

Pupil premium strategy statement



Pupil premium strategy statement - 2024-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Durham Lane Primary School
Number of pupils in school	198 excluding 16 nursery children
Proportion (%) of pupil premium eligible pupils	10.1%
Academic year/years that our current pupil premium strategy plan covers 2024-25	2024 to 2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Helen Gregory
Pupil premium lead	Helen Gregory (Head teacher)
Governor / Trustee lead	Clair Robinson (Chair of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,730
Recovery premium funding allocation this academic year	
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	£56,730

Part A: Pupil premium strategy plan

Statement of intent

EEF Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. Covid-19 has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery. In this context, it is more important than ever to focus our efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds. Supporting education recovery for those children most in need will not be an easy task.

At Durham Lane Primary, we aim to ensure that all children are given the opportunity to achieve their full potential both academically and socially irrespective of their race, gender, cultural heritage or previous experience. We want our children to feel challenged yet successful, autonomous yet sensitive to others and ultimately proud to be a part of a successful learning community which is preparing them for the future.

It is our stated aim to ensure that a child's chances of success are not related to his or her socio-economic background, gender or ethnicity.

What is the Pupil Premium?

Pupil Premium funding is additional funding allocated to all schools to support disadvantaged pupils. Durham Lane Primary School receive pupil premium for: children who are in care or adopted from care; children whose parents are in the armed forces; and for every pupil who has received free school meals at any time in the last 6 years.

The Government takes the view that head teachers and school leaders have the best understanding of the needs of children in their schools and, as such, they should be the ones to decide how best to use the Pupil Premium Grant.

How can I find out if my child is entitled to the Pupil Premium funding?

The process for applying is straightforward and confidential. You can check by speaking to the school office by calling 01642 780742, who will be able to assist you through this process. All enquires will be treated in confidence. If you qualify for free school meals then you should always apply, even though up until the end of year 2 (excluding nursery) all children are entitled to universal free school meals. If you are eligible for free school meals and do not apply then the school will not be allocated the funding for spending on additional support for your children.

How is the funding used?

Durham Lane Primary seeks to ensure effective use of its Pupil Premium funding it narrows the attainment gap for our most disadvantaged and vulnerable pupils. This may at times include children who are not entitled to Pupil Premium, such as children from families with no recourse to public funds. We recognise that barriers to achievement take a variety of forms and look for ways to support each child to achieve their very best. This personalisation of learning is at the heart of what we do. We offer all our children a wide range of opportunities and ensure that these are accessible to everyone.

Challenges

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

Challenge number	Detail of challenge
1	Being able to speak clearly, understand and use language well, and communicate socially with others are building blocks to success in life. Difficulties with speech, language and communication can affect a child's ability to form friendships and maintain their social and emotional wellbeing. The effect of continuing speech, language and communication difficulties can build and become more established if left unaddressed. This can continue into adulthood, seriously affecting quality of life and can contribute to unemployment, social isolation, mental health issues and criminal activity.
2	Lower ability pupils who are eligible for PP are making less progress than middle and higher ability pupils across Key Stage 1 and Key Stage 2. 50% of the current Year 6 cohort are not on track for age related expectations.
3	A number of PP children also have SEND, mental health and attachment needs which may impact on academic progress
4	Lower rates of progress for PP children who could attain greater depth in maths.
5	Low levels of resilience for some pupils (including those eligible for PP).

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
Improve oral language skills for pupils eligible for PP in Early Years and transition into Year 1. Teaching Assistants to deliver Speaking and Listening interventions to support specific needs, working alongside class teachers and Speech Therapists. Work supported by development of outdoor learning environment.	Pupils eligible for PP in Early Years are able to express their needs better and be 'school ready' for Year 1. Pupils not yet school ready quickly catch up in Year 1.
Higher rates of progress across KS1 for low attaining pupils eligible for PP. Improving QFT by highly skilled teachers mentoring and supporting less experienced. Early reading and writing a major focus in EYFS and Year 1.	Pupils eligible for PP identified as low prior attainers make as much progress as 'other' pupils identified as lower ability, by the end of Key Stage 1 in reading, writing and maths.

<p>Ambitious progress for SEND pupils, identified against individual learning pathways. Address social, emotional and mental health issues through social groups, 1.1 support.</p>	<p>Termly reviews/Parent and pupil voice/school assessment tracking will show good progress. Pupils more able and better equipped with skills to change their behaviours/responses to situations.</p>
<p>Levels of resilience and independence are improved in pupils eligible for PP</p>	<p>The resilience and motivation of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved.</p>
<p>Ensure School curriculum is enhanced with first hand, practical learning opportunities such as school enrichment trips, visits and visitors so that children gain a wide range of experiences.</p>	<p>Children have a wide range of experience to draw on in their learning as they progress through school.</p>
<p>Ensure that all home learning activities are accessible to all and that school supports through club.</p>	<p>Monitoring of home learning completion, on time, shows 90% for both PP and non-PP children over each term.</p>
<p>Increased attendance and punctuality for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to be inline with national average. Overall PP attendance improves in line with schools' target 96%</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.

Budgeted cost: £41,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teaching Assistants in Early Years and KS1</p> <p>Plus an additional teacher for the first term in KS1</p> <p>Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance</p>	<p>Reception baseline assessment, phonics data and KS1 data</p> <p>EEF</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>https://educationendowmentfoundation.org.uk/public/files/Law et al Early Language Development_final.pdf</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>EEF Improving Mathematics in the Early Years and KS1</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2</p>
<p>Additional teacher in KS 2 full-time</p> <p>Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance</p>	<p>KS2 data</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>EEF Improving Mathematics in the Early Years and KS1</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI intervention in Early Years	<p>Speech and language screening on reception entry. Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>IMPROVING LITERACY. Supporting oral language development. EEF</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2
Teaching assistants working in small groups and 1.1. provide role models. Pupil voice discussions led by team in leader in pupil progress meetings. Referral to school counsellor if necessary.	<p>Children who have experienced trauma may lead to a barrier with their learning. Appropriately trained staff can achieve successful results in supporting children who have suffered trauma.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk) bacp-school-based-counselling-for-all-briefing-dec15.pdf</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, nonstigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	3,5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support from the Speech and Language team	Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impeded their access to the curriculum.	1
Children from disadvantaged backgrounds to have free	To ensure the gap between disadvantaged and non-disadvantaged is diminished.	3,5

access to home work clubs and enrichment clubs.		
DSL support, TAF meetings, parenting support.	This provides support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance etc	3,5
<p>Swift follow up to absence, breakfast club access/targeted clubs, rewards system.</p> <p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This involves training and release time for staff to develop and implement new procedures.</p>	<p>Pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3,5
Access to high quality free or affordable enrichment, music, sports and the arts. Publicise subsidy to parents. Club staff to audit PP attendance.	Pupils need a context for learning and a stimulus to trigger their interest.	3,5

Total budgeted cost: £56,730

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 2024 academic year.

<p><u>Data and outcomes Summer 24</u></p> <p>Impact has shown that all pupil premium children have made expected progress and 59% - 69% + of all our disadvantaged children are working at age related expectations. 9%-19% of our disadvantaged cohort are working at the greater depth standard. We currently have 32 disadvantaged children from Reception – Year 6.</p> <p>100% of PP children in Year 6 achieved working at age related expectations in SPAG, Reading and Writing. Only one child did not achieve age related expectations in Maths. 50% of the Year 6 disadvantaged cohort attained GDS at writing.</p> <p>3 children in reception out of the 5 disadvantaged children did not received a good level of development – targeted intervention will continue in KS1.</p> <p>The gap between disadvantaged and non-disadvantaged is closing. 20 of our disadvantaged children are now accessing free enrichment activities after school.</p>
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Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle letters and sounds (Collins)
White Rose Maths	White Rose Hub
Word Power	Word Power
Early Years Training	Stockton LA and Early Excellence

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have one child in school who has service funding. This money is spent to enrich her educational experiences by access to after school clubs such as relax kids, dancing and sewing.
What was the impact of that spending on service pupil premium eligible pupils?	As this child is new to our school she has formed new and effective relationships with children across school and is becoming an active member of our school community.

Further information (optional)

Our strategy for all our educationally disadvantaged pupils is based on three key principles:

We focus on:

- **The vital importance of an open and enthusiastic culture and positive relationships** (staff, pupils, parents, governors, external partners and the wider community)
- **The highest expectations of all staff and pupils and a clear and shared understanding of what constitute high quality classroom practice through our use of words** (highest expectations, urgency, flexibility, immediate intervention, challenge, support and high quality adult-child interactions)
- **Leadership at all levels** – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – we focus on the main thing - teaching and learning - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of all our educationally disadvantaged pupils.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead (the previous trained lead moved onto working in the Mental Health Sector). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, i.e., Relax kids with Karen, Dance, Multi-sports, Ground Force, Lego Robotics, STEM etc. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We used the EEF's implementation guidance to help us refine our strategy and we have put a robust evaluation framework in place for the duration of our three-year approach and will continue to adjust our plan over time to secure better outcomes for pupils.

Finally, as a school, we will focus on keeping things simple, effective, and enjoyable for us all. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.