language through the teaching of discrete subjects thus ensuring pupils are prepared for their next stage in their learning.

We see achievement in reading as an essential part of our Pupil Premium Strategy. We strive to deliver an ambitious reading curriculum and nurture a love of reading which immerses children in language; enabling them to build a solid foundation for future learning and develop a rich vocabulary base.

Pupils need to experience a wide range of enriching experiences to develop their cultural capital. This will ensure equity with their peers. By providing a wealth of experiences, pupils will develop a broader sense of the world and have the same access to opportunities as their non-disadvantaged peers, helping close the attainment gap.

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Wellbeing:</p> <p>Wellbeing was disproportionately impacted by the disruption to our disadvantaged children's education and routine during the pandemic. Pupil premium children require an enhanced package of support to aid their academic progress. Many have social, emotional and mental health needs alongside a lack of confidence and self-esteem issues.</p> |
| 2 | <p>Reading and Maths :</p> <p>Disadvantaged children have lower engagement with reading for pleasure in comparison to their non-disadvantaged peers. Their narrow vocabulary base is a barrier to learning and is having a negative impact on their mastery of language. Additional support is needed in developing and improving children's phonics and reading skills.</p> |
| 3 | <p>Vocabulary gap:</p> <p>Data shows that disadvantaged children have low levels of oracy and language development on entry to school. This is further accentuated by little or no pre-school attendance. There is a clear disparity for disadvantaged children in accessing language, exacerbating inequality and restricting access to the curriculum. Working vocabulary is limited and vocabulary acquisition is behind their peers.</p> |
| 4 | <p>Catch up:</p> <p>Pupil premium children were disproportionately impacted by learning loss caused by the pandemic. Children had a lack of resources to be able to access the online curriculum offer and living conditions were impacted. This has resulted in significant gaps in learning compared to their peers and pupils falling behind ARE, especially in maths and reading.</p> |
| 5 | <p>Low Cultural Capital:</p> <p>Children have a lack of access to enrichment experiences to develop their cultural capital. Children's involvement in the wider community and outside clubs is minimal. Children are unable to foster and develop their own talents and are not provided with the opportunities to do so.</p> |
| 6 | <p>Attendance:</p> <p>A greater proportion of our disadvantaged children have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 7 | <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> |
| 8 | <p>High Mobility:</p> <p>This leads to a barrier with parental and child engagement. The high mobility rate has impacted on aggregate school performance in Key Stage tests.</p> |

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 |
|---|---|
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Disadvantaged pupils will feel supported by the school's well-being provision. Sustained high levels of wellbeing will be evidenced by:</p> <ul style="list-style-type: none"> • Feedback from our school's Learning Mentors. Targeted Pupil Premium children will receive social and emotional support from our mentors to improve learning behaviours, social skills, confidence and independence. • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Monitoring of well-being through verbal and written feedback during PSHE and the well-being curriculum <p>Increased numbers of children attending breakfast club</p> |
| <p>Attainment gap between disadvantaged and non-disadvantaged is narrowed through quality first teaching.</p> | <p>Pupil Premium children will make good progress in their learning. This will be evidenced by:</p> <ul style="list-style-type: none"> • Formative assessment, further supported by summative assessments, evidences disadvantaged learners are making good progress in RWM when compared to their non-disadvantaged peers. • End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes. • Year 1 and Year 2 phonics gap is narrowed between disadvantaged and non-disadvantaged learners. • Assessment of the foundation curriculum will show that pupils are excelling in other curriculum areas. <p>EYFS gap is narrowed between disadvantaged and non-disadvantaged learners.</p> |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils to enable them to access a wider range of texts.</p> | <p>Assessment and observations indicate significantly improved oral language and oracy skills among disadvantaged pupils through the use of pupil talk and the Voice 21 Oracy skills. This is evident when triangulated with learning walks to focus on engagement in lessons, book scrutiny and ongoing formative assessments. Vocabulary development will be evident across the curriculum, where pupils will be able to articulate their learning using key vocabulary.</p> |
| <p>Children requiring additional support and intervention receive personalised interventions to accelerate learning in</p> | <p>Pupil Premium children will make good progress in their learning. This will be assessed by:</p> <ul style="list-style-type: none"> • A robust monitoring system, which includes triangulating learning walks, observations, planning and book scrutinies to ensure disadvantaged pupils needs are being met. |

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| reading, writing and maths. | <ul style="list-style-type: none"> Pupil progress meetings evidence disadvantaged children are making progress in RWM, with a narrowed gap compared with non-disadvantaged pupils. <p>Reading Intervention are given to identified PP children.</p> |
| Increase the amount of enrichment activities that PP pupils participate in to support the development of cultural capital. | <p>Pupil Premium funds subsidises the trip costs to ensure all pupils are able to attend trips. An increased level of participation of PP pupils in enrichment activities. This will be measured by:</p> <ul style="list-style-type: none"> The percentage of PP pupils participating in extra-curricular activities in and out of school. The percentage of PP pupils participating in residential trips across KS2. <p>Pupil surveys will reflect an enjoyment to school and improve attitudes to learning.</p> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils.</p> <p>The gap in attendance between disadvantage and non-disadvantaged pupils narrow.</p> |
| Increased levels of parental involvement will demonstrate engagement in their children's learning and higher aspiration for all pupils. | <p>This increase in the number of parents involved and engaged in their children's learning and progress will be monitored by:</p> <ul style="list-style-type: none"> An increased number of parents attending meetings and workshops linked to phonics and reading sessions An increased number of parents attending school events e.g. Art showcases, Bring your grown up to school days and assemblies An increased attendance at Parent Conference meetings and targeted sessions reporting on progress. An increased number of parents responding to parent surveys. An increased number of parents will attend parent workshops to gain further confidence and identify areas that will support their children – attendance, homework, subject specific, meet the teachers. |

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: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Delivering high quality and impactful CPD to develop QFT across the school</p> | <p>Effective CPD ensures well trained staff that are able to identify and address gaps in learning. High quality teaching has the most impact on narrowing the attainment gap and high quality CPD allows teachers to become better (EEF, 2021; Rauch and Coe, 2019; Wiliam, 2016)</p> <p>Education Endowment Foundation: Effective Professional Development</p> <p>Education Endowment Foundation: Characteristics of Effective Professional Development</p> <p>Sutton Trust: Developing Teachers</p> <p>Education Endowment Foundation: Guide to Pupil Premium</p> | <p>2, 3, 4</p> |
| <p>Implementing adaptive teaching throughout the school. Embed Walkthru/Rosenshine strategies to ensure consistent high-quality teaching in all subjects.</p> | <p>A whole school approach to scaffolding learning ensuring that it is accessible to all pupils (Westwood, 2018).</p> <p>Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom</p> | <p>2, 3, 4</p> |
| <p>CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits Embedding Rosenshine/Walk-Thrus</p> | <p>Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the new National Professional Qualifications.</p> <p>Delivering impactful CPD on building relationships. Research suggests that fostering and building a positive relationship positively impacts disadvantaged pupils. Walk-Thru strategies positively engage pupils through a variety of strategies such as think, pair, share, scaffolding, building relationships etc. This will empower teachers to connect with their pupils and enable their disadvantaged pupils to develop a positive outlook on their learning.</p> <p>Education Endowment Foundation: Effective Professional Development</p> | <p>2, 3, 4</p> |
| <p>Invest in training and support from NPQ range and also consultants to support the model of instructional coaching for</p> | <p>Instructional coaching is currently the highest quality CPD which allows for the most progressive and rapid change in teaching. It uses expert teachers to deliver one-to-one, recurring, sustained, classroom practice focused sessions, which use observation and feedback</p> | <p>2, 3, 4</p> |

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| <p>staff to develop quality of teaching.</p> <p>Leaders will be trained to carry out instructional coaching.</p> | <p>cycles and encourage teacher to engage in the deliberate practice of specific skills.</p> <p>Desimone, L. M. & Pak, K. (2017): Instructional Coaching as High-Quality Professional Development. Theory into Practice.</p> | |
| <p>Oracy and vocabulary development approaches explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their schools experience and learning later in their school lives.</p> <p>The average impact of Oral Language interventions is approximately an additional six months' progress over the course of a year. There is a strong evidence base that suggest oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impacts on reading.</p> <p>Education Endowment Foundation: Oral Language Intervention</p> | 2, 3, 4 |
| <p>Pupil Progress Meetings have a particular focus on Pupil Premium children.</p> | <p>All staff have a clear understanding to the barriers the children who are working below age related are facing. All staff have clear strategies and are confident in supporting the children across the curriculum.</p> <p>Education Endowment Foundation: EEF Guide to the Pupil Premium</p> | 2, 3, 4 |

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

Budgeted cost: £ [insert amount]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Specialist reading interventions through RWI across all year groups to increase progress and attainment and reading.</p> | <p>Research suggest that interventions that deploy effective, proven strategies can be beneficial to learning. For example, reading comprehension strategies can add up to 6 months (EEF, 2021). Multi-sensory approaches employed in interventions such as</p> | 2, 3, 4 |

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|---|--|---------|
| | Widgit/colourful semantics) (Hettiarachchi & Ranaweera, 2019) Education Endowment Foundation: Reading Strategies | |
| Additional phonic sessions targeted at disadvantaged pupils who require further phonics support. This will be a personalised programme, adapted to meet their needs | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Education Endowment Foundation: Phonics | 2, 3, 4 |
| Provide targeted, structured interventions to children across whole school in Reading and Maths | Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupil's access to the curriculum. Evidence suggests that teaching assistants are more likely to have a positive impact when delivery structured interventions rather than being a general support. As a result, teaching assistants in KS2 will carry out regular small group maths interventions. Education Endowment Foundation: Selecting Interventions Education Endowment Foundation: Improving Mathematics in Early Years and Key Stage 1 Education Endowment Foundation: Improving Mathematics in Key Stage 2 and 3 | 4 |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| Attendance Officer - responsibility for improving attendance, who keeps a high level of communication and support with targeted families and EWO | Parental engagement means schools working with parents to improve children’s academic outcomes (EEF, 2021). Education Endowment Foundation: Working with Parents to Support Children’s Learning | 6,7,8 |
| Funding /subsidising trips and visits to ensure disadvantaged children have equal access to enrichment opportunities. | “Schools also commonly said that they used the Pupil Premium to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum. LOTC, 2021 Council for Learning Outside the Classroom: Using Pupil Premium for Learning Outside the Classroom | 5 |
| Breakfast Club attendance | Parental engagement means schools working with parents to improve children’s academic outcomes (EEF, 2021). Education Endowment Foundation: Working with Parents to Support Children’s Learning | 5, 6, 7 |
| Increased attendance at after school clubs. | Research shows that the impact of extending the school time increases progress by three months in the course of the year. Research also shows an increase in attendance which also supports the development of disadvantaged pupils’ social and emotional needs. | 1, 5, 6, 7 |

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact on pupil outcomes in the 2023 to 2024 academic year:

| 2022-2023 | | GLD overall | % PP at ARE | % Not PP at ARE | % Nat Av 2024 PP EXS | % Nat Av 2024 Not PP EXS |
|----------------------|---------|-------------|-------------|-----------------|----------------------|--------------------------|
| EYFS | | 63% | 57% | 67% | | |
| Year 1 phonics | | | 90% | 75% | | |
| Year 2 phonics | | | 60% | 100% | | |
| Year 2 | Reading | | 81% | 67% | | |
| | Writing | | 38% | 50% | | |
| | Maths | | 63% | 83% | | |
| Year 3 | Reading | | 67% | 50% | | |
| | Writing | | 67% | 43% | | |
| | Maths | | 67% | 43% | | |
| Year 4 | Reading | | 64% | 56% | | |
| | Writing | | 55% | 56% | | |
| | Maths | | 64% | 44% | | |
| Year 5 | Reading | | 0% | 67% | | |
| | Writing | | 0% | 50% | | |
| | Maths | | 20% | 50% | | |
| Year 6 (7 pupils) | Reading | | 67% | 80% | 62% | 79% |
| | Writing | | 60% | 100% | 58% | 78% |
| | Maths | | 40% | 100% | 59% | 79% |
| | RWM | | 40% | 100% | 45% | 67% |

Impact on attendance over time:

There was a 4.22% increase in attendance for pupil premium children by July 2024. Attendance for pupil premium children was 0.56% higher than the whole-school percentage as a result of the strategies implemented.

Statutory Attendance by Demographic

| Group name | 2022/2023 | 2023/2024 | 2024/2025 | Change since 2023/2024 |
|--------------------------------|-----------|-----------|-----------|------------------------|
| Compulsory School Age (5 - 15) | 92.78% | 92.24% | 96.07% | up 3.83% |
| Disadvantaged | 92.60% | 92.42% | 96.63% | up 4.22% |
| EAL | 91.87% | 91.44% | 95.14% | up 3.71% |
| Ever 6 FSM | 92.60% | 92.42% | 96.63% | up 4.22% |
| Female | 93.20% | 93.07% | 96.07% | up 3.00% |
| FSM | 92.60% | 92.42% | 96.63% | up 4.22% |
| Gypsy / Roma / Traveller | 89.18% | 87.63% | 95.65% | up 8.02% |
| Has Medical Condition | 90.74% | 85.20% | 97.32% | up 12.12% |
| In Year Admission | 89.43% | 91.82% | 100.00% | up 8.18% |
| Male | 92.37% | 91.45% | 96.07% | up 4.62% |
| Mobile (Y5 & Y6) | 91.14% | 93.70% | 100.00% | up 6.30% |
| Pupil Premium Eligible | 92.60% | 92.42% | 96.63% | up 4.22% |
| SEN | 91.90% | 88.03% | 94.17% | up 6.14% |

