

Pupil premium strategy statement

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	Delta Pheasant Bank Academy
Number of pupils in school	542
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022 – 2023, 2023 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	Annually
Statement authorised by	Anne Elliott
Pupil premium lead	Ryan Schofield
Governor / Trustee lead	Louise Chappell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 206,811
Recovery premium funding allocation this academic year	£ 22,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 229,286

Part A: Pupil premium strategy plan

Statement of intent

At Delta Pheasant Bank Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

DEPRIVATION INDICES		
7.7 Barriers to Housing a...	2.2 Crime Decile	1.9 Education and Skills Decile
2.0 Employment Decile	1.7 Health and Disability ...	2.5 Income Decile
2.5 IDACI Decile	2.2 Index of Multiple Depr...	8.9 Living Environment Decile

The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the 10% most deprived nationally and those closest to 10 fall within the 10% least deprived nationally.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities/cultural capital
6	Parental engagement

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.

Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Wider Curriculum Subjects	Achievement in wider curriculum to be in line with core subjects
Wider Opportunities/Cultural Capital	Access to visits and visitors, enhanced provision both across the school day and at lunchtimes and after school.

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: £ 16,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing Training	Monitoring and data analysis highlighted need to improve writing standards consistently across the academy.	2, 3
Voice 21 CPD	Spoken Language is a barrier to learning for pupils who do not experience a rich and varied range of vocabulary. Through the use of the Voice 21 project and raising oracy standards in school, pupils will be able to articulate their learning and attainment scores of pupils leaving KS2 will increase.	3
Numicon Training	Learning walks show a limited use of manipulatives in maths. This CPD will support quality first teaching of maths to vulnerable learners who have gaps in learning.	2
HLTA cover time to release curriculum leaders	Cover required in order to support subject leaders implement and monitor the delivery of the reading enhanced curriculum.	5
RWI CPD & Resources	The covid19 pandemic has meant that pupils entering year 3 require further support with phonics. Whole school QA activities also identified this as an area for vulnerable pupils throughout the rest	2, 3

	of KS2. This CPD will enable staff to develop their subject knowledge and deliver RWI phonics consistently.	
Ready to Progress CPD	Intervention is required to support vulnerable learners in maths so that learning can be broken down into progressive steps.	2

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

Budgeted cost: £ 47,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
ARE & GDS Third Space Learning 1.1 personalised online tuition (Maths)	Data analysis and QLA shows that pupils in UKS2 have particular barriers to learning due to gaps in understanding. 22 pupils targeted for GDS and ARE will access personalised 1.1 tuition from online tutors.	2
Ready to Progress Intervention	Additional support for those children that struggle in Maths. This closes previous year group gaps to ensure that progress is then accelerated.	2
Delivery of RWI Phonics Scheme	Studies show that fidelity to a phonic scheme makes accelerated progress. The use of the RWI phonic scheme will support teachers in providing a consistent, uniformed approach across school to improve phonic and reading outcomes.	2, 3
Launchpad to Literacy	Launchpad supports teachers to quickly identify literacy attainment gaps in children who are working significantly below the KS2 standard. It provides staff with key 'tracking assessment' tools, ensuring children make accelerated progress from low starting points.	2, 3
Interventions	The Covid19 pandemic has created gaps in learning across all subject areas and across all areas of Primary school. The use of targeted interventions will improve progress measures as well as support children in being more confident in lessons with the benefit of preteaching and repetition.	2, 3

Reading Plus (Daily Fluency Reading)	Reading fluency and speed of reading has been identified as an area that pupils require further practice off. Daily reading using Reading Plus means that pupils access stage appropriate text with an emphasis on fluency (using a guided window).	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 162,531.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Team/ Family Liaison	Parents are an important part of school life and through having a family liaison team, as well as members of the inclusion team and SENDco they feel supported. Through the work the team do with children, supporting the children in being able access learning.	6, 1, 4
Thrive and Thrive Practitioner (x2)	The Thrive approach promotes positive mental health and emotional wellbeing in children and young people, supporting them to becoming ready to learn.	1, 4, 2
EWO Support	The Covid19 Pandemic has resulted in lost learning and has also impacted upon attendance. As new measures and responses to positive cases are changing, attendance should improve. The Education Welfare Officer supports 145 9 monitoring of attendance, spots patters of behaviours and allows attendance matters to be addressed promptly.	4, 2
Attendance Officer Employed	Aim is for attendance to be above national.	4
Breakfast Club	The use of a Breakfast club allows children to be fed before they start school and allows them a gradual start to the school day which can support their learning. Children who are hungry do not perform as well.	1, 4, 2
After School Clubs	To offer a rage of after school clubs that widen the opportunities of pupils to excel in a variety of areas (e.g. sport, computing, conservation etc.)	5

Reward Shop	The reward shop plays an integral role in our behaviour policy. The use of rewards helps to promote positive behaviour in class. Children feel recognised and valued. Rewards also support the promotion of school attendance.	4, 2, 1
Subsidised Visits	In order to improve the culture capital and wider world experience of our children, which has been hindered through the Covid19 Pandemic, school trips will be used to provide children with experiences that they may otherwise have missed. This supports and engages children in learning.	5, 2, 4, 1
Musical Instrument Tuition/Choir	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	1, 5

Total budgeted cost: £ 226,401.58

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.

<p>After one year of this CPD, Talk for Writing has been introduced and embedded across the academy. All teachers teach writing using T4W strategies and this has had a positive impact on pupils being able to articulate and write with increased confidence and quality. External quality Assurance visits have taken place to inform the academy of our strengths and next steps moving into the second year of CPD.</p>
<p>The profile of oracy across the academy has substantially increased since implementing strategies from the Voice21 CPD. These strategies have increased pupils' participation in lessons and confidence when talking about their learning. Children across the academy have had further opportunities to develop their presentational talk as well as dialogic talk.</p>
<p>Pupils now have access to a wider variety of maths manipulatives in order to understand and master their knowledge of number. This concrete learning has then allowed pupils to access more abstract mathematical concepts.</p>
<p>Subject leaders have used additional release time to quality assure their subject and provide CPD to ensure teaching and learning continues to develop across the academic year.</p>
<p>The academy now delivers RWI intervention to pupils across the academy who require support with phonics and early reading skills. Data analysis of assessment shows that pupils who require and access this intervention, make accelerated progress.</p>
<p>Targeted pupils have accessed weekly online, one-to-one maths tuition via Third Space Learning. Class teachers use their formative and summative assessments to select lessons that are purposeful and tailored to pupils needs.</p>
<p>Staff from the academy have delivered additional interventions before school, after school and during dinner times. These interventions have covered: Reading, Writing, and Maths and pupils who access them have been selected during RAG meetings which take place weekly/termly between the teachers and SLT. These meetings also show that teachers are considering and overcoming barriers more effectively. Interventions are taking place in all areas of learning/evidence in feed forward journals and books. Misconceptions being addressed at the time to reduce further gaps in knowledge.</p>
<p>Pupils use Reading Plus for at least 20 minutes every day. This has meant that they have been accessing texts that are appropriate to them and regularly practising their fluency and comprehension skills.</p>
<p>Thrive Practitioners, our Family Liaison Person and SENDCo have collaborated to ensure that pupils needs have been met on an emotional, social, mental and academic level. Whole school Thrive assessments now take place and targeted individuals have additional Thrive sessions. Our Family Liaison Person works hard to ensure that pupils and families are supported and all levels.</p>
<p>The Attendance Officer and EWO work closely with the SLT to ensure that daily conversations take place to identify pupils whose attendance is a concern and act swiftly and accordingly. Rigorous systems are in place for early identification of concerning attendance and strategies to address these.</p>

Our breakfast club ensures that pupils who access it receive a hot or cold breakfast which means they can access their learning and arrive at school on time. The popularity of the breakfast club grew quickly and numbers of pupil accessing this continue to rise. Our after school clubs mean that pupils have opportunities to learn wider skills within and beyond the curriculum (e.g. coding club, baking/nutrition, conservation, singing, sports etc.)

Pupils have enjoyed using our reward shop and understand that punctuality, good manners and hard work result in rewards which can then be used to spend in our online or in-school shop.

Subsidised visits have allowed pupils to attend inspiring visits and residential that have deepened knowledge or developed personal, social and emotional skills. They have also offered enrichment and experiences such as participation in singing concerts and attending the houses of parliament. Our school choir access specialist tuition weekly and children's confidence and wellbeing has benefitted from being a part of this group.

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
Thrive	Thrive
TT Rockstars	Maths Circle
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus Ltd
RWI Online	RWInc
Purple Mash	2Simple