

Pupil Premium Strategy Statement 2024-2025 – Daisyfield 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	Daisyfield Primary School
Proportion (%) of pupil premium eligible pupils	19% = 51/268
Academic year/years that our current pupil premium strategy plan covers <i>(3-year plans are recommended – you must still publish an updated statement each academic year)</i>	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lisa Banks (Headteacher)
Pupil premium lead	Mubeen Ainarkar
Governor / Trustee lead	Kelly Preston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480 (based on 51 Ever6 FSM Pupils £1480 x 51 children)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	n/a
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>	£75,480

Part A: Pupil premium strategy plan

Statement of intent

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. 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. Implementation of Quality First Teaching and monitoring this across all classes has also been an area of focus for the Pupil Premium Lead and SLT as a whole when monitoring.

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 2024 to 2025 = £75,480 (based on current school PP numbers)

Pupil Premium (PP) provides additional funding for:

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

Service Pupil Premium (SPP) provides additional funding 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment</p> <p>To improve the outcomes for all PP children in Reading, Writing and Mathematics – with a particular focus on Writing.</p>
2	<p>Achievement</p> <p>To improve academic achievement for all children through quality first teaching with opportunities for assessment and feedback across the curriculum.</p>
3	<p>Engagement</p> <p>To improve engagement and academic achievement for all children through a curriculum that engages, inspires, challenges whilst enhancing creativity and sparking interest.</p> <p>Essential Learning Experiences are planned into the curriculum which provide children with an array of stimulating, memorable learning encounters.</p>
4	<p>Wellbeing</p> <p>To identify and support the social, emotional and mental health needs of children. Including but not exclusive to children with SEND or from vulnerable families.</p> <p>Attendance is generally good; we continue to monitor this robustly as it can be vulnerable due to timings of religious holidays and families unauthorized holidays abroad.</p> <p>National data shows that the attendance rate across the academic year 2022/23 was 92.5%.</p> <p>In 2023/24 we are aiming for our Whole School Attendance to be higher than 96%.</p> <p>Current attendance of Pupil Premium children is 94.2%.</p> <p>Non-Pupil Premium Children is 95.7%</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
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 children receive high quality teaching, learning and assessment opportunities delivered by well trained teachers and teaching assistants.	<p>Children continue to enjoy an inspiring, inclusive curriculum that ensures they are “interested, inspired, challenged with lesson with enhanced creativity”.</p> <p>Gaps in learning and development are addressed through high quality teaching and impactful, targeted interventions.</p>
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.
To support high quality teaching, and include staff professional development	Children to benefit from high quality teaching, backed by educational research, and be inspired and enjoy the different ways in which the curriculum is enhanced through enrichment opportunities.
To continue to develop pupils’ cultural capital to prepare them for life in Modern Britain, including fostering a culture of punctuality and high attendance.	<p><u>Cultural Capital</u></p> <ul style="list-style-type: none"> • Pupils have an age-appropriate understanding of healthy relationships and how to keep healthy. • Pupil/ staff voice • Curriculum policy development • Review impact <p><u>Attendance & Persistent Absence</u></p> <ul style="list-style-type: none"> • Parents - survey/ meetings • Weekly monitoring • Data summary – groups/ Pas/ whole school attendance • Rewards – weekly, 100% attendance day, termly 100% attendance, improved attendance, great attendance, end of year 100% attendance reward.

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: £25396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Lead (PM once a week) (£7,896)</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 one afternoon a week.</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 analyses assessment data and subsequently monitors the Intervention Programmes taking place in school and gets the KS1 Lead and EYFS lead to report back to him during SLT meetings 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>	1-4
<p>Curriculum Enrichment (£4,000)</p> <p>Subject Leaders have worked alongside Class Teachers to ensure that the curriculum we offer at Daisyfield is enriched through planned ELE's (Essential Learning Experiences). These include visits out of school and visitors in to school. Therefore, each year group has in place an ambitious curriculum encompassing experiences pupils need to gain the knowledge and cultural capital to succeed in life.</p>		1-3
<p>School Development Plan (£13,500)</p> <p>To continue to improve standards in all subjects, through quality first teaching using evidence informed research,</p>		1-4

<p>particularly for disadvantaged and SEND.</p> <p>We have made a commitment to ensure all teachers have a deeper understanding of Rosenshine's Principles in Action and apply these principles into practice. They teach lessons clearly, promoting literacy skills. SLT have been on numerous course in order to develop and cascade this pedagogy development on Rosenshine's Principles of Instruction.</p> <p>We have also invested in Red Rose Maths from Y1-Y5 including workbooks for all children to ensure mobility in standards and quality/consistency in teaching.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Delivery of WellComm Intervention, 3hr 20 mins (£2,723)</u></p> <p>Language Interventions have been a major focus in EYFS and the following programme has been delivered by trained EYFS Teaching Assistants. WellComm is the complete speech and language toolkit, from screening to intervention.</p> <p>Delayed language skills lead to under-performance later in life. WellComm helps us to identify pre-school and primary school children who are experiencing barriers to speech and language development so that we can support them early in their education journey.</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> <p>Extending school time + 3 months impact</p> <p>EEF Research Guidance 'Making Best Use of Teaching Assistants'</p>	1-4
<p><u>Intervention through TA's (£18,263)</u></p> <p>Intervention through TA's will equate to 24% of the Pupil Premium Spend.</p>	<p>"Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent</p>	1-4

<p>We believe making sure all our children who need intervention in order to be able to fully access the curriculum and achieve their full potential, including those children who are Pupil Premium, deserve to be given the best opportunity to do so. This 24% shows our commitment to this cause.</p> <p>Teaching Assistants deliver timetabled, recorded and monitored Intervention Programmes alongside supporting targeted children in class during the AM lessons. The children are identified through consultation with the Pupil Premium Lead, SLT, Class Teachers and through their own input.</p> <p>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> <p>Interventions are also born out of data analysis of the progress being made and monitored by the Pupil Premium Lead.</p>	<p><i>impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially these positive effects are only observed when TAs work in structured settings with high quality support and training."</i></p> <p><i>"Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver." – EEF Toolkit</i></p>	
<p><u>Breakfast Club Intervention (£4,594)</u></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>	<p>1-4</p>

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

Budgeted cost: £24504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>School Safeguarding Manager</u> <u>(1.5 hours a day) (£7973)</u></p> <p>We have employed a School Business Safeguarding Manager who dedicates 1.4 hours of her day to working with social and emotional needs of children across school – including a number PP children. She is also the Attendance Lead and spends a significant amount of time liaising with absences and parents.</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>	<p>1-4</p>
<p><u>Residential (£3500)</u></p>	<p>The EEF has supported the use of residential trips as a way to enhance students' personal and social development, as well as their academic achievement. Here are some potential benefits of residential trips supported by research:</p> <ul style="list-style-type: none"> • Personal and Social Development • Engagement and Motivation • Teamwork and Communication • Resilience and Well-being • Impact on Academic Achievement <p>Overall, while specific findings may vary depending on the context and implementation of residential trips, the Education Endowment Foundation and other research organizations generally support the use of such experiences as a valuable component of a well-rounded education.</p>	<p>3</p>
<p><u>Breakfast Club Staff (x2) (£9652)</u></p>	<p>EEF Toolkit:</p> <p>Reading comprehension strategies +6 months impact</p> <p>Small group tuition + 4 months impact</p>	<p>2,3,4</p>

<p><u>Welfare Staff Supporting PP/EHCP child (£3379)</u></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>	<p>4</p>
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Total budgeted cost: £75,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider