

Pupil Premium Strategy Statement 2021-2024

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	Daisyfield Primary School
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	15.7% = 47/299
Proportion (%) of pupil premium eligible pupils including Ever6	18.7% = 56/299
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanne Ramsbottom
Pupil premium lead	Mubeen Ainarkar
Governor / Trustee lead	Holly Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75320
Recovery premium funding allocation this academic year	£4060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	n/a

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent Daisyfield Primary School

We are committed to ensuring highly effective teaching, support and tuition are in place for our disadvantaged children to improve their academic outcomes. Targeted interventions are used to engage, support and challenge pupils to achieve their potential. Staff and governors understand that any child, regardless of eligibility for PP funding, may at some point require additional support or intervention. We are committed to doing our very best to meet all children's academic, social, emotional and pastoral needs. The disruption to education during the last two years has been unprecedented. Our school leaders, staff and governors are determined to work together to help children to 'dream, believe and achieve', and understand their roles and responsibilities in the challenge ahead.

Our Pupil Premium Lead is the KS2 Leader and, as a member of SLT and a Designated Safeguarding Lead, is able to direct support to the pastoral needs of children and families and provide a strong voice for the children on a whole school level. The Pupil Premium Lead has developed a robust tracking system which allows for our PP children and their progress to be monitored closely across the school.

Our designated Pupil Premium Governor is committed to working closely with the school to monitor the provision for our PP children.

This document details the proposed spend of the Pupil Premium for the next three academic years. Informal reviews will take place twice per academic year. A full, written evaluation will be published on an annual basis.

Anticipated funds available 2022 to 2023 = £79,380 (based on current school PP numbers)

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**these figures are subject to change once final figures are released.*

Pupil Premium (PP) provides additional funding for:

- Pupils who are eligible for free school meals, or have been eligible in the past 6 years (£1, 345)
- Pupils who have been adopted from care or have left care (£2, 345)
- Pupils who are looked after by the local authority (£2, 345)

Service Pupil Premium (SPP) provides additional funding (£310) for the pastoral support of pupils with a parent who currently serving in HM forces or has retired on a pension from the Ministry of Defence.

In- School Barriers to Learning

□ 15.7% of all pupils in school are entitled to additional funding through Pupil Premium. 17% of PP pupils also have SEND, some with significant barriers to learning, progress and development.

□ Social/emotional needs are also additional barriers for some PP pupils and 26% of these children work directly with our Learning Mentor.

□ More children are entering school with low levels of language, vocabulary and comprehension skills which impacts on attainment. This includes newly arrived *Fair Access* pupils across school with little or no English. Children who enter school through *Fair Access* continue to require a significant amount of daily additional support.

□ The limited engagement and gaps in learning of some pupils means that only the highest quality teaching and learning opportunities must be provided. Therefore, continuous professional development remains an essential part of school improvement.

□ As a result of the essential adjustments to classroom organisation due to the COVID -19 pandemic, all teachers had to modify teaching, learning and assessment strategies. This had a particular and significant impact on teachers' ability to provide quality one to one feedback, particularly in writing.

□ End of summer term assessments for all pupils indicate that the continued disruption through staff and pupil absence, bubble closures and a second national lockdown, has had a detrimental impact on attainment and progress with writing being the most affected (ARE 56.6%)

□ Children have missed opportunities to develop effective social and emotional skills due to lack of experiences at home and those that would be ordinarily be provided through school. This has particularly affected our youngest children.

External Barriers

□ Opportunities to engage with parents, particularly those with Reception children, has been dramatically reduced this year due to local and national COVID-19 restrictions. In the previous two years, this was an important way for school to cultivate shared ambitions and approaches to help children achieve a Good Level of Development.

□ The school has an admission number of 40, with a nursery of up to 26 children in each session. The school is located in an area of deprivation with 56% of families in the bottom 20% on the deprivation indicator.

□ 97% of the children have English as an additional language.

□ The home environment for some pupils eligible for PP funding is not always conducive to learning – due to socioeconomic factors such as low income, over-crowding and sometimes, isolation.

□ Generally, families whose children enter school through *Fair Access* do not qualify for social security benefits, and as a consequence, PP funding. However, school is compelled to use the funding to provide additional academic support for these children who are often the most disadvantaged.

□ The lack of spoken English at home, or greatly reduced exposure to language and vocabulary, can limit children significantly.

□ Limited life experiences can have a detrimental effect on the understanding and engagement of some children. With our *Fair Access* children, these barriers above are often compounded.

□ Children and families may have experienced considerable trauma and/or mental health issues due to the pandemic. It is anticipated that this will continue to become apparent across this academic year and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Attainment To improve the outcomes for all PP children in Reading, Writing and Mathematics – with a particular focus on Writing. (SDP Key Priority 2)
2	Achievement To improve academic achievement for all children through quality first teaching with opportunities for assessment and feedback across the curriculum. (SDP Key Priority 1)
3	Language The lack of language on entry, or greatly reduced exposure to language and vocabulary, can limit children significantly and therefore this is a challenge that needs to be addressed from the earliest opportunity i.e. EYFS.
4	Engagement To improve engagement and academic achievement for all children through a curriculum that engages, inspires, challenges whilst enhancing creativity and sparking interest. (SDP Key Priority 1)
5	Wellbeing To identify and support the social, emotional and mental health needs of children as a result of the pandemic and school closure. Children with SEND, from vulnerable families or those who have experienced trauma are potentially most affected.

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
To ensure that outcomes for PP children are at least in line with those of all pupils in school in reading, writing and mathematics.	Outcomes for PP children are at least in line with all other children in phonics, reading, writing and mathematics.
To ensure all PP children, particularly those with SEND, make expected progress from their individual starting points.	Increase in the number of children achieving end of year expectations or meeting the targets outlined on Learning Plans.
To ensure all children receive high quality teaching, learning and assessment opportunities delivered by well trained teachers and teaching assistants.	Children continue to enjoy an inspiring, inclusive curriculum that ensures they are “interested, inspired, challenged with lesson with enhanced creativity”. Gaps in learning and development are addressed through high quality teaching and impactful, targeted interventions.
To ensure the social, emotional and well-being needs of all PP children are supported to ensure they reach their potential.	Children’s needs are met through a successful in school, team approach and with outside agencies where appropriate; ultimately impacting positively on standards.

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: £6884

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Lead</p> <p>Mubeen Ainarkar has been appointed the Pupil Premium Lead and is therefore given time to monitor, track and intervene with the progress of all Pupil Premium children.</p> <p>Release time is allocated and provided for the Pupil Premium Lead to be able to carry out these responsibilities.</p> <p>The Pupil Premium Lead also monitors the Intervention Programmes taking place in school and gets the KS1 Lead and EYFS lead to report back to him during SLT meeting for the same purpose.</p>	<p>EEF Toolkit:</p> <p><i>“Successful implementation of a pupil premium strategy is a carefully staged process that takes time, rather than being a one-off event. The strategy needs to be aligned with other school development plans and existing practices to ensure a sustained impact.”</i></p>	1-5
<p>CPD - Subject Leader Networks</p> <p>To provide release for curriculum leaders to improve teaching and learning across school.</p>	<p>EEF Research Guidance: High Quality Teaching</p> <p><i>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</i></p>	1-4

	<p><i>Bespoke training courses for teachers and support staff.</i></p> <p><i>Consultant training, support and challenge to develop leadership and management across school.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6551

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS Teaching Assistant – S.P</p> <p>Language Interventions have been a major focus in EYFS and the following programmes have been delivered by trained EYFS Teaching Assistants:</p> <p>Kickstart Time2Talk TalkTastic</p>	<p>EEF Toolkit:</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Feedback + 6 months impact</p> <p>Collaborative learning approaches + 5 months impact</p> <p>Reading comprehension strategies +6 months impact</p> <p>Small group tuition + 4 months impact</p>	1-4
<p>KS1 Teaching Assistant – F.B / R.M</p> <p>An additional Teaching Assistant has been employed to work 3 days in helping to close the gap with identified children. This is done in class in the AM and through targeted interventions in the PM.</p>	<p>Extending school time + 3 months impact</p> <p>EEF Research Guidance ‘<i>Making Best Use of Teaching Assistants</i>’</p>	
<p>KS2 Teaching Assistant – F.M</p> <p>KS2 TA’s deliver timetabled, recorded and monitored Intervention</p>		

<p>Programmes alongside supporting targeted children in class during the AM lessons. The children are identified through consultation with SLT, Class Teachers and their own input. KS2 TA's have been developing their practice and FM has taken the lead in sharing her good practice through the medium of Intervention Files and planned opportunities to share good practice with peers.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lisa Hough – Learning Mentor</p> <p>Learning Mentor to delivers wellbeing and resilience development programme from Reception to Year 6.</p> <p>1 to 1 or small group intervention for the most vulnerable pupils to promote positive mental health.</p> <p>Group work for socially and emotionally vulnerable KS2 pupils in preparation for high school.</p>	<p>EEF Toolkit:</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>EEF Research Guidance <i>‘Improving Social and Emotional Learning in Primary Schools’</i></p>	5
<p>Superhero Attendance Awards</p>		

Each class is assigned a Superhero and the Learning Mentor calculates the attendance for every class and winners are announced in the Celebration Assembly through a special PowerPoint.		
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Total budgeted cost: £100832

(Extra £21452 is supported by School Budget Share)

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.

Children were welcomed back into school in September 2020 and enjoyed their full curriculum entitlement. All staff were committed to ensuring children felt happy and secure on their return. Children's emotional and social needs were met through a whole school approach in school where we made sure every child was in class during the afternoon foundation subjects lessons and were able to work closely with Teachers and TA's so that their wellbeing could be discussed as they worked. Intervention groups during afternoon lessons were postponed as we planned for all children to be in class and for staff to be available to them at all times so that the children could talk about their worries and anxieties. This included curriculum planning being amended in order to allow this to happen which happened in all classes. One of the main amendments was that we planned in extra PSHE sessions so that children had increased opportunities to discuss their mental health and wellbeing.

In late September 2020, baseline assessments were carried out with children which indicated that the disruption to education had a detrimental impact on attainment and progress; writing being most affected. School leaders, governors and staff were determined to mitigate this, albeit a second national lockdown and staff/pupil absence hindered progress somewhat, outcomes for the children by July 2021 were still very positive.

An effective Remote Learning Policy ensured children had access to devices which therefore enabled them to fully engage with Remote Learning. Despite COVID-19, the data in school was good – especially during Remote Learning periods. Children had access to Live Teaching and feedback across the curriculum. This led to a much more reduced learning gap and helped maintain as much 'contact' teaching time as possible. Children who did not have access to an electronic device were loaned out Chromebooks which then enabled them to join lessons online.

Parents' commented about how they were really impressed with and acknowledged the amount of 'live' lessons we were able to deliver - even in comparison to other schools (see parent's email below).

I would like to express my appreciation and thanks to the school leadership for the way they responded to the unprecedented challenges the pandemic posed to our school.

Despite COVID-

19 and the disruption it caused, the model for remote education implemented by the school was incredibly impressive and reflects the dedication of staff as well as effectiveness of the decisions school leaders took under the turbulent circumstances.

The rapid operational changes the school made to adjust to a whole new context was very positive and left no room for parental criticism. In comparison to other local schools I feel the remote learning model Daisyfield adapted during the pandemic was unique, of a very high quality and very well planned.

As circumstances change and we continue to emerge from the pandemic, the teachers are doing a fantastic job in identifying our children's learning gaps and have subsequently responded by making the right adjustments in their learning which is evident in the homework set out for our children.

Daisyfield has once again excelled in its leadership, planning and delivery of effective teaching and adapted the right approaches to ensure the best possible education for our children which empowers their learning, well-being and progress.

Thank you!

Kamran Ahmed

Parent of Muhammad and Adam Ahmed

Children had been given books to work in at home and these were bought back to school with them afterwards to ensure that the high levels of expectation in school were being adhered to when working remotely too. Teachers and TAs implemented English and mathematics interventions within class bubbles. Parents/carers appreciated with the efforts the school made to support children through the difficult year. All parents responded positively to survey questions around the remote learning offer. Feedback from children was also positive and Teachers also noticed how much children were enjoying being back at school.

Typically, disadvantaged pupils who do not have any special educational needs or disabilities tended to achieve as well as their peers and broadly in line with national expectations at the expected standard in all core subjects. This was due to well-organised support, targeting and interventions across the school. Their learning and social needs were met as they are well known by all staff who strive to ensure they are provided with the same opportunities as their more advantaged peers.

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
Kickstart	Northfield
Time2Talk	Integrated Treatment Services
TalkTastic	talktastic.org

