

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	Delaware Primary Academy
Number of pupils in school	162 (+18 in Nursery)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Sarah Sanson
Pupil premium lead	Lynn Cox
Governor / Trustee lead	Therese Hillier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,970
Recovery premium funding allocation this academic year	£2000
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	£36,970

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Pupils have a limited language/vocabulary due to a language poor environment.
2	Lack of family engagement with learning.
3	Poor attendance.
4	Poor nutrition.
5	Poverty (including poverty of experience).
6	Some of our PP pupils have SAL difficulties.
7	Lack of self-belief leading to poor motivation for learning.
8	Unresolved trauma leading to dysregulation/inability to focus on learning.

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 accelerate the progress of PP pupils and also their attainment to diminish the differences between PP and non PP pupils.	All PP pupils will make at least 3 points progress in each academic year in reading, writing and maths. Our aim is for the PP pupils to make 4 points in a year.
Continue to improve attendance of disadvantaged pupils 2020-2021 (92.6%) compared to 96.8% for non-PP	To improve the PP pupils' attendance so that it is above 95%. To reduce the number of PP persistent absentees to 0.
Greater engagement with learning at home. (Particularly reading)	PP pupils will make improved progress in reading. PP pupils will read more regularly at home. (Home reading diaries will provide evidence of this.)

All PP pupils to be 'ready to learn' each day so that they make appropriate progress in reading, writing and mathematics.	All PP pupils will receive breakfast to optimise their learning potential.
All PP pupils to take greater responsibility for their own learning and, in some cases, lead their own learning (reciprocal reading)	All PP pupils will be prepared for their school day and focus on learning whilst at school EEF guidance identifies the positive impact of meta cognition and self-regulation. +7 months progress.

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: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All relevant staff to have new or 'top up' Read, Write, Inc. phonics training. (Delivered externally)</p> <p>RWI training and coaching sessions led by the KS1 Reading Lead- Sarah Evans every 4 weeks (during directed time.)</p> <p>Investment in additional Read, Write, Inc. reading books to support a wider selection of books for each stage within the scheme.</p>	<p>EEF guidance identifies the positive impact of diminishing the differences as early as possible. +5 months progress.</p> <p>EEF guidance identifies the positive impact of high quality phonics teaching. +4 months progress.</p>	1 and 6
<p>Read, Write, Inc. Phonics information sessions to engage the PP parents with their children's reading.</p>	<p>EEF guidance identifies the positive impact of parental engagement. +3 months progress.</p>	2

All teachers to focus on developing Reciprocal Reading strategies to support pupils being able to talk about and better understand what they have read.	EEF guidance identifies the positive impact of developing reading comprehension strategies. +6 months progress.	1
All staff to plan tier 2 and 3 vocabulary into their teaching- which is repeated on a regular basis		1
'Karate' reading introduced in school to encourage more engagement of pupils and their parents/carers with home reading.	EEF guidance identifies the positive impact of parental engagement. +3 months progress.	2
Promote positive learning behaviours throughout the school-based on the 'Mr. Men' learning behaviours. Emphasis on responsibility for pupils' own learning.	EEF guidance identifies the positive impact of parental engagement. +3 months progress. EEF guidance identifies the positive impact of meta cognition and self-regulation. +7 months progress.	7

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI trained HLTA to support high quality early language interventions for PP pupils.	EEF guidance identifies the positive impact of early years intervention/oral languages intervention +5 months progress.	1
Additional teacher employed for three days a week to release the literacy lead, Becky Marshall, to effectively support PP pupils with reading and writing so that they make at least expected progress. (This cost to be shared with Delaware Primary Academy) Giving pupils detailed individualised feedback will be a	EEF guidance identifies the positive impact of small group tuition. +4 months progress. EEF guidance identifies the positive impact of feedback +8 months progress.	1 and 7

critical component of these interventions.		
1 to 1 daily reading with identified pupils by teachers/support staff.	EEF guidance identifies the positive impact of individualised learning. +3 months progress.	1 and 2
Small group phonics intervention with selected pupils.	EEF guidance identifies the positive impact of small group learning. +4 months progress.	1 and 6.
Headteacher to review the high quality interventions for targeted PP pupils across KS1 and KS2 and monitor their effectiveness.	EEF guidance identifies the positive impact of small group learning. +4 months progress.	To support all areas.

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 adult support for 1 high need pupil (social, emotional and learning need.)	EEF guidance identifies the positive impact of one to one tuition. +5 months progress.	1, 7 and 8
TIS practitioners (4 in the school) work alongside pupils to ensure that they are 'learning ready'. 'Nurture Room' created as a base for disadvantaged/vulnerable pupils to support them if they are dysregulated (unable to learn in this state.) 'Nurture Room' filled with resources to support pupils to manage their emotions and regulate.	EEF guidance identifies the positive impact of social and emotional learning. +4 months progress.	7 and 8
Free breakfast offered to PP pupils through attendance at the school	EEF guide to pupil premium states that these wider strategies' relate to the most significant non-academic	3, 4 and 5

<p>breakfast club (this also supports with punctuality.) TAs are vigilant if PP pupils appear to be hungry/unfocused and will always supply food to them.</p>	<p>barriers to success in school'. Therefore we are attempting to remove these barriers.</p>	
<p>Headteacher to closely monitor attendance and follow up any poor attendance of PP pupils rapidly. Early intervention of EWO if a PP pupil's attendance is in danger of falling below 95%. Other outside agency involvement- Early Help Hub, School nursing, EP, CAMHS etc. Class attendance weekly awards. End of Year award for 100% attendance. (All pupils not just PP.) Most improved attendance award (given by the Governors)</p>	<p>EEF guide to pupil premium states that these wider strategies' relate to the most significant non-academic barriers to success in school'. Therefore we are attempting to remove these barriers.</p>	<p>3</p>
<p>Music lessons to be offered to PP pupils at a highly discounted rate which will be paid for by the school. The school to subsidise school trips/learning experiences for PP pupils.</p>	<p>EEF guidance identifies the positive impact of raising self-esteem. +2 months progress. EEF guidance identifies the positive impact of arts participation. +2 months progress but also, pupils understanding how they learn- meta cognition + 8months progress.</p>	<p>5 and 7</p>

Total budgeted cost: £38, 000

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.

Points progress for Pupil Premium and Non Pupil Premium 2021- 2021

(Higher or equal progress to NPP is highlighted in green)

Expected progress is highlighted in light blue

<i>Reading</i>	<i>PP</i>	<i>NPP</i>
Y1	3.3	3.1
Y2	2.4	3.5
Y3	2.5	2.5
Y4	2.8	3.2
Y5	3.2	3.4
Y6	3.0	3.0
<i>Writing</i>		
Y1	3.3	2.7
Y2	2.3	3.5
Y3	3.0	3.8
Y4	2.4	2.7
Y5	3.0	2.5
Y6	3.0	3.0
<i>Maths</i>		
Y1	3.0	3.0
Y2	3.5	3.8
Y3	3.0	3.8
Y4	2.6	3.0
Y5	2.6	3.0
Y6	3.0	3.0

Expected progress is 3 points in a year.

With the exception of one or two cohorts (who have very low attaining PP pupils who are working on B squared and therefore are not showing 1 point of progress per term in the same way as those pupils working within the National curriculum) most PP pupils are making expected or better progress.

PP attendance 2019-2020= **85.3%**
 PP attendance 2020-2021= 92.6%
 A big improvement in the attendance of PP pupils.

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
Read, Write, Inc.	Ruth Miskin Phonics Training.

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)

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