

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Duston Eldean Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	2022-2023: 11% 2023-2024: 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Cathy Moore Headteacher
Pupil premium lead	Robyn Mason-Holt,
Governor lead	Stuart Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66, 820
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£72,910

Part A: Pupil premium strategy plan

Statement of intent

Duston Eldean Primary School is a large, two form entry primary in the heart of Duston; a suburb of Northampton town. We encourage a reflective, creative, caring and respectful environment where the whole school community is happy, enthused and motivated.

Our intent to support our Pupil Premium children is fourfold:

A - Learning behaviours

B - Oracy

C - Reading development.

D – Pastoral and family support

Our reasons are as follows:

A child's mindset and ambition can have a significant impact, positively or negatively, on their motivation and learning in all areas. They need to have independence and take responsibility for their own learning in order to be emotionally and academically ready for the next phase of their education.

Through our Foundation Stage baseline data, we identified a decrease in pupils' levels of spoken language, exacerbated by the pandemic, and particularly prevalent amongst our pupil premium children. Working with Voice 21, we focus on children learning to talk effectively in different situations and learning through talk to refine their thinking and support the transference of knowledge into their long-term memory.

The ability to read with confidence paves the way for success in all curriculum areas. Lack of confidence in reading makes most learning more challenging. Reading frequently and widely will increase vocabulary and enhance writing skills, as well as helping to reduce the cultural capital gap with other pupils. We are aiming to increase our good results and success in English to match our consistently strong mathematics results.

As a school with a relatively small proportion of children who qualify for additional support via Pupil Premium, we are able to provide highly individualised support both within school and as part of our wider strategies around the family.

Our records show, a majority of our families in receipt of pupil premium funding, require more support and encouragement to develop a positive relationship with both school and education in general. Our family support worker and Pupil Premium Lead mentor and inform parents on essential aspects of parenting and education so that they can better support their children for the duration of their school life. We provide resources, training, mentoring and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	<p>19% of pupil premium children have SEND compared to 10% non-pupil premium children. (2022-2023)</p> <p>23% of pupil premium children have SEND compared to 9% non-pupil premium children. (2023-2024)</p>
2	<p>From classroom observations and teacher discussion, we found that a significant number of pupil premium children did not display the same exemplary learning behaviours (as defined by Carol Dweck and her Growth Mindset theory) as that of their peers. At school entry, none of our pupil premium children met baseline assessments for Listening, Attention and Understanding to be on track for GLD in this strand, by the end of the year, compared to 42% non-pupil premium children. Also, a significantly higher percentage of pupil premium children have pastoral support (70%) compared to non-pupil premium children (9%).</p>
3	<p>Through discussions with parents, teachers and pupils, we have identified that a majority of our pupil premium children have limited opportunities for cultural experiences to stimulate a love of learning. Discussions with teachers revealed that reading at home and home learning challenges are frequently not completed by over half of the pupil premium children in Years four and five. Across the school we have identified that despite encouragement, the uptake of pupil premium children to extra-curricular clubs and pupil voice groups are significantly lower than that of non-pupil premium children.</p>
4	<p>Our teacher assessment from the academic year 2020-2021, shows that in every year group, pupil premium children achieve lower than non-pupil premium in reading. In academic year 2021-2022, improvements are evident from the previous academic year, however only one year group had a higher percentage of PP working at or above compared to non-pupil premium. Our Foundation Stage baseline for this academic year shows that 0% of the pupil premium children are on track to reach a Good Level of Development compared to 12% of non-pupil premium.</p>
5	<p>Our attendance data for 2021- 2022 shows that the average attendance of pupil premium children is 3% lower than that of non-pupil premium. With a significantly higher percentage of pupil premium children (74%) having below 96% attendance compared to non-pupil premium (42%). Furthermore, the percentage of pupil premium children with below 90% attendance (persistent absentees) is double that of non-pupil premium children. 22% pupil premium compared to 10% non-pupil premium.</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
Progress in Reading	To make accelerated progress so that a greater proportion of pupil premium children meet age related expectation.
Progress in Writing	To make accelerated progress so that a greater proportion of pupil premium children meet age related expectation.
Progress in Mathematics	To make accelerated progress so that a greater proportion of pupil premium children meet age related expectation.
Phonics	To make accelerated progress so that a greater proportion of pupil premium children pass the phonics screening test.
To have a sustained improvement in attendance of our pupil premium pupils.	For the gap between pupil premium attendance and non-pupil premium attendance to be reduced.
Children to be more engaged in school life beyond the classroom	For a greater proportion of pupil premium children to become more involved in extra-curricular clubs and pupil voice groups.
Children to have wider opportunities beyond the classroom	To provide a range of cultural experiences targeted at pupil premium children in order to encourage a love of learning.
Learning beyond the classroom	For pupil premium children to complete homework at a similar frequency to non-PP children.

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: £ 27,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development of staff to ensure pedagogical approaches are practised and perfected.	<p>Professional development of staff needs to be continuous to achieve Quality First Teaching. We have weekly School Improvement Meetings with focussed training. Learning communities have been developed to enable teachers to have personal development with a focus on Rosenshine's principles to ensure high quality teaching across the school. This is in line with OFSTEDS view of 'learning being a change in the long term memory'.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>We are fortunate to have two teachers employed at our school who have a Mastery in Maths qualification. Our Maths lead is also part of the Enigma Maths Hub and has developed the Mastery Number work within KS1.</p>	1, 2, 3 &4
Pupil Premium Training for staff & governors.	<p>Professional development of staff and governors for the purpose of understanding the needs of and supporting pupil premium children</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</p>	All
High quality teaching of reading and phonics staff training and development.	<p>Although our Phonics results are strong across KS1 we endeavour to raise attainment through our new programme. This will help to reduce the impact lockdowns have had on the school's phonics delivery and assessment as seen in the reading and phonics assessments. The EEF clearly sets out the importance of continuing with targeted reading and phonics to enable children to have the best possible outcomes.</p>	1, 2, 3, 4 &5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Foster a habit of wide and regular reading.	Teachers reading with and to pupils and creating reading time within the day, with a variety of different reading materials to help our pupils develop not only a purpose but an enjoyment of reading. https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say	2, 3 & 4

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

Budgeted cost: £23,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attitudes to learning and learning behaviours. Learning behaviours to be tracked and barriers to learning identified. This will inform the mentoring/support required.	Learning behaviours and attitude can have a significant impact on learning throughout a child's life. We need to instil a positive and resilient attitude to learning in our pupils through mentoring and small group work as well as strategies in class. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Metacognition and self-regulation_review.pdf?v=1642679296 https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2, 3 & 5
Pupil Premium lead to deliver small group tuition.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	All
Identify specific skill gaps in reading and put additional support in place.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 3 & 5

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Learning beyond the classroom, encouraging parental support.	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	2, 3 & 5

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

Budgeted cost: £ 21,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve punctuality and attendance.	Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	5
Ensure readiness to learn including homework support.	<p>The impact of homework on learning is positive, especially when it is linked carefully to in class learning and is resourced accurately. Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Although evidence suggests that uniform has little impact on a child’s learning, we want our children to feel comfortable and that they belong to our community. As such we help fund uniforms where necessary. School uniform EEF (educationendowmentfoundation.org.uk)</p>	1, 2 & 3
Provide additional opportunities.	Enriching children life skills and opportunities to develop aspirations as evidenced in the EEF toolkit https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1, 2 & 3

Emotional, behavioural and medical support for children to access learning	Social and emotional support enables our children to access learning, particularly when they feel safe. Research shows that it can have a positive impact on learning (predominantly English) when interventions are targeted, regular short sessions that focus on building relationships. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	All
Provide family support	Based on our experience, working with the whole family and building positive relationships is key to our disadvantaged pupils success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	All

Total budgeted cost: £ 72, 910

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for year 2022 - 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Whole school (Exc FS) end of year data.	PP	Non-PP	PP excluding SEN and EAL	Non-PP excluding SEN and EAL
Reading expected and above	70%	90%	76%	87%
Writing expected and above	70%	85%	59%	75%
Maths expected and above	60%	88%	71%	83%

When looking at the end of academic year, whole school achievement, the trend that PP results are lower than non-PP continues. Although, when removing other barriers to learning the gap is reduced in all but writing.

Phonics screening KS1	PP school	PP National	Non-PP school	Non-PP national
Year 1 expected standard	71%	67%	87%	83%

Year 1 phonics results are above national average for both pupil premium and non-pupil premium. Despite this, pupil premium interventions for phonics in KS1 will continue to try and close the gap.

Y4 multiplication check	PP school	PP National	Non-PP school	Non-PP national
Mean average score	21.5	17.9	22.8	20.5

Our results for the multiplication check were above the national average with 100% of the cohort taking the test and a minimal gap between our pupil premium and non-pupil premium children.

KS2 SATs	PP school	PP National	Non-PP school	Non-PP national
Reading	78%	60%	86%	78%
Writing	78%	58%	82%	77%
Maths	89%	59%	94%	79%
Combined	66.67%	44%	88.89%	66%

Although PP attainment is below that of non-PP, our PP attainment is above the national average in everything.

Teaching

Professional development of staff continues to be a focus and teachers report that the Maths mastery has had positive results within KS1. We are introducing this to lower KS2 this academic year to continue to develop maths skills.

Pupil Premium training has been beneficial in raising the awareness of possible difficulties our families who receive PP funding face. This has, in turn, meant teachers have the knowledge to offer support to those families and advise how to access further support that we can offer; such as resources for learning, reading advice and school food bank.

Phonics support was targeted and implemented throughout the year across KS1. This meant that 84% of PP children in KS1 passed the phonics screening.

Reading continues to be a focus and for the academic year 23-24 we are introducing regular open reading sessions in classes, where family members are invited in to read with their children during the school day. All Pupil premium children will read with an adult in school every week over and above reading lessons.

Targeted Academic support

Learning behaviour mentoring has been beneficial in identifying which pupil premium children have poor learning behaviours and which have a special educational need that affects their learning. Where SEN hasn't been a factor the learning behaviours have improved. This mentoring will continue, as will the small group tuition for phonics, reading, writing and maths. This academic year there will be more of a focus on writing as we identified through the whole school end of year 22-23 results, that this is a priority.

Wider strategies

Attendance of Pupil premium children (95.5%) continues to be lower than non-pupil premium children (96.6%). Throughout the year the school has worked with targeted families to improve attendance, however there are families where external agencies are involved that impact on overall figures. Family support through resources, time and mentoring continues for our pupil premium children.

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
Kinetic Letters	Kinetic Letters
Forest School	FSA
ELS	Oxford Owl
Mastery Number KS1	Enigma Maths Hub
Oracy Focus	Oracy 21