

Pupil premium strategy statement 2024 - 2025



This statement details our school's use of pupil premium 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	Deighton Gates Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	5.7% (11 children, 1 child services)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 – 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sarah Hawes Headteacher
Pupil premium lead	Sarah Hawes (Headteacher)
Governor / Trustee lead	Kate Carroll Lead for disadvantaged pupils

Funding overview



Detail	Amount
Pupil premium funding allocation this academic year	£15,723
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£15,723

Part A: Pupil premium strategy plan

Statement of intent

What does Deighton Gates Primary School want for our most disadvantaged pupils?

- Regardless of disadvantage, we want **all** pupils to achieve their potential.
- That the use of funding and support is used effectively to enable disadvantaged pupils to overcome any barriers so that they achieve, progress and attend school in line with their peers.
- For all pupils to be prepared for the next phase of their education

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, have good attendance 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.

How does Deighton Gates Primary School work towards achieving our objectives?

Our strategy is integral to wider school plans for our curriculum. Quality first teaching, targeted intervention, staff training and the pastoral role of the Learning Mentor are central to the implementation and achievement of our objectives.

To ensure we are effective we will:

- 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



- Regularly review the impact of academic intervention in addition to social, emotional and behavioural support through termly Pupil Progress Meetings.
- Continually review and evaluate progress made so that we are continually working towards achieving our objectives.
- In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer; from within, through training or externally, by accessing professional support or expertise.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with teachers and pupils suggest that disadvantaged pupils' progress continues to be below that of their peers. The attainment gap between pupil premium pupils and their peers varies across subjects and cohorts. Whole class reading and maths are a focus for the school.
2	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been up to 4.2% lower than for non-disadvantaged pupils (2022/2023) in 2023/2024 disadvantaged attendance was 1.0% lower than that of non-disadvantaged pupils so the gap had closed. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. We have a number of families who access support both at school level and cluster level with attendance – this is why this continues to be a focus for the school.
3	Assessments (including those conducted by Speech and Language therapists), observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In addition to this, 9 (2 of whom are disadvantaged) currently require additional support with Speech and Language.



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 outcomes	Success criteria
Improved and sustained high attainment and progress for all pupils from starting points.	Pupil progress and attainment at the end of KS2 places the school in the highest 20% of all schools in reading, writing and maths. 87%+ of all pupils achieve the minimum standard in the phonics screening check
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: • The overall percentage of absences places us in the lowest 20% of all schools • The percentage of all pupils who are persistently absent places us the lowest 20% of all schools. • The attendance percentage of disadvantaged pupils is line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, parent surveys and teacher observations • Increased participation in enrichment activities (such as extra-curricular clubs and targeted break and lunch time activities), particularly among disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.



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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Training for teachers on whole school aspects of teaching and learning in maths to support sustained change in school.	There is an evidence base that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 2 and 3
Purchase of core texts for each year group to secure stronger reading outcomes and support the teaching of reading comprehension for all pupils.	Whole class reading approaches have a strong evidence base that indicates a high impact on the outcomes and progress of pupils. It is a key component of early reading instruction: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Whole class reading has formed part of the school improvement plan for this academic year (2024/2025)	1, 2 and 3
CPD: Additional investment to support staff in both KS2 and KS1 to make effective use of whole school systematic phonics programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3 and 4



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

Budgeted cost: £3,723

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional class cover by HLTAs in order for teachers to deliver 1:1 and small group interventions to support pupils with gaps in their learning	Targeted academic support EEF (educationendowmentfoundation.org.uk) Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement'. (EEF)	1 and 3
Additional phonics/speech and language/ comprehension sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 3

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

Budgeted cost: £9.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The learning mentor to monitor and support families with attendance and punctuality.	EEF – 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps'. Disadvantaged pupils at school have a lower average attendance than their peers.	2 and 3



The learning mentor to build relationships with parents to identify issues and signpost for support.	Children who have involvement with a social worker or present with issues at home are more often than not from disadvantaged families.	3
The learning mentor to spend time in class supporting disadvantaged children within the class room environment.	Strategic deployment of support staff is important to ensuring that priority pupils are supported. Support staff should be fully prepared for their role in any given lesson or intervention and their input should complement (rather than replace) high quality provision from the class teacher (EEF Pupil premium guidance)	2 and 3
Support for disadvantaged pupils to access enrichment activities such as extra-curricular activities and residential visits.	We believe that the experiences of trips (including residential visits) are essential for all pupils and that no one should be miss out on these opportunities. Disadvantaged pupils who require financial support are still able to attend all visits, this includes a 5-day year 6 residential visit to Herd Farm and a two day visit to London in Year 5.	3

Total budgeted cost: £15,723

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 2024 academic year.

Year	Reading %	Writing %	Maths %
R	Achieved Early Learning Goal 100%	Achieved Early Learning Goal 100%	Achieved Early Learning Goal 100%
1	WTS 33% PKS 66%	WTS 33% PKS 66%	WTS 66% PKS 33%
2	WTS 100%	Below 100%	WTS 100%
3	EXS 33% WTS 2 children	EXS 33% WTS 33% PKS 33%	EXS 33% WTS 33% PKS 33%
4	NA	NA	NA
5	GDS 66% WTS 33%	EXS 33% WTS 66%	EXS 66% WTS 33%
6	GDS 50% EXS 50%	GDS 50% EXS 50%	GDS 50% EXS 50%

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
Times Tables Rock Stars	Times Tables Rock Stars (trockstars.com)
Spelling Shed	Spelling Shed - Spelling Shed - The Science of Spelling
Maths Shed	MathShed - Mathematics game for school and home
Bug Club E-Books	Bug Club Phonics 2021 Whole Class Teaching + eBooks (pearsonschoolsandfecolleges.co.uk)
Phonics Play	PhonicsPlay
PurpleMash	Purple Mash by 2Simple
RWI Spelling	Read Write Inc. Spelling (oxfordowl.co.uk)