

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Derwent vale Primary and Nursery School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	36.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Daniel Lucey
Pupil premium lead	Daniel Lucey
Governor / Trustee lead	S Fleming

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54305
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£54305</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Derwent Vale Primary and Nursery School we value all of our pupils and families. We are committed to providing each pupil with the best possible to start in education. We align our Pupil Premium funding with our school improvement plan. This provides us with many opportunities to implement our long-term goals of improving pupil readiness to learn, access to high quality teaching and memorable experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils reading skills have been negatively impacted by the Covid-19 pandemic
2	Pupils writing skills have been negatively impacted by the Covid-19 pandemic
3	Intervention programmes need to be evaluated to maximise impact
4	Pupils well-being/pastoral care has suffered as a result of the time lost from education
5	Pupils provided with an environment that provides positive and purposeful interactions between staff and 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
All pupils attainment in reading will improve and be in-line with national age expected floor standards	<b><u>Internal date 2019 – 20</u></b> 40% of all pupils reached age expected outcomes. Over the next 3-years 75% of all pupils will reach age expected outcomes
All pupils attainment in writing will improve and be in-line with national age expected floor standards	<b><u>Internal date 2019 – 20</u></b> 27% of all pupils reached age expected outcomes. Over the next 3-years 75% of all pupils will reach age expected outcomes

<p>Pupils will be rapidly identified and receive targeted intervention to close the attainment gap</p>	<p>An intervention leader will be identified  A development period will allow for the research of appropriate intervention strategies  Implementation phase to implement strategies across the school and train relevant staff  Review phase to measure impact of the intervention programme and make recommendations for future improvements</p>
<p>Pupils will have access to various levels of well-being/pastoral care</p>	<p>Identify members of staff who can deliver ELSA programme  Invest in a whole school PSHE/RSE curriculum  Develop an environment for pupils who need additional support to access  Develop the school grounds for pupils physical and mental well-being</p>
<p>A programme of enrichment activities that align with the wider curriculum will be developed</p>	<p>Evaluate the current curriculum offer and identify opportunities to enrich the children's experiences  Provide memorable experiences that stand alone from the curriculum offer</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: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development: half-termly coaching, subject leader release time, Transforming Reading Culture programme	15 scheduled release days  National College programme of subject development	1
Embed a culture of Quality First Teaching for all	The EEF state that the greatest impact on improving outcomes for pupils from any demographic group is the exposure to high quality teaching	5
Sustain a successful Early Reading programme	Sustain DFE approved phonics programme within school. Adapt to meet current cohorts and the settings individual needs. The EEF's 'Teaching and Learning Toolkit' suggests a successful phonics programme can add up to +5 months progress.	1 & 2

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to Accelerated Reader	Accelerated reading programme to be renewed and implemented endorses the programme as adding +3 months progress for all pupils and +5 months for FSM pupils	1

Release time for Phonic lead to coach and mentor Early Reading Teachers. Purchase of interactive resources to support teachers CPD	The EEF state that the greatest impact on improving outcomes for pupils from any demographic group is the exposure to high quality teaching	3
Interventions to target communication skills: NELI Speech and Language Talk Boost Talk Through Stories	Communication and interaction is a primary area of need within the school. Research suggests quality interactions between pupils and adults contribute to a language rich learning environment.	1, 2 & 3

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

Budgeted cost: £14,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly timetabling of PSHE/RSE lessons	Children's wellbeing and mental health has suffered significantly through the Covid-19 pandemic. A structure programme of PSHE activities will allow children to process their emotions and well-being	4
High quality AP to work on the school site to delivery wellbeing sessions to all pupils	Children's wellbeing and mental health has suffered significantly through the Covid-19 pandemic. A structure programme of PSHE activities will allow children to process their emotions and well-being	5
The National School Breakfast Programme in order to ensure all pupils have access to breakfast	Primary school pupils offered a free and nutritious meal before school. Evidence supports that a breakfast can boost pupil progress in reading, writing and maths by an additional two months	4

**Total budgeted cost: £54,305**

## 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 2022 to 2023 academic year.

Pupil Attainment in reading to be closer aligned national floor standards	Cohort	PP within Cohort
	ELG Word Reading – 93.75% Comprehension – 93.75%	100%
	Phonics Screen Check (PSC) 83%	80%
	PSC Year 2 Recheck 80%	75%
	KS1 Reading SATs 56%	50%
	KS2 Reading SATs 88%	83.3%
	Pupil Attainment in Writing to be closer aligned national floor standards	Cohort
	ELG Writing – 88%	85.7%
	KS1 Writing 56%	50%
	KS2 Writing SATs 77%	66.6%
Pupils will be rapidly identified and receive targeted intervention to close the attainment gap	<p>Intervention leader identified to support early reading and speech and language needs</p> <p>Identification system established and implemented</p> <p>Pupils receiving intervention are reviewed on a half-termly basis</p> <p>Selective approach to interventions developed. Greater emphasis placed on pupils accessing intervention within their own classroom</p>	

<p>Pupils will have access to various levels of wellbeing/pastoral care</p>	<p>Dedicated wellbeing spaces developed. Pupils understood where they were and how to access them</p> <p>Second member of staff trained as an ELSA</p> <p>Senior Mental Health lead identified and trained</p> <p>Development of a forest school area and school garden to facilitate wellbeing and PE curriculum</p>
<p>Programme of enrichment activities developed that align with the wider curriculum</p>	<p>Range of enrichment experiences (Not an exhaustive list):</p> <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Theatre visit</li> <li>• Bright Stars</li> <li>• Wheelchair Basketball</li> <li>• Visit to the local area</li> <li>• School residentials</li> </ul>

## 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
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle

## 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?	





