

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Derwent Vale Primary and Nursery School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	19.1.23
Date on which it will be reviewed	January 2024
Statement authorised by	Daniel Lucey
Pupil premium lead	Daniel Lucey
Governor / Trustee lead	S Fleming

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40165
Recovery premium funding allocation this academic year	£4205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£44370

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Derwent Vale Primary and Nursery School we value all of our pupils and families. We are committed to providing each pupil with the best possible start in education. We align our Pupil Premium funding with our School Improvement Plan. This provides us with many opportunities to implement our long-term goals of improving pupil readiness to learn, access to high quality teaching and memorable experiences.

Challenges

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

Challenge number	Detail of challenge
1	Pupils reading skills have been negatively impacted by the Covid-19 pandemic
2	Pupils writing skills have been negatively impacted by the Covid-19 pandemic
3	Intervention programmes need to be evaluated to maximise impact
4	Pupils well-being/pastoral care has suffered as a result of the time lost from education
5	Pupils provided with an environment that provides positive and purposeful interactions between staff and 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
All pupils attainment in reading will improve and be in line with national age expected floor standards	<u>Internal date 2019 – 20</u> 40% of all pupils reached age expected outcomes. Over the next 3-years 75% of all pupils will reach age expected outcomes
All pupils attainment in writing will improve and be in-line with national age expected floor standards	<u>Internal date 2019 – 20</u> 27% of all pupils reached age expected outcomes. Over the next 3-years 75% of all pupils will reach age expected outcomes

<p>Pupils will be rapidly identified and receive targeted intervention to close the attainment gap</p>	<p>An intervention leader will be identified A development period will allow for the research of appropriate intervention strategies Implementation phase to implement strategies across the school and train relevant staff Review phase to measure impact of the intervention programme and make recommendations for future improvements</p>
<p>Pupils will have access to various levels of well-being/pastoral care</p>	<p>Identify members of staff who can deliver ELSA programme Invest in a whole school PSHE/RSE curriculum Develop an environment for pupils who need additional support to access Develop the school grounds for pupils physical and mental well-being</p>
<p>A programme of enrichment activities that align with the wider curriculum will be developed</p>	<p>Evaluate the current curriculum offer and identify opportunities to enrich the children's experiences Provide memorable experiences that stand alone from the curriculum offer</p>

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: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development: half-termly coaching, subject leader release time, Transforming Reading Culture programme	The EEF state that the greatest impact on improving outcomes for pupils from any demographic group is the exposure to high quality teaching 12 scheduled release days National College programme of subject development	1
Purchase of new Early Years continuous provision resources	EEF Early Years Guidance Report.	5

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

Budgeted cost: £14370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Library audit is required and purchase of new diverse reading materials for all ages and interests.	Accelerated reading programme to be purchased and implemented. EEF endorses the programme as adding +3 months progress for all pupils and +5 months for FSM pupils	1
Continued subscription to Accelerated Reader	Accelerated reader Library audit (including release time) and purchasing of new books	1

Professional development: coaching of an intervention leader, access to remote and in person CPD, reduction in class sizes	EEF state that small class sizes (Less than 15) gives +3 (Non-PP) and +4 (PP) months additional progress Employment of additional staff to help reduce targeted cohorts class size, monitoring system to identify children in need of intervention, implement targeted intervention	3
Release time for phonics lead to coach and mentor Early Reading teachers. Purchase of interactive resources to support teachers' CPD.	The EEF state that the greatest impact on improving outcomes for pupils from any demographic group is the exposure to high quality teaching	1 & 2

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly timetabling of PSHE/RSE lessons Two members of staff trained as ELSAs (Emotional Literacy Support Assistant)	Children's well-being and mental health has suffered significantly as a result of the Covid-19 pandemic. A structured programme of PSHE activities will allow children to process their emotions and well-being	4
Strategic analysis of the wider curriculum to identify enrichment opportunities for all pupils Phased development of the outdoor learning environment to increase physical play and well-being	All pupils have equal access to a range of curricular and extra-curricular experiences and opportunities Pupils' physical well-being has suffered as a result of the Covid-19 pandemic. Developing the outdoor learning environment will positively impact pupils' physical and mental well-being	5

Total budgeted cost: £44370

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 2021 to 2022 academic year.

In KS1 50% of disadvantaged pupils achieved the national standard in Reading, Writing and Maths. This is 13.1% higher than the national average. 50% of KS1 disadvantaged pupils in reading achieved the national standard compared to 51.6% nationally (-1.6%). 66% of KS1 disadvantaged pupils in writing achieved the national standard compared to 41.2% nationally (+25.4).

In KS2 22.2% of disadvantaged pupils achieved the national standard in Reading, Writing and Maths. This is 20.9% lower than the national average. 55.5% of KS2 disadvantaged pupils in reading achieved the national standard compared to 62.5% nationally (-7%). 44.4% of KS2 disadvantaged pupils in writing achieved the national standard compared to 55.8% nationally (-11.4). We were disappointed with the outcomes achieved in KS2. When conducting further analysis a number of the pupils within this cohort had persistent absence over the course of the year. The cohort had experienced two waves of chicken pox and Covid-19 which had caused significant disruption. A number of this cohort's disadvantaged pupils were also the most challenging to engage during periods of remote learning.

Due to the challenges that we have faced over the previous 24 months, the outcomes we aimed to achieve are not yet fully achieved. We are aware that we need to spend time analysing the successes and challenges we faced this year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.