



Pupil premium strategy statement 2022/23

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	Dene House Primary School
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils Sept 2022	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	01 September 2022
Date on which it will be reviewed	31 August 2025
Statement authorised by	Jim Smith (Trust CEO)
Pupil premium lead	Debbie Turnbull (Headteacher)
Governor / Trustee lead	Mrs Ann-Marie Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022-23	£206,365
Recovery premium funding allocation this academic year 2022-23	£21,605
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	£227,970

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Children in Dene House Primary School who are eligible for Free School Meals, and consequently generate Pupil Premium, are distributed across the school, varying from 11 to 27 pupils in each year group. Because there is a higher than average proportion of children in receipt of additional funding, school's improvement planning and pupil premium strategy are closely linked, with the key elements of language development and literacy focused on over time, to help improve the life chances of disadvantaged pupils, whilst also benefiting non-disadvantaged pupils.

Distribution of PP children across school 2022	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Pupil Premium	11	27	21	19	19	31	21	149
Non-Pupil Premium	23	13	15	12	15	13	17	108
Total	34	40	36	31	34	44	38	257

In Dene House Primary School, Leaders at all levels are ambitious for all groups of pupils, but especially for those who experience barriers to learning. Leaders endeavour to ensure that disadvantaged pupils make the same progress as their non-disadvantaged peers, if they have similar starting points, or accelerated progress if they have lower starting points and therefore “catch up” during their time in school.

Desired Long Term Outcomes of Pupil Premium Strategy

Academic:

- Disadvantaged pupils will leave YR with levels for attainment at least in-line with those seen nationally for disadvantaged children; the in school difference between disadvantaged and non-disadvantaged children will be in-line with that

seen nationally.

- Disadvantaged children attain at least in-line with pupil premium children nationally for the phonics screener; the in school difference between pupil premium and non-disadvantaged children will be at least in-line with that seen nationally for the phonics screener.
- School’s disadvantaged children attain at least in-line with disadvantaged nationally in reading, writing and mathematics at the end of Y2; the in school difference between disadvantaged and non-disadvantaged children will be in-line with that seen nationally.
- School’s disadvantaged children attain at least in-line with disadvantaged nationally in reading, writing and mathematics at the end Y6; the in school difference between disadvantaged and non-disadvantaged children will be at least in-line/narrower than that seen nationally.
- Disadvantaged children will be able to read fluently with comprehension and understanding relative to their age and ability.

Non-Academic:

- Disadvantaged children to have attendance which is at least in-line with their disadvantaged peers nationally; the in school attendance gap between non-disadvantaged and disadvantaged children will be in-line with national.
- Disadvantaged children not be disadvantaged by narrowing of the curriculum or lack of access to aspects of school that help to promote cultural and social capital.

In order to achieve the outcomes detailed above, Leaders implement yearly improvement plans focused on literacy and language development, alongside developments in mathematics and improvements in attendance. In addition, Leaders have a long term (4 year plan) for continuous improvement, with these aspects at the forefront of improvement actions.

Challenges

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

Challenge number	Detail of challenge
	Academic Barriers
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address issues with language [speaking; Listening and attention; vocabulary].
2	Pupils who are eligible for Pupil Premium have less experiences “on entry” with early literacy and phonological awareness, meaning that there are gaps in their knowledge, understanding and skills, resulting in

	slower progress in the acquisition word reading and comprehension skills.
3	On entry assessment shows that pupils who are eligible for Pupil Premium have issues with aspects of physical development, particularly in relation to fine and gross motor control; this impacts on their ability to form letters and write fluently.
4	Pupils who are eligible for Pupil Premium have less experiences with early number skills, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in maths since they struggle with the concepts and skills of subitising, counting and cardinality.
5	A lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult, meaning that they don't get the same opportunities to practise and develop fluency compared to the non-disadvantaged peers.
	Non-academic Barriers
6	The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging.
7	Low attendance rates impact on the ability to access learning
8	Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences

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
Ensure the vast majority of children develop age-appropriate language and speaking and listening (Oracy) skills through the use of a well-structured, cumulative curriculum and high quality teaching and intervention.	Children to: Demonstrate that they have a wide and varied vocabulary Can articulate themselves clearly Understand the nuances of conversation and dialogue and can engage well in a range of speaking and listening activities. Successfully complete interventions such as NELI (90%+ success rate)
Ensure that progress for weaker readers accelerates and children catch up quickly through high quality teaching and timely intervention (phonics and fluency).	Children to: Achieve at least NA for disadvantaged children in the phonics screener.

<p>Ensure that children have access to a wide range of books and have the opportunity to read regularly (to an adult) to develop fluency and comprehension</p>	<p>Children to:</p> <ul style="list-style-type: none"> Achieve at least NA for disadvantaged children in the phonics screener. Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. Achieve above the national average progress scores in KS2 Reading. Report positively about reading and the choice of books on offer Read a range of books and are heard read on a regular (weekly) basis.
<p>Ensure children develop automaticity in their writing skills through the development of handwriting, spelling and sentence construction skills through high quality teaching and structured intervention</p>	<p>Children to:</p> <ul style="list-style-type: none"> Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. Achieve above the national average progress scores in KS2 Writing (0+).
<p>Ensure children develop a deep understanding of declarative and procedural maths knowledge and skills through high quality teaching and structured intervention.</p>	<p>Children to:</p> <ul style="list-style-type: none"> Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. Achieve above the national average progress scores in KS2 maths (0+).
<p>Ensure that all groups of children attend regularly (above 96%) to ensure that they can access learning.</p>	<p>Improve attendance of disadvantaged pupils to NA for non-disadvantaged pupils (96%)</p>
<p>Ensure that children have a wide range of experiences to develop cultural capital.</p>	<p>Children to report positively about the opportunities provide in the main curriculum and through enrichment activities.</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: £ 69,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff (including new staff) have received training to support the development of children's language and speaking and listening skills (Oracy) through high quality teaching and guided group intervention:</p> <ul style="list-style-type: none"> -Embed the use of a progression model for language development: receptive and expressive language. -Embed the use of a progression model for developing Oracy: linguistic; physical; social/emotional; cognitive -Embed the use of a range of strategies for engaging children in 	<p>EEF research recommendations so that Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>It is recommended to use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge</p> <p>Dialogic Teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulacy. This approach appears to show +2 months gains</p> <p>Dialogic Teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>speaking and listening activities.</p> <p>-Embed teaching approaches for facilitating language development from YR to Y6.</p>		
<p>Ensure that all weaker readers receive timely support and intervention in order to accelerate progress through high quality teaching and in class intervention in phonics and reading fluency.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>2, 5</p>
<p>Ensure all relevant staff (including new staff) have received training to support the development of children's comprehension skills high quality teaching and structured guided reading intervention</p>	<p>Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>1, 2, 5</p>
<p>Ensure all relevant staff (including new staff) have received training to support the development of early writing skills through high quality teaching and structured</p>	<p>Extensive research of effective literacy teaching conducted by the EEF shows that the following will have the greatest impact on children's learning:</p> <ul style="list-style-type: none"> • In KS1, Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling • In KS2 Teach writing composition strategies through modelling and supported practice and 	<p>3</p>

<p>guided writing intervention</p>	<p>develop pupils' transcription and sentence construction skills through extensive practice</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 Literacy Guidance - Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Ensure all relevant staff (including new staff) have received training to support the development of declarative and procedural maths skills through high quality teaching and structured guided group intervention to ensure mastery of these elements.</p>	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>Commonly, the most effective early numeracy approaches include individual and small group work, and balance guided interaction with both direct teaching and child-led activities, depending on the age and capabilities of the child. A number of studies also indicate that it is important for early years professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. This understanding will support the provision of more effective activities.</p> <p>Gains using this approach are approximately 5 months.</p> <p>Education Endowment Foundation EEF</p>	<p>4</p>

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

Budgeted cost: £ 120,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish and embed small group and 1:1 interventions such as NELI and Language Links to accelerate acquisition of language skills.</p>	<p>There is an extensive evidence base showing the impact of communication and language approaches. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. The EEF evidence base suggests that communication and language interventions have a high impact of 6 months gains, for a low cost and this is based on extensive evidence. Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>NELI interventions have been shown to add on average 4+ months progress. Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Establish small group and 1-1 phonics and fluency interventions for disadvantaged pupils falling behind age-related expectations.</p>	<p>Studies in England have shown that c pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Intervention has been shown to have +5 months impact on learning. Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 5</p>
<p>Establish small group and 1-1 “writing fluency” interventions for disadvantaged pupils falling behind age-related expectations RWI / Fresh</p>	<p>Extensive research of effective literacy teaching conducted by the EEF shows that the following will have the greatest impact on children’s learning:</p> <ul style="list-style-type: none"> • In KS1, Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling • In KS2 Teach writing composition strategies through modelling and supported practice and 	<p>3</p>

<p>Start/ Book Talk training/Magic Spelling</p>	<p>develop pupils' transcription and sentence construction skills through extensive practice</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 Literacy Guidance - Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Establish small group and 1-1 "maths basics fluency" interventions for disadvantaged pupils falling behind age-related expectations.</p>	<p>High quality, targeted support can provide effective extra support for children.</p> <p>Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> • children with the greatest needs are supported by the most experienced staff • training, support, and resources are provided for staff using targeted activities • Sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching <p>Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point</p>	<p>4</p>
<p>Provide tutoring for Y3-Y6, who were ARE in reading, writing and maths before the pandemic but have fallen behind due to disrupted schooling.</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit, with +5 months gains evident.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p>	<p>2, 3, 4, 5</p>

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
Provide tutoring for Y2 pupils who have no underlying SEND but are below ARE in reading, writing and mathematics, due to lost learning linked to the pandemic.	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit, with +5 months gains evident.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 5

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

Budgeted cost: £ 37,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further strengthening school's social, emotional and mental health provision by implementing and embedding a number of whole school strategies,	<p>Research into pupil resilience demonstrates that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills... (Aiming high for children, HM Treasury and DfES, 2007)</p> <p>In order to support pupils' social and emotional needs, the EEF Guidance Report: Improving social and emotional learning in primary schools shows that interventions which are targeted at</p>	6

<p>including zones of regulation and social stories to help children engage academically.</p>	<p>social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning/.</p> <p>Therefore, leaders ensure that:</p> <ul style="list-style-type: none"> • All adults are provided with on-going training for supporting children’s social, emotional and mental health needs. • TAs and other support staff are well trained and receive on-going CPD to ensure that they have the knowledge and skills to support children’s social, emotional and mental health. • TAs and other staff are well trained and have expertise in using well researched programs for supporting children’s social, emotional and mental health 	
<p>Further developing the role of support staff to support families with attendance and acute needs</p>		7
<p>Provide a range of curriculum and enrichment opportunities to develop children’s cultural capital</p>	<p>In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully -</p>	8

Total budgeted cost: £69,900 (Teaching) + **£120,445** (Targeted Academic Support) + **£37,625** (Wider Strategies) = **£227,970**

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.

The following positive impact was noted in the year 2021- 2022:

- NELI intervention data shows that out of the 7/8 PP pupils who took part in the intervention, 88% achieved the targets set within the allocated timeframe. Improvements were made in spoken language, understanding of new words, listening skills and expressive language.
- Within EYFS, the needs of those PP children, who needed an adapted/differentiated curriculum at an age/stage appropriate level were addressed through extra support which enabled small group teaching. In addition, staffing for mornings was higher to prioritise the acquisition of essential language, literacy and mathematics skills in the first years of school. PP children made clear gains in their word recognition and fluency skills as a result of the support provided. Book Talk sessions covered fundamental comprehension skills in a small group allowing less confident children, children with SALT and those with poor listening and attention skills to engage fully and develop the confidence to fully contribute to these sessions. ELG results for PP children in reading, writing and number were in line with national pre-Covid results as was the overall GLD for PP children. All attainment results were in line with national
- Reading intervention data shows that 79% of PP children achieved intervention targets set within the allocated timeframe with improvements evident in word reading, fluency and comprehension.
- Maths intervention data showed that 86% of PP children achieved the intervention targets set within the allocated timeframe, with improvements evident in fluency, multiplication tables recall and calculation skills
- SEMH intervention data showed that 74% of PP children achieved desired outcomes within the allocated timeframe. This was evidenced through increased levels of engagement, improved self-confidence, independence and resilience.
- Year 1 pupils meeting the phonics expected standard (32+) in Year 1 was slightly higher than 'disadvantaged' pupils nationally.
- Key stage 1 attainment of disadvantaged pupils in writing was in line with disadvantaged pupils nationally.
- Key stage 1 attainment of disadvantaged pupils in maths was in line with disadvantaged pupils nationally.

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
N/a	N/a

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?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a

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.

N/a