

Deaf Hill Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	Deaf Hill Primary
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Paul Newton Headteacher
Pupil premium lead	Paul Newton Headteacher
Governor / Trustee lead	Carol Ayre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,628
Recovery premium funding allocation this academic year	£0
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	£108,628

Part A: Pupil premium strategy plan

Statement of intent

The intention at Deaf Hill Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Children's mental health needs are a concern due to the historic impact of COVID-19 on families. This is evidenced due to the increased number of pupils with SW involvement and/or displaying worrying signs of distress and anxiety.
2	Children, especially in lower KS2, have missed a significant amount of early teaching and learning due to COVID-19 and are significantly behind ARE. Assessments show

	that a significant proportion of children are not achieving ARE and or expected progress.
3	A significant proportion of pupils had limited access to reading materials outside of school and their reading ages are lower than expected and below ARE. In school assessments and reading ages consistently show that a significant proportion of children are not achieving ARE and or expected progress.
4	Pupils have low self-esteem and do not have high expectations of themselves. They crave a sense of belonging and worth in school.
5	A significant proportion of pupils do little physical activity outside of school and therefore they are less fit and healthy.
6	Attendance at school of a significant number of pupils has been below local and national averages for a number of years.

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
- Staff are better informed and have greater clarity about how to support children with mental health needs. Mental Health Well Being is a focus of daily/weekly teaching. - The profile of PSHE, through the Jigsaw Programme, is raised throughout school and lessons are taking place on a weekly basis which support the mental health needs of all pupils. - There is enough staff in school in school to support disadvantaged children with their emotional well-being. - Children have high expectations of themselves and have a sense of pride in themselves and the school.	- CPD around mental health from Trailblazer Mental Health Support Team - Low level anxiety children identified and parents offered CBY programme - At least weekly classes complete a PSHE lesson - School counselling service used for children who require enhanced support - Referral to Early Help for families who require greater intervention - Teaching staff in school available to support children experiencing social and emotional anxiety

• A clear support programme in reading in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day using Teachers and Teaching Assistants. • Increased use of reading programmes in school and purchasing online resources to ensure children have access to high quality reading resources at home.	• Assessment by class teachers to identify gaps in learning using Reading Club and NFER tests. • English lead to monitor standards and target interventions appropriately • English lead to observe teaching and learning and monitor progress • Small group guided reading interventions used to ensure rapid progress • Extra staff employed – TAs to enable smaller groups and catch up lessons outside of daily phonics/reading teaching • Individual reading sessions for children who require enhanced support.
• Children are engaged in high quality PE lessons at least twice weekly. After school clubs used whenever possible to increase active participation in a variety of sports and physical activity.	• Continue to provide at least two hours of PE per week in all year groups • Continue to provide high quality coaching from the School Sports Partnership • Offer after school clubs where possible • Encourage children to play games that are physically challenging at break times
• Attendance is at least in line with national and local averages and persistent absence is tackled effectively and children with poor attendance supported to attend school.	• Encourage all children to attend school if they are fit and well • Work with families if children are not attending – offering support from the PSA • Monitor attendance and send letters home of children who have poor attendance – reminding parents of the school expectations • Work with DCC attendance officer and Ad Astra Attendance Lead

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: £72,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase the Jigsaw PSHE Programme so that a daily/ weekly lesson provides support for children's emotional needs and engagement.	An effective well-being programme shown to improve pupil's engagement. (EEF Toolkit) EEF Teaching and Learning Toolkit: Social and Emotional Learning (EEF +4 months)	1, 4
Additional teacher (0.6) and TA employed to enable smaller group work in maths and English, targeted support for Phonics including small group work and 1:1 and SEND support.	Smaller groups and 1:1 support have an extremely positive impact on children's learning. Targeted phonic interventions are more effective when delivered regularly. EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Phonics (EEF +4 months)	1, 2, 3

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

Budgeted cost: £32,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint an additional TA to offer small group and 1:1 support for Pupil Premium pupils in school.	EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Phonics (EEF +4 months) EEF Teaching and Learning Toolkit: Reading comprehension strategies (EEF +6 months)	2, 3

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide at least two hours of PE per week in all year groups. Continue to provide high quality coaching from Schools Sports Partnership	EEF Teaching and Learning Toolkit: Sports participation (EEF +2 months)	5

Offer after school clubs where possible.		
Encourage children to play games that are physically challenging at break times.		
Work with the DCC Attendance Officer, Parent Support Advisor and School Counsellor.	Regular school attendance has a huge impact on attainment and progress. Working with parents and supporting where difficulties in getting children into school has proved over many years to be very effective. Having a range of support mechanisms enables rapid support if attendance drops.	6

Total budgeted cost: £109,879

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 2023 to 2024 academic year.

Assessments show that the performance of all children, but especially disadvantaged children, was lower than expected in reading at the end of KS2.

In our previous strategy a key desired outcome was to improve reading and we tried to mitigate this by providing high quality learning and a high level of support and intervention in the school, however some disadvantage pupils still under achieved considering their starting points. This will continue to be a priority in 2024 – 2025.

Improved attendance was also a key outcome from our previous plan. Although improving attendance has been a high priority, absence and persistent absence are still above national averages and national averages of similar schools. Therefore attendance is still a key issue and that is why it is a focus of our current plan.

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
ReadWriteInc.	Ruth Miskin
Century Tech	Century Tech
Reading Eggs	Reading Eggs
Times Table Rockstars	TTrockstars
Jigsaw	Jigsaw PSHE