



## Denbigh Primary School Pupil Premium Grant Expenditure 2019-2020

### Summary Information 2019-March 2021

<b>Date of most recent pupil premium review:</b>	September 2019	<b>Date of next pupil premium review:</b>	Spring 2020
<b>Total number of pupils:</b>	654 pupils	<b>Total pupil premium budget:</b>	£223, 080
<b>Number of pupils registered for pupil premium:</b>	169 pupils	<b>Amount of pupil premium received per child:</b>	£1320

### Strategy Statement

#### PP Governor: Natalie McKiernan

The PP Governor meets with the Headteacher and SLT to review PP pupil progress and initiatives. Updates regarding PP are informed during full, finance and achievement governing body committee meetings.

#### Pupil Premium Reporting to Parents

The Governors of the school agree to publish information on how they have used their Pupil Premium Grant to address the issue of 'diminishing the difference', for socially disadvantaged pupils.

#### Principles

After prior attainment, poverty is the single most important factor in predicting a child's future. At Denbigh we have high expectations of every child regardless of their background and recognise that low attainment can be due to a complex interaction of social and demographic factors. Deprivation can adversely influence children's outcomes. Factors include poor health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

Schools are allocated PP funding for each child on roll that is, or who has been, registered for free school meals during the last 6 years (Ever 6). PP funding is also allocated for 'Looked After Children' (LAC). However, when planning our provision for socially disadvantaged pupils, we acknowledge that not all of our socially disadvantaged pupils on roll are registered or qualify for free school meals. Internal investigation shows that our true percentage of socially disadvantaged pupils sits closer to 40% than the 25.84% who are registered or qualify for free school meals.

Our research shows that the number of parents who are now registering for free school meals has fallen significantly following the introduction of Universal Infant Free School Meals (UIFSM). To help and encourage our families to access vital financial, housing support etc available to improve the life chances for their child(ren) we hold Pupil Premium Information Workshops throughout the year. Therefore, at Denbigh Primary School, the Governing Body and Senior Leadership team continue to use Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. In line with previous spending, we will continue to spend more than our allocated money on the deprived children and families of Denbigh

Primary School. All our work through the pupil premium is aimed at accelerating progress by moving children to at least age related expectations in English and maths. The pupil premium resource is also used to target our able children to exceed the national expectations by the end of KS1 and KS2.

**The range of provision includes:**

- Ø Providing small group work with an experienced and designated teacher/department focused on overcoming gaps in learning
- Ø 1:1 booster classes
- Ø Cultural development and wider opportunities to maximize outcomes for the pupils; additional teaching and learning opportunities provided through family workers, sport coaches, trained teaching assistants and resident artists.
- Ø Breakfast club
- Ø Extracurricular activities, visits and events
- Ø Mentoring

## Assessment Information

EYFS			
	Pupils eligible for pupil premium (PP)	Whole Cohort	
		School Average	National average
<b>Good level of development (GLD)</b>	63% (+10.3% from 2018)	72%	71.6%
<b>Reading</b>	63.6 (+10.3% from 2018)	71.6%	76.9%
<b>Writing</b>	63.6% (+10.3% from 2018)	71.6%	73.7%
<b>Number</b>	63.6% (+3.6% from 2018)	73.9%	79.8%
<b>Shape</b>	63.6% (-3.1% from 2018)	73.9%	81.5%

Year 1 Phonics Screening Check		
Pupils eligible for PP	Whole Cohort	National average
76.19%	85.56%	81.9%

End of Key Stage 1						
	Pupils Eligible for PP		Whole Cohort			
	EXS+	GDS	School Average		National Average	
			EXS+	GDS	EXS+	GDS
Reading, writing and maths	76.4%	6.3%	75% Highest primary school in Luton	18%	65%	11%
Reading	82%	18.8%	82%	28.1%	75%	25%
Writing	76%	6.3%	76%	19.1%	69%	15%
Maths	88%	18.8%	84%	28.1%	76%	22%

End of Key Stage 2						
	Pupils eligible for PP		Whole Cohort			
	EXS+	GDS	School Average		National Average	
			EXS+	GDS	EXS+	GDS
Reading, writing and maths	57%	16.2%	70%	15.3%	65%	11%
Reading	76%	45.9%	84%	41.5%	73%	27%
Writing	76%	16.2%	80%	21.2%	78%	20%
Maths	73%	37.8%	78%	42.4%	79%	27%

## Barriers to Learning

### Barriers to Future Attainment

#### Academic Barriers

<b>A</b>	Poor oral and written language skills - slow development of language. Lack of experiences to develop language.
<b>B</b>	Low and middle prior attainers do not always achieve the expected standard (or more) by the end of Key Stage 2 across all subjects (reading, writing and maths)
<b>C</b>	There is an inconsistency in outstanding practice across all year groups due to inexperienced teachers

#### Additional Barriers

#### External Barriers

<b>D</b>	Low aspirations resulting in low attendance
<b>E</b>	Poor home learning environment
<b>F</b>	Narrow experience of life outside school
<b>G</b>	Limited access to English language

Intended Outcomes		
Specific Outcomes		Success Criteria
<b>A</b>	Improve early receptive language and communication skills for pupils eligible for PP in EYFS and KS1	<ul style="list-style-type: none"> <li>By the end of EYFS, the difference between pupils eligible for PP as non PP achieve GLD and ELGs in Listening and Attention and Speaking will continue to diminish. Measured termly during assessment week</li> <li>By the end of KS1, the percentage of pupils eligible for PP working at GDS will be more in line with non PP pupils - particularly in writing</li> </ul>
<b>B</b>	All pupils make expected or better progress from EY to KS1 to KS2 assessments in all subjects (reading, writing and maths)	<ul style="list-style-type: none"> <li>By the end of KS2, the percentage of pupils eligible for PP working at expected will be in line with non PP pupils in all subjects (R, W, M)</li> <li>By the end of KS2, the progress made by low and middle prior attaining pupils eligible for PP will be expected or better allowing them to achieve the expected standard or greater depth in all subjects (R, W, M)</li> </ul>
<b>C</b>	All pupils at Denbigh are receiving a 'Good' (with the majority 'Outstanding') teaching and learning experience for the whole academic year	<ul style="list-style-type: none"> <li>Each term, the percentage of Outstanding teachers will increase across the whole school</li> <li>NQTs will be demonstrating Good+ teaching and learning by the end of the year</li> <li>Experienced teachers who have moved phases/year groups will feel more confident in the expected standards of their new year group and will all be demonstrating Outstanding practice</li> </ul>
<b>D</b>	The attendance of pupils eligible for PP will be in line, or above, national	<ul style="list-style-type: none"> <li>There is an overall increase in PP attendance by July 2020</li> <li>PP attendance continues to improve in line with 'other' pupils over time</li> </ul>
<b>E</b>	For pupils eligible for PP, there is an increased level of engagement from the parents and carers into day-to-day school life.	<ul style="list-style-type: none"> <li>All parents will be provided at least one opportunity to engage with the class teacher/leadership team every half term</li> <li>Attendance of pupils eligible for PP will increase as a result of increased parental engagement</li> </ul>
<b>F</b>	All pupils eligible for PP, participate in additional experiences and opportunities within and out of school hours.	<ul style="list-style-type: none"> <li>All pupils eligible for PP funding will have access to additional opportunities throughout the year - including one external experience. This will be monitored through class trackers</li> </ul>
<b>G</b>	Pupils are able to communicate using spoken English at the earliest opportunity. There are programmes and support in place for those pupils who struggle or who are new to the country.	<ul style="list-style-type: none"> <li>Phonics programme (RWI) is in place across EY and KS1; pupil outcomes in the phonics screening test exceeds 90%</li> <li>The majority (70+%) of EY pupils enter KS1 at the appropriate reading level based on GLD</li> <li>Reading and writing at the end of KS1 and KS2 exceed national other both at and at greater depth</li> </ul>

## Planned Expenditure for Current Academic Year

Academic Year					
Quality of teaching for all					
Intended Outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p><b>A.</b> Improved oral communication and language skills in reception (EYFS)</p> <p><b>A.</b> A higher percentage of PP pupils enter KS2 working at GDS, particularly in writing</p> <p><b>B.</b> Improved progress for all PP pupils from EYFS to KS1 to KS2</p> <p><b>G.</b> Pupil outcomes in the phonics screening test for all pupils and those eligible for PP exceeds 90%</p>	<p>Increase teacher to pupil ratio in Years R and 1 (including an EYFS specialist in Y1 to support transition - £45 000</p> <p>RWI manager release to run master classes for teachers and teaching assistants. To also manage data and carry out rapid intervention where required - £10,000</p> <p>Change to EYFS leadership and the structure of phonics teaching.</p> <p>Bilingual support £9,500</p> <p>Family worker support £58,368 NQT and nearly</p>	<p>Research identifies early intervention has the biggest impact on outcomes.</p> <p>Year on year increase in the school's phonics results driven by a talented member of staff.</p> <p>Analysis of pupil achievement data 2018-19, indicates the Year 6 data from September to May shows a significant upward trend, the percentage of PP working at EXS in R/W/M combined at KS2 was lower than the rest of the cohort and national.</p> <p>The strategies employed (previous to the 19-20 academic year) have ensured that PP pupils are now attaining in line with other pupils in school and others nationally at the expected standard but the percentage of pupils working at GDS was lower than the rest of the cohort.</p>	<p>Termly data tracks and PM observations, book looks</p> <p>CPD calendar based around the needs of individual teachers</p> <p>YTALs and curriculum leaders to monitor planning reflects personalise learning needs of all ability groups and PP pupils</p> <p>Increased opportunities for peer triangulation observations, to model and embed best practice across the school</p> <p>Collaboration with local schools using the programme - identify any potential barriers to aid implementation</p> <p>Half termly data tracks and use of RWI development days</p>	<p>SLT - NM</p> <p>RB EYFS and Y1 staff NM</p> <p>SLT - PD</p>	<p>Dec 19, April 20, July 20</p> <p>October 19, December 19, Feb 20, April 20, May 20, July 20,</p>

	<p>new teacher support package with mentors <i>£2000</i></p> <p>Breakfast club Targeted breakfast club for Year 2 and Year 6 during testing periods - <i>£27,000</i></p>				
<b>Total budgeted cost:</b>					<b>£151, 868</b>
<b>Targeted Support</b>					
<b>Intended Outcome</b>	<b>Action</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
<b>F. Increased opportunities for PP eligible and LAC pupils lead to increased pupil confidence, aspirations and</b>	<p>Second 17 seater minibus <i>£10,000</i></p> <p>Teachers and TAs to run booster/intervention and 1:1 tuition before and after school, on Saturdays and during the holidays <i>£16,000</i></p> <p>Cultural development and wider opportunities (music service)</p>	<p>Access to experiences for PP pupils opened up without the financial burden of travel costs</p> <p>The impact of real life experiences (e.g. children holding animals from a visiting petting zoo, going to the woods to see the light/shade and feel the texture of the trees) impacts on the attainment and progress of their work in the classroom. See 18-19 attainment data above.</p>	<p>Half termly tracking of PP class trackers. Monitored by SLT</p> <p>Termly data tracks and PM observations, book looks</p> <p>YTALs and curriculum leaders to monitor planning reflects personalise learning needs of all ability groups and PP pupils</p>	<p>SLT - PD HN TW PD</p> <p>RS CL LM RB</p> <p>Class teachers YTALs</p>	<p>October 19, December 19, Feb 20, April 20, May 20, July 20</p>



	<p>instruments and resources. <i>£20,000</i></p> <p>Subsidise school visits both day and residential and a range of performances from professionals (musicians, poets, theatre groups, dancers) <i>£18,000</i></p> <p>Social sessions Use of technology 1:1 sessions - PP Tutor <i>£10,000</i></p>				
<p><b>B.</b> Personalised intervention and support is in place for pupils where particular needs are identified.</p>	<p>Rebound therapy Speech therapy Music Art therapy Sport therapy Learning mentor Active Learning After-school clubs Breakfast club Additional swimming opportunities <i>£30,000</i></p>	<p>Small group interventions with highly trained staff have been shown to be effective in this school and cited as such in reliable evidence sources such as Growth Mindset and the EEF Toolkit.</p>	<p>Half termly tracking of PP class trackers. Monitored by SLT</p> <p>Termly data tracks and PM observations, book looks</p> <p>YTALs and curriculum leaders to monitor planning reflects personalise learning needs of all ability groups and PP pupils</p>	<p>SLT HN TW</p> <p>Class teachers YTALs</p>	<p>End of each intervention</p> <p>October 19, December 19, Feb 20, April 20, May 20, July 20</p>
<b>Total budgeted cost:</b>					<b>£104,000</b>

Other Approaches					
Intended Outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p><b>D.</b> Increased attendance rates</p> <p><b>D.</b> The behavioural, emotional and social needs of vulnerable pupils are met</p> <p><b>E.</b> Increased levels of parental engagement in school life encouraging the same outlook for the pupils.</p>	<p>EWO additional support - now once per half-term support. £3000</p> <p>Attendance officer Rewards system £8, 000</p> <p>School nurse to provide health and medical advice to parents £26, 000</p> <p>Provide clothing and equipment where required. £800</p> <p>Pupil Premium Champion and Tutor £10,000</p> <p>Milk for KS1 and KS2 £11,000</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment.</p> <p>EEF (Education Endowment Foundation) Toolkit and Sutton Trust reports reflect that targeted interventions matched to specific pupils with particular needs, including behavioural and emotional, can be effective in overcoming barriers to their learning.</p> <p>18-19 showed a decrease in persistent absenteeism due to support and actions of EWO in issuing and chasing fines.</p> <p>The school nurse is highly valued by the community and is very supportive to many of the families with the highest needs.</p>	<p>Family workers to facilitate engagement with parents</p> <p>The school works closely with the Educational Welfare Officer (EWO) to closely monitor attendance, absence and punctuality to ensure early detection of dips in pupils' attendance and that any concerns are dealt with effectively</p>	<p>SLT HN TW FWs ES RM</p>	<p>October 19, December 19, Feb 20, April 20, May 20, July 20</p>
<b>Total budgeted cost:</b>					<b>£66, 000</b>

### Additional Information

Children tend to begin Denbigh Primary School in EYFS 'below' or 'below below' national standards and the majority (above the national average) achieve the national expectations in reading, writing and maths by the end of Key Stage 2. Luton is comprised of the top 20% of deprivation (according to IDACI data) and therefore Denbigh feels it is the responsibility of the school to support children and families in widening their experiences and educating them as to how this impacts their development both academically and socially. One school priority for the academic year 2019-20, is to ensure the combined (reading, writing and maths) outcomes for PP pupils is in line with the rest of the cohort as well as the national expectation. Denbigh spends significantly more than allocated budget on intervention and support (+£98, 788).

More information about our Pupil Premium strategy can be found on our website: [www.denbighprimary.co.uk](http://www.denbighprimary.co.uk)

## Review of Expenditure from Previous Academic Year 2018/19

Below we have evaluated the use of the pupil premium budget to improve classroom pedagogy, provide targeted support and support whole school strategies.

Previous Academic Year 2018/2019				
<b>Total amount:</b> £223,080				
<b>Quality of teaching for all</b>				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>Increase teacher to pupil ratio in Years R and 1</p> <p>RWI manager release to run masterclasses for teachers and teaching assistants. To also manage data and carry out rapid intervention where required.</p> <p>Bilingual support Family worker support</p>	<p>EYFS/Year 1 enter KS2 working at national expectations</p> <p>To ensure that pupil outcomes for PP children exceeds national other at the end of KS1 and KS2</p>	<p>Greater opportunities for staff CPD to develop pedagogical understanding on the phonics and EYFS curriculum (capacity with additional adult)</p> <p>72% of EYFS pupils achieved GLD (compared to 66% working below/well below at the time of the baseline)</p> <p>86% of pupils in Year 1 passed the phonics screening test (maintained from 2017-2018)</p> <p>PP results at the end of KS2 were broadly in line with national in R, W and M and significantly above in SPAG (+11%)</p>	<p>The transition of pupils between key phases of their time in school (nursery→ EYFS, EYFS→ Y1) is significant. The additional adult in YR and Y1 has ensured this is smoother. 2019-20 will be looked at in a similar way with an EYFS expert in Y1 to help assist the pupils who are not yet completely ready for the KS1 curriculum.</p> <p>The importance of early intervention to ensure accurate phonetic knowledge is key to all areas of EYFS pupil development. 2019-20 will show a change to the EYFS structure of teaching phonics and a closer working relationship between the RWI manager and the EY leader.</p> <p>All year group leaders need to look at triangulated data of RWM for PP children at key assessment points throughout the academic year.</p>	See below
<b>Total Cost</b>				<b>£120, 000</b>

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>Teachers and TAs to run booster/intervention and 1:1 tuition before and after school, on Saturdays and during the holidays</p> <p>Cultural development and wider opportunities (music service) instruments and resources.</p> <p>Subsidise school visits both day and residential and a range of performances from professionals (musicians, poets, theatre groups, dancers)</p>	<p>Increased opportunities for PP eligible pupils.</p> <p>Increased pupil confidence, understanding and aspiration.</p>	<p>Y6 PP data from September to May shows a significant upward trend - EXS R+13%, W+12%, M+19%, GDS R+20%, W+4%, M+18% (particularly GDS)</p> <p>The percentage of PP pupils attending extra curricular activities fluctuates around 20% mirroring the school percentage of PP pupils</p> <p>Pupil and parent surveys show increased pupil enjoyment and parent engagement with the school</p>	<p>The importance of early intervention to ensure accurate phonetic knowledge is key to all areas of EYFS pupil development. 2019-20 will show a change to the EYFS structure of teaching phonics and a closer working relationship between the RWI manager and the EY leader.</p> <p>The impact of real life experiences (e.g. children holding animals from a visiting petting zoo, going to the woods to see the light/shade and feel the texture of the trees) impacts on the attainment and progress of their work in the classroom. This is an area in which we will continue to spend significant amounts of the PP funding in 2019-20.</p>	See below
<p>Booster sessions</p> <p>Social sessions</p> <p>Transport costs</p> <p>Use of technology</p> <p>1:1 sessions</p> <p>Cultural development and wider opportunities (music service) instruments and resources.</p>	<p>Increased opportunities for LAC eligible pupils</p>	<p>Pupil and parent surveys show increased pupil enjoyment and parent engagement with the school</p>	<p>The importance of early intervention to ensure accurate phonetic knowledge is key to all areas of EYFS pupil development. 2019-20 will show a change to the EYFS structure of teaching phonics and a closer working relationship between the RWI manager and the EY leader.</p> <p>The impact of real life experiences (e.g. children holding animals from a visiting petting zoo, going to the woods to see the light/shade and feel the texture of the trees) impacts on the attainment and progress of their work in the classroom. This is an area in which we will continue to spend significant amounts of the PP funding in 2019-20.</p>	See below
<p>EWO additional support - now once per half-term support.</p> <p>Attendance office</p> <p>Rewards system</p>	<p>Increase attendance levels for PP children so that they are in line with or exceed national all by July 2020</p>	<p>Attendance percentage maintained 95% from the previous academic year.</p> <p>Persistent absenteeism decreased from the previous academic year to 7.5%.</p>	<p>Use of EWO was helpful in ensuring fines were issued and paid. This helped to decrease the persistent absenteeism and is something we continue to fund in 2019-20.</p>	See below

<p>Rebound therapy Speech therapy Music Art therapy Sport therapy Learning mentor Active Learning After-school clubs</p>	<p>Where particular needs for PP pupils are identified, intervention and support is put in place</p>	<p>Pupils who attended events and therapy (in all forms) report that they have enjoyed the sessions and learned or experienced new things e.g. even tasting new vegetables.</p> <p>Attendance stable and persistent absenteeism decreased from the previous academic year.</p>	<p>The money was effectively spent and had and impact of the PP children - we will continue to allocate money to this area.</p> <p>Do we need to track the impact of interventions in a more formal way?</p>	<p>See below</p>
<p>Breakfast club Targeted breakfast club for Year 2 and Year 6 during testing periods After-school clubs</p> <p>Additional swimming opportunities</p> <p>Free milk for KS1 and KS2</p>	<p>Encourage PP participation in physical activity at the start of the day. Provide free, nutritious at the start of the day.</p>	<p>Y6 PP data from September to May shows a significant upward trend - EXS R+13%, W+12%, M+19%, GDS R+20%, W+4%, M+18% (particularly GDS)</p> <p>In KS1 assessments, percentage of PP children working at the expected level was in line with the rest of the cohort in reading and writing but above in maths.</p>	<p>The money was effectively spent and had and impact of the PP children.</p> <p>The percentage of PP children at KS1 working at GDS was lower than the rest of the cohort and will be a focus for 2019-20.</p> <p>The percentage of PP working at EXS in R/W/M combined at KS2 was lower than the rest of the cohort and national. This will be a significant focus for 2019-20.</p>	<p>See below</p>
<b>Total Cost</b>				<b>£128, 000</b>

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Pupil Premium champion	All children are accounted for on a 1:1 basis and their needs are met and overseen by a member of the SLT	<p>The individual spend per pupil of PP money was tracked very closely last year. Each pupil's additional spending was monitored for equality by the Pupil Premium champion.</p> <p>Y6 PP data from September to May shows a significant upward trend - EXS R+13%, W+12%, M+19%, GDS R+20%, W+4%, M+18% (particularly GDS)</p> <p>In KS1 assessments, percentage of PP children working at the expected level was in line with the rest of the cohort in reading and writing but above in maths.</p>	The money was effectively spent and had and impact of the PP children. The Active and Wellbeing Team has been extended in 2019-20 to increase the capacity for individual 1:1 monitoring of over well over 100 PP children.	See below
School nurse	Health and medical advice for families leads to increased attendance.	<p>Attendance percentage maintained 95% from the previous academic year.</p> <p>Persistent absenteeism decreased from the previous academic year to 7.5%.</p>	The school nurse is highly valued by the community and is very supportive to many of our most vulnerable families. This is something we will continue to fund in 2019-20.	See below
Provide clothing and equipment where required.	Ensure pupil wellbeing needs are met and that they have the resources to support with day-to-day	Y6 PP data from September to May shows a significant upward trend - EXS R+13%, W+12%, M+19%, GDS R+20%, W+4%, M+18%	The money was effectively spent and had and impact of the PP children.	See below

	learning	(particularly GDS) In KS1 assessments, percentage of PP children working at the expected level was in line with the rest of the cohort in reading and writing but above in maths.		
<b>Total Cost</b>				<b>£23, 000</b>