

Pupil premium strategy statement – Decoy Community Primary School – 2022-23

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	421
Proportion (%) of pupil premium eligible pupils	15.8
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	May 2023
Statement authorised by	Sally Herbert
Pupil premium lead	Stephen Ball
Governor / Trustee lead	Simon Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96303
Recovery premium funding allocation this academic year	£9396
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£105699

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils should have the opportunity to aspire through the school's ethos of *Inspiring Positive Futures*.

Our curriculum is rich and ambitious and affords all pupils opportunities to learn, including access to and participation in educational visits, outdoor learning, residential, extra-curricular clubs, etc.

Objectives

For disadvantaged and pupil premium pupils to make accelerated progress in all core subjects, closing attainment gaps with peers.

All children leave Decoy as successful learners with skills and learning behaviours that prepare them well for future education and life.

How our plan will meet these objectives

Our current plan seeks to use a combination of the most effective strategies for teaching and learning to ensure that the children achieve well and experience success.

This plan is based upon research and is delivered by a highly skilled and dedicated staff team.

Our key principles

1. All school staff and governors are responsible for the progress of our Pupil Premium children.
2. Quality first teaching for every child.
3. Improving outcomes for disadvantaged pupils.
4. Researched-based interventions are used to target specific pupils need and are closely monitored to ensure effectiveness and appropriateness.
5. Working to improve provision for our disadvantaged pupils should also support provision for the wider school community, including pupils who are not eligible for the premium but whose needs are similar.
6. Rigorous monitoring and evaluation of the impact of Pupil Premium spending. We provide value for money in terms of using our Pupil Premium and recovery funding efficiently and effectively.

Challenges

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

Challenge number	Detail of challenge
1	Fundamental numeracy skills, recall of number facts, mathematical fluency are challenges for some children.
2	Some children have a limited reading diet and need support to develop a love of reading, exposure to a range of texts and genres and become lifelong readers. As a result, some children's comprehension skills are weak as they do not have the vocabulary or life experiences to understand depth of text.
3	Some children have limited vocabulary and although the school has engaged with Vocabulary Development Project, the impact of this has stalled due to disruptions to education caused by the COVID-19 pandemic.
4	For some children their social, emotional and mental health needs (SEMH) negatively affect their learning.
5	Attendance and punctuality are barriers for some children.
6	Some families do not prioritise the importance of engaging with their children's learning and working in partnership with the school.
7	Some families do not have the financial means to provide rich educational experiences for their children.

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
Disadvantaged pupils know more and remember more in all curriculum areas.	Disadvantaged and PP pupil feedback and book scrutiny shows progress, recall and knowledge.
Improved progress and attainment for PP pupils in maths.	Gap between PP children and peers narrows and PP pupils are working at ARE and GDS. End of Key Stage data compares favourably to national.
Improved progress and attainment for PP pupils in reading.	Gap between PP children and peers narrows and PP pupils are working at ARE and GDS. End of Key Stage data compares favourably to national.
Parents and carers feel confident to support their child's learning.	100% attendance at parents' evenings. PP children will regularly complete homework and reading records will show engagement with reading at home.
PP pupils' attendance is good	All pupils' attendance is 96%+

PP children's learning behaviours and SEMH are positive and support them to learn	Pupil feedback will show positive attitude towards school life
---	--

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
CPD for high-quality teaching and learning of maths, building fluency, mathematical vocabulary and language, and deepening reasoning skills. Supporting adaptive practice to target individual needs to accelerate progress.	<p>EEF Evidence Brief 1.1 - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>EEF Evidence Brief 1.2 - Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p>	1
CPD for high-quality teaching and learning in reading, building comprehension of a range of texts and genres. Supporting adaptive practice to target individual needs to accelerate progress.	<p>EEF Evidence Brief 1.1 - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or</p>	2, 3

	<p>investment in the use of standardised assessments.</p> <p>EEF Evidence Brief 1.2 - Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p>	
<p>2023-24 – relaunch Vocabulary Development Project</p>	<p>EEF Evidence Brief 1.1 and 1.2, as referenced above, and 2.1: Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum.</p>	2,3

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
Gill Gray etc SLCN	EEF Evidence Brief 2.1 – Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum.	2, 3
Key Stage 2 interventions for Read, Write, Inc. phonics programme	EEF Evidence Brief 2.1 – Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum.	
Targeted maths interventions in Key Stage 1 and 2	EEF Evidence Brief 2.1 – Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching	

	and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	
National tutoring programme support (targeting Years 2 and 6), particularly for maths and writing	EEF Evidence Brief 2.1 – Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring for children for whom social, emotional and mental health pose a barrier to success at school	EEF Evidence Brief 3.1 – Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	
Deliver a package of advisory support for parents, carers and children in EYFS, including pupil voice sessions, early identification of SEND needs in nursery, and home support (for example, with behaviour or bedtime routines)	EEF Evidence Brief 3.1 – Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	4
50% reduction on the cost of trips and enrichment activities	EEF Evidence Brief 3.3 – Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	2, 3, 7

Clubs are offered at no cost to children, with preferential access for children with Pupil Premium	EEF Evidence Brief 3.3 – Extracurricular activities are an important part of education in its own right.	
Preferential opportunities to experience a rich and varied wider curriculum, such as able writers' days, maths workshops, theatre and drama experiences, or community events	EEF Evidence Brief 3.3 – Extracurricular activities are an important part of education in its own right.	2, 3, 7
Improving communication between home and school to enable parents to better support learning at home (e.g. introducing Class Dojo diaries, messaging and class blogs).	EEF Evidence Brief 3.6 – Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.	6

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. The DfE discourages comparing schools' 2022 performance data with data from previous years. Due to the impact of COVID-19, it is difficult to interpret why the results are as they are, or compare them with local or national averages.

Findings related to our Pupil Premium Strategy 2021-22 are:

- Professional development of quality-first teaching is embedded across the school
- High-quality phonics programme is being delivered with fidelity across KS1, and this is being ensuring progress of pupil premium children with SEND in KS2
- Booster groups in reading, maths and writing contributed to progress by Pupil Premium children within the challenging context of COVID-19-related absence
- CPD for support staff has enabled the delivery of a comprehensive menu of interventions beginning in the autumn term 2022
- Access to a Family Support Advisor is contributing to improved behaviour amongst pupils, including those with Pupil Premium

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
Maths tutoring	Third Space Learning
1-1 tutoring	In school
Tapestry training (online communication with home)	In school