

Pupil premium strategy statement

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils. It can be read in conjunction with our Covid Catch Up Premium plan as many of our disadvantaged learners are in receipt of this provision too.

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	Lord Deramore's Primary School, York
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	15.27% 7.4% FSM 5.1% Service 2.8% AFC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Full Governing Body
Pupil premium lead	James Rourke (HT)
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	16 DPP 16@1345 11 SER 11@310 6 AFC 6@2345 £39,000
Recovery premium funding allocation this academic year	£17,280 (please see separate Covid Catch Up spending plans document)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56,280

Part A: Pupil premium strategy plan

Statement of intent

All of our children in receipt of a Pupil Premium Grant will be prioritised for additional focus and support. They will receive outstanding Quality First Teaching, have access to good learning resources, be supported by skilled and knowledgeable teachers and teaching assistants and receive tailored academic and emotional/social support which will help them thrive and achieve well.

Our Pupil Premium Strategy Plan identifies the following key strands:

- Quality First Teaching
- Academic Support / Intervention
- Emotional/Social Support / Intervention

Challenges

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

Challenge number	Detail of challenge
1	Widening gaps (due to Covid-19 closures) in academic performance/attainment (Poor engagement in learning during pandemic/lockdown/remote learning)
2	Social, Emotional, Mental Health needs – particularly in relation to self-esteem, self-regulation and relationships
3	Early language, speech and communication needs
4	High levels of transient education / school mobility / relocation (particularly for armed forces children)
5	Difficult circumstances facing some parents which limit their capacity to support their child's learning
6	Early attachment issues which can impact on early educational development within the home (particularly post-adopted children)

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
Improved attainment, particularly at combined EXS+ and notably in mathematics (which has been a weak subject area for this group of children)	Mathematics % EXS+ to be above 60% Combined EXS+ in RWM to improve above 60% across the school
Pupils with SEMH needs will be happier within school and at home	Pupil voice, lower behaviour incidences, parental voice
Parents (particularly with children adopted from care) will feel better supported	Parental voice, FEHA outcomes
New service children joining the school will be well supported in terms of transition and unique issues	Pupil voice, parental voice
Children from disadvantaged backgrounds will have access to great enrichment activities after school	Pupil voice, parental voice.

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: **£24,000**

£16,000 additional teaching assistant support, £5,000 to support TA attendance at training and phase meetings, £3,000 towards staff CPD budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant support for all classes	Staff feedback Additional resource to provide academic and SEMH support	1
Staff CPD which includes teaching assistants (phase meeting time and training)	High quality staff CPD has resulted in improved Quality First Teaching (EEF)	1, 2, 3, 4, 5, 6

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

Budgeted cost: **£26,500**

£8,510 ELSA role, £17,990 contribution from PP towards Covid catch-up tutoring plans

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school tutoring for pupils WTS, particularly in mathematics	Tailored support and intervention led by the class teacher has proven successful in the past.	1
Pupil Premium children targeted for extra intervention and support within lessons	Structured interventions (as recommended by EEF) have improved pupil academic outcomes in the past	1, 2, 3
ELSA support and work, including <i>Little</i>	ELSA work in schools has proven impact on children's SEMH development and needs	2, 4

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

Budgeted cost: **£10,000**

£10,000 contribution towards Inclusion Lead role (currently 0.5fte, non-classroom based)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Leader Role, leading on PPG, SEMH, FEHA and SEND support	Strategic leadership of these vulnerable children is required to ensure they achieve well. Inclusion Leader takes a proactive role in supporting vulnerable families (including attendance).	1-6

Total budgeted cost: £60,500

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. This has made it difficult to provide clear impact on the strategies adopted in 2020/21. However the following anecdotal outcome should be noted:

Disadvantaged pupils were targeted for on-site education during lockdown. The vast majority attended. This ensured continued education by teachers and teaching assistant. All disadvantaged pupils received daily reading when we returned to school. This resulted in rapid progress in basic reading skills.

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
Little Wandle	Little Wandle Phonics

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One afternoon per week ELSA time to lead on <i>Little Troopers</i> provision Involvement in local and national service pupil conferences/networks
What was the impact of that spending on service pupil premium eligible pupils?	Very good parental and pupil feedback Good feedback from local armed forces liaison lead