

Deaf Hill Primary 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	Deaf Hill Primary
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Newton Headteacher
Pupil premium lead	Paul Newton Headteacher
Governor / Trustee lead	Kelly Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,165
Recovery premium funding allocation this academic year	£14,355
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	£153,520

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We are utilising two Academic Mentors in school and School Led Tutoring.

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
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1	Children's mental health needs are a concern due to the length of time off school and the 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 and families are reluctant to access home learning if they are self-isolating and the quality of work if they do is poor. Evidence shows that children's engagement in home learning declined throughout lockdowns and periods of self-isolation.
3	Children in KS1 and lower KS2 have missed a significant amount of Phonics teaching and learning and are significantly behind ARE. Phonic assessments show that a significant proportion of children are not achieving ARE and or expected progress.
4	Due to missed time in school many pupils are still working well below ARE in maths even though they are more capable. In school assessments consistently show that a significant proportion of children are not achieving ARE and or expected progress.
5	A significant proportion of pupils had limited access to reading materials during periods away from school and therefore, 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.
6	A significant proportion of pupils did far less physical activity over the lockdowns than they would have in school and therefore are less fit and healthy.
7	Attendance at school has been below local and national averages for a number of years. Attendance is currently below 95% and showing a declining trend.

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
<ul style="list-style-type: none"> 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 in the autumn term. The profile of PSHE, through the Jigsaw Programme, is raised throughout school and lessons are taking place on a daily/weekly basis which support the mental health needs of all pupils. 	<ul style="list-style-type: none"> CPD around mental health from Trailblazer Mental Health Support Team Low level anxiety children identified and parents offered CBY programme At least weekly and as often as required 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

<ul style="list-style-type: none"> • A strong remote learning offer in place with clear expectations for pupils and staff. Improved learning opportunities in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly to increase familiarity with the learning platforms. 	<ul style="list-style-type: none"> • Class Dojo used as the main platform to provide remote learning • Class Dojo established as a means of communications for all parents • All children using Class Dojo in school and have their own accounts. • Children receive a QR code that will give them access to their portfolio and we will practise using this at school so that they are familiar with what to do • Class Dojo used to set and complete homework • Class Dojo enables staff to use video/text/pictures/PowerPoint presentations etc. to explain learning and set tasks that require responses including video, text, drawings and photos • TEAMs to be used to enable a weekly class 'get together'. Parents/Carers to provide emails to school that are shared with staff • School will support children who may struggle to access online learning – loaning laptops/tablets to families who require them • Parents/Carers will contact the school if they do not have access to the internet, can't access Class Dojo or think using this platform may be a problem so school can have a plan in place in the event of a partial or full closure.
<ul style="list-style-type: none"> • A clear catch up programme in place for phonics – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day using Academic Mentors, School Led Tutoring and paid supply to ensure rapid catch up. 	<ul style="list-style-type: none"> • Assessment by ReadWriteInc. lead to group pupils and identify gaps in learning • Training for new staff unfamiliar with ReadWriteInc. • ReadWriteInc. lead to observe teaching and learning and monitor progress • ReadWriteInc groups will be reduced to ensure teaching is at the correct level leading to rapid progress • Extra staff employed – supply, Academic Mentors and School Led Tutors to enable smaller groups and catch up lessons outside of daily phonics teaching • Through targeted intervention pupils will quickly catch up and interventions will be directed at greatest need
<ul style="list-style-type: none"> • A clear catch up programme in place for maths in individual classes – including smaller groups, increased number of 	<ul style="list-style-type: none"> • Assessment by class teachers to identify gaps in learning

<p>teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day using Academic Mentors, School Led Tutoring and paid supply to ensure rapid catch up.</p>	<ul style="list-style-type: none"> • Maths lead to monitor standards and target interventions appropriately • Maths lead to observe teaching and learning and monitor progress • Maths groups will be reduced to ensure teaching is at the correct level leading to rapid progress • Extra staff employed – supply, Academic Mentors and School Led Tutors to enable smaller groups and catch up lessons outside of daily phonics teaching • Through targeted intervention pupils will quickly catch up and interventions will be directed at greatest need.
<ul style="list-style-type: none"> • A clear catch up 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 Academic Mentors, School Led Tutoring and paid supply to ensure rapid catch up. • Increased use of reading programmes in school and purchasing online resources to ensure children have access to high quality reading resources at home. 	<ul style="list-style-type: none"> • Assessment by class teachers to identify gaps in learning using Accelerated Reader • English leads to monitor standards and target interventions appropriately • English leads to observe teaching and learning and monitor progress • Small group guided reading interventions used to ensure rapid progress • Extra staff employed – supply, Academic Mentors and School Led Tutors to enable smaller groups and catch up lessons outside of daily phonics teaching • Individual reading sessions for children who require enhanced support.
<ul style="list-style-type: none"> • Children are engaged in high quality PE lessons at least twice weekly. After school clubs used when possible to increase active participation in a variety of sports. 	<ul style="list-style-type: none"> • Continue to provide at least two hours of PE per week in all year groups • Continue to provide high quality coaching from 'Mr Football' and Peterlee Sports Partnership • Offer after school clubs where possible • Encourage children to play games that are physically challenging at break times
<ul style="list-style-type: none"> • Attendance is at least in line with national and local averages and persistent absence is tackled effectively and children supported to attend school. 	<ul style="list-style-type: none"> • Encourage all children to attend school if they are fit and well • Work with families if children are not attending – offering support from the Attendance Officer • Monitor attendance and send letters home of children who have poor attendance – reminding parents of the school expectations

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: £36,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Allow release time for key staff (DH, ICT Lead) to improve the remote learning offer to enable all children to have a strong remote learning package as and when the need arises.	EEF tiered approach – high quality remote learning package available is valuable to all pupils EEF Teaching and Learning Toolkit: Parental Engagement (EEF +4 months)	2
Additional teacher employed to enable smaller group work in maths and English, targeted support for Phonics including small group work and 1:1 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)	3, 4, 5

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

Budgeted cost: £93,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teach First student teacher employed to enable smaller group work in maths and English, targeted support for Phonics including small group work and 1:1 support.	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)	3, 4, 5

Engage with the National Tutoring Programme to employ Academic Mentors and School Led Tutors.	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)	3, 4, 5
Additional Teaching Assistants employed to enable smaller group work in maths and English, targeted support for Phonics including small group work and 1:1 support.	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)	3, 4, 5

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

Budgeted cost: £25,140

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 'Mr Football' and Peterlee Sports Partnership Offer after school clubs where possible. Encourage children to play games that are physically challenging at break times.	EEF Teaching and Learning Toolkit: Sports participation (EEF +2 months)	6
Employ an 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 in to school has proved over many years to be very effective. Having a range of support mechanisms enables rapid support if attendance drops.	7

Total budgeted cost: £155,209

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.

Internal assessments at school show that the performance of all children, but especially disadvantaged children, was lower than previous years in key areas of the curriculum and especially reading.

In our previous strategy a key desired outcome was to improve reading in all key stages, measured through a variety of national and internal assessments. The impact of Covid-19 and school closures was most detrimental to our disadvantaged pupils who did not benefit from pupil premium funded support and interventions as was intended. We tried to mitigate this by providing high quality remote learning and a high level of support and intervention in the summer term, however disadvantage pupil still under achieved considering their starting points.

Another outcome of our strategy was to ensure the children were given a varied curriculum that enabled children to experience the wider world and gain becoming confident and happy learners able to grasp opportunities as they move through their education. Unfortunately this was impacted greatly by Covid-19 and restrictions in place for the majority of the academic year.

Improved attendance was also a key outcome from our previous plan. Covid-19 impacted on attendance with a significant minority of pupils having very low attendance throughout 2020/21. 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
Accelerated Reader	Renaissance

Reading Plus	Reading Plus
Times Table Rockstars	ttrockstars
Jigsaw	Jigsaw PSHE