

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Denbigh Primary School
Number of pupils in school	619
Proportion (%) of pupil premium eligible pupils	25.69%
Academic year/years that our current pupil premium strategy plan covers	2021-22, 2022-23
Date this statement was published	2021-22
Date on which it will be reviewed	September 2022
Statement authorised by	Mr. A. Hodges
Pupil premium lead	Mr P. Dear
Governor / Trustee lead	Mrs K. Clark Mrs N McKiernan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,785
Recovery premium funding allocation this academic year	£5,546.25
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	£211,331.25

Part A: Pupil premium strategy plan

Statement of intent

When thinking how best to support our disadvantaged children at Denbigh Primary School, it is important to think about the local community the school is situated in and the associated challenges that brings to the people who live in that community. In 2019 the Biscot area of Luton had an Index of Multiple Deprivation Rank (IMD) of 7059 out of 32,844 where 1 is the most deprived. This indicates the majority of children who attend our school live in a very deprived area which has associated issues in the areas of income, employment, education, skills and training, health, crime, housing and services and living environment.

At Denbigh Primary School, we are committed to all children achieving their potential, both in academic success but also in accomplishing more holistic achievements. Whereas each child is unique, it is also a fact that each pupil premium child is unique in terms of their needs and what is more, that need may also change during their journey through the school. Therefore, it is important the use of pupil premium funding is focused to address the individual needs of each individual child rather than being used by looking at this particular cohort as a whole.

Removing or minimising obstacles to learning through high quality teaching is central in our intent to reduce the attainment gap between pupil premium and non-pupil premium children. It is also our intention that disadvantaged children are provided with opportunities to enable them to become socially responsible citizens of the future. E.g. through mental stability, increased opportunity to engage in enrichment experiences, both in and out of school, and through achieving high levels of attendance and punctuality.

Our priorities over the next two academic years are as follows:

- Continue to providing quality first teaching for all children
- Ensuring that the Pupil Premium Grant is used precisely to address the specific needs of each pupil on an individual basis
- Providing an initial boost to children's learning upon entering Early Years
- Reducing the attainment gap in reading between disadvantaged pupils and their peers
- Identifying patterns in non-attendance and punctuality and supporting families in addressing issues that may be causing such patterns
- Ensuring that children are in the best possible position to engage with their learning e.g. positive mental wellbeing, adequately nourished etc.
- Providing enrichment activities/visits to enhance a child's learning experience

Challenges

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

Challenge number	Detail of challenge
1	Low attainment upon entry to EYFS in all areas, particularly in language, listening skills and social interaction. Only 4% would be expected to achieve ELGs without accelerated progress being made during the academic year.
2	Gaps in reading outcomes between pupil premium and non-pupil premium children
3	Weak Language and Communication skills
4	Limited opportunities to access enrichment activities such as cultural events and visits due to being in an area of high social deprivation.
5	Attendance and Punctuality issues.
6	Pupils not ready to engage in learning e.g. limited or no breakfast, lack of resources for lessons, poor mental wellbeing and/or tired
7	Identification of Pupil premium children's main area of need so strategies can be implemented to address that need.

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 Pupil Premium children in EYFS to show progress in line with or exceed non-Pupil Premium children	30% of Pupil Premium children to reach expected ELGs by July 2022
To develop 'reading for enjoyment' for all Pupil Premium children	80% of Pupil Premium children's progress in reading to be in line with or exceeding non-Pupil Premium children by July 2022
Pupil Premium children in EYFS and Year 1 to be screened to identify any difficulties in speech and language so that support can be provided to address any identified need	72% of Pupil Premium children in Year 1 to achieve the expected standards in the phonics screening check.
Provide a range of enrichment activities to allow Pupil Premium children to engage in such activities that are not provided in their home environment	To identify a positive attitude towards learning by ensuring enrichment activities are linked to learning within school.

	100% of Pupil Premium children to experience 4 enrichment activities by July 2022
Increased attendance for all Pupil Premium children	Attendance for all Pupil Premium children will be at least 98% by July 2022
All children to be ready to engage in learning	<p>Provide all Pupil Premium with the opportunity to access nourishment before starting each school day</p> <p>Identify Pupil Premium children who may be suffering with poor mental wellbeing and identify possible routes to support that child e.g. CAMHS, Learning Mentor</p>
Individual child's main barrier to learning has been identified.	Ensure all staff are aware of the main need for all Pupil Premium children they are engaging with and what steps can be taken to minimise the impact of the identified need.

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: £107,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional class – EYFS and Y1</p> <ul style="list-style-type: none"> ● The reduced class size this would create will allow additional small group intervention to occur throughout the academic year. ● Identification of children with needs will happen more promptly which will enable support to be provided more quickly. ● As these year groups are significantly below expected standards upon entry it will allow accelerated progress to occur. 	<p>EEF Toolkit Reducing class size +2months</p> <p>EEF Guidance Report – Preparing for Literacy</p> <p>EEF Guidance Report – Improving Mathematics in the Early Years and Key Stage 1</p>	<p>1, 3</p>
<p>Speech and Language Therapist – 1.5 days per week.</p> <ul style="list-style-type: none"> ● The speech and language therapist will prioritise Pupil Premium children in EYFS and Year 1. ● Assessment and interventions based on identified need will be provided by the therapist ● Training of Teaching Assistants will also be arranged so interventions can continue all week 	<p>The most significant need seen in children across the school is difficulties with speech and language</p> <p>EEF Toolkit Oral Language Intervention +6 months</p> <p>EEF Early Years Toolkit Communication and Language approaches +6 months</p>	<p>1, 3</p>

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

Budgeted cost: £85,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics 1:1</p> <ul style="list-style-type: none"> • Through assessment identify gaps in phonics knowledge for Pupil Premium children in Year 1. • Using RWI resources ensure that intensive 1:1 phonics sessions occur on a daily basis with those identified children to give them the best opportunity to achieve the expected standards in the phonics screening check. • If necessary, equip parents of Pupil Premium children with the associated resources and training so they can support the teaching of phonics at home. The school's RWI champion provides training to parents of those children who have identified gaps in their phonics knowledge. • Purchase RWI Development Days - RWI trainer to work with RWI leader to show how to coach reading teachers in lessons, run weekly practice times using Portal films, and train tutors to help all children make progress. 	<p>EFF Toolkit</p> <p>Phonics +5 months</p> <p>Oral Language Intervention +6 months</p>	<p>1, 3</p>
<p>Book Trust Letterbox Club</p> <ul style="list-style-type: none"> • Complete book delivery for Letterbox Club – Last book parcel delivered November 2021 • Complete pupil and parent questionnaires • Inclusion Manager to complete academic research project by January 2022. This will involve analysis of reading progress for a control group who had additional 1:1 reading sessions as well as being part of Letterbox Club. • Enjoyment of reading questionnaires (before and after Letterbox Club) will be analysed to see if children's enjoyment of reading has increased during the period of Letterbox Club. 	<p>EFF Toolkit</p> <p>One to one Tuition (for control group) +5 months</p> <p>Using July 2021 data there are 58% of PP children below average in reading compared to 47.4% of non-PP children.</p> <p>“Children and young people who have books of their own at home have more positive attitudes to reading, enjoy reading more, read more frequently and have higher reading attainment than children who don't have books of their own.”</p> <p>National Literacy Trust 2010</p> <p>“Children and young people who have books of their own at home are three times more likely to read</p>	<p>1, 2,3</p>

	<p>above the level expected for their age compared with their peers who say that they don't have their own book (12% vs. 4.2%).”</p> <p>National Literacy Trust 2018</p>	
<p>1:1 Readers</p> <ul style="list-style-type: none"> ● Identify pupil premium children in Year 2 who are in the lowest 20% for reading ● Arrange 1:1 reading sessions twice weekly for 6 pupil premium children with a Beanstalk Reading Helper ● Monitor effectiveness of sessions through observations and attainment data by the end of Spring term 2022. 	<p>EFF Toolkit</p> <p>One to one Tuition +5 months Reading Comprehension strategies +6 months</p> <p>“... annual impact study published today, reports that children who received one-to-one reading support from a Coram Beanstalk reading helper in 2018/19 made significant improvements across reading attainment, confidence and enjoyment, narrowing the achievement gap between themselves and their peers.”</p> <p>Coram Beanstalk</p>	2, 3, 6
<p>Additional Music Lessons</p> <ul style="list-style-type: none"> ● To develop children's confidence, self esteem, coordination, resilience and social skills through regular music lessons ● Employing the services of the Local Authority peripatetic music teachers so each year group has the opportunity of being taught by a musical specialist throughout the academic year. ● Identify any musically gifted pupil premium children who would benefit from 1:1 lessons ● Provide music instruments and 1:1 lessons if necessary ● Employ an EYFS music teacher to support development of language skills through learning musical songs and develop coordination through dance - Years 1, 2 and 3 SEND/PP children 	<p>EFF Toolkit</p> <p>Arts Participation +3 months</p> <p>Evidence has shown that music can also benefit children by:</p> <ul style="list-style-type: none"> ● Having better memory than their non-playing peers ● Helping to increase resilience ● Developing coordination skills ● Increasing social skills ● Improves listening skills ● Increasing confidence and hence self esteem ● Supporting counting in maths e.g. timing, beats, rhythm etc. ● Increasing responsibility e.g. by looking after their musical instrument 	3, 4, 6
<p>Active Maths/ Phonics/Literacy</p> <ul style="list-style-type: none"> ● PE lead to disseminate to all teaching staff how to set up and run active sessions ● Provide teaching staff with Teach Active resources ● Identify pupil premium children who are not making expected 	<p>EEF Toolkit</p> <p>Collaborative learning approaches +5 months Physical Activity +1 month</p> <p>Evidence has shown the benefits of active learning are:</p>	1, 6, 7

<p>progress in Maths, Phonics and Literacy and employ a member of staff to run active interventions</p> <ul style="list-style-type: none"> • Monitor progress of those pupil premium children who attend the active sessions 	<ul style="list-style-type: none"> • Increased levels of physical activity • Changing children’s attitude towards learning • Increasing collaboration between peers • Positive impact on attainment <p>“Teach Active contributes to the government’s recommended 60 minutes of physical activity per day and has been proven to improve attitudes and attainment in Maths and English, whilst also improving children’s health and wellbeing.”</p> <p style="text-align: right;">Teach Active</p>	
<p>Swimming</p> <ul style="list-style-type: none"> • Year 3 to have swimming lessons for all of the academic year 2021/22 • Year 4 will be provided with 2 terms worth of swimming lessons per class • Ensure that all pupil premium children have access to appropriate equipment • Parents are invited for contributions towards swimming lessons 	<p>EEF Toolkit</p> <p>Physical Activity +1 month</p> <p>Parents/carers in the local community tend not to take their children swimming. There are various reasons why but the main ones tend to be poverty and culture.</p> <p>For the majority of children who go swimming through school it will be their first experience of going to a swimming pool. This obviously has an impact on children's safety around water.</p> <p>Evidence has shown swimming can:</p> <ul style="list-style-type: none"> • Enable children to be safe around water • Improve strength and flexibility, increase stamina and improve balance and posture • Help children to become self confident and believe in their abilities • Increase social skills <p style="text-align: right;">Swim England</p>	<p>4, 6</p>

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

Budgeted cost: £86,178

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School</p> <ul style="list-style-type: none"> ● Provide training for 3 members of staff to obtain level 3 certification in leading forest school (QCF) – allowing staff to set up and deliver a Forest School programme ● Provide opportunities for visits for all Pupil Premium children so they can experience learning in an area of natural surroundings which they otherwise would not have the opportunity to attend 	<p>EEF Toolkit</p> <p>Physical Activity +1 month</p> <p>Collaborative learning approaches +5 months</p> <p>Research has found Forest School to have the following benefits:</p> <ul style="list-style-type: none"> ● Improve confidence ● Develop social skills ● Develop self-regulation skills. ● Improved communication – language development prompted by children’s sensory experiences ● Improved motivation ● Knowledge and understanding on natural surroundings and respect of the environment <p>New Economics Foundation</p>	<p>3,4,6</p>
<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> ● Purchase EWO services. This also includes free school meal assessments. ● Use assemblies to inform children of class attendance and additional afternoon break given to class with the highest attendance ● Children with 100% attendance each term to be given a reward. ● Attendance and lateness data to be monitored on a daily basis to identify any patterns. ● Contact parents/carers to identify reasons for absence and lateness and update ScholarPack ● Challenge absences of more than one day unless acceptable reasons have been given 	<p>Attendance for Autumn 1 term for PP children is 93.27% compared with 94.84% for non-PP children. If persistent absenteeism (below 90%) is compared then 6.18% more PP children are in this category compared to non-PP children.</p> <p>EEF Toolkit</p> <p>Parental engagement +4 months</p>	<p>5</p>

<ul style="list-style-type: none"> Any long term absences or absences with identifiable patterns arrange meetings with parents/carers and discuss ways in which school can support reducing absences. Issue warning letters if required If no improvement, involve EWO 		
<p>Social and Emotional Learning</p> <ul style="list-style-type: none"> Paying for the continued employment of a trained Learning Mentor. Provide training opportunities for the Learning Mentor so they are kept up to date with best practice. Identify Pupil Premium children who would benefit from mentoring with the Learning Mentor. The Learning Mentor to complete sessions, either as 1:1 or in small groups, depending on the needs identified. Refer children with ongoing needs to CAMHS for additional specialist support Details of the sessions to be recorded on CPOMS under the mentoring category. 	<p>EEF Toolkit</p> <p>Social and emotional learning +4 months</p> <p>The Covid pandemic has impacted on us all but in particular children who have lost time attending school and interacting with their peers. As well as the possible impact on academic progress that may occur it is perhaps just as important to support a child's emotional needs during these challenging times</p> <p>"Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning".</p> <p style="text-align: right;">EEF</p>	5,6,7
<p>Breakfast Club</p> <ul style="list-style-type: none"> Provide staff to run the breakfast club from 08:00 to 08:30. There are currently 5 adults to ensure the correct child: adult ratio is maintained. Offer breakfast club to all Pupil Premium children on a non-charge basis. Ensure the food and drink offered is of a high nutritional standard. Monitor attendance to ensure that running the Breakfast Club is cost effective. Target Pupil Premium children who are often late to attend the Breakfast Club. 	<p>It is a regular occurrence at Denbigh Primary that some PP children either have no breakfast or are provided with a poor nutritional breakfast. This puts them at a disadvantage during the school day.</p> <p>Evidence suggests that a healthier breakfast club:</p> <ul style="list-style-type: none"> has a positive effect on children's concentration and performance throughout the day engages children in making healthier choices about their diet by providing them with encouragement, knowledge and support can help improve children's attendance and punctuality 	3,5,6

	<ul style="list-style-type: none"> • can lead to better social interaction and skills between pupils • can improve children's motivation and self-confidence through relationships with adults other than teachers • can benefit low income families by providing no-cost breakfast. <p>Health Promotion Agency for Northern Ireland as part of the School food: top marks programme</p>	
<p>After-school Clubs</p> <ul style="list-style-type: none"> • Create a timetable that enables a range of after-school clubs to run e.g. academic and sporting that utilise existing staff skills • Provide funding to allow after-school clubs to have adequate child: adult ratio • Ensure that Pupil Premium children are able to access the clubs that are on offer. • Monitor attendance of clubs and change clubs that are not well attended. 	<p>Benefits of after-school clubs are to:</p> <ul style="list-style-type: none"> • give children the confidence to interact socially with others • extend their social networks beyond existing friendships • provide children with new skills and abilities • give children a chance to have fun, unwind and relieve stress <p>Social Mobility Commission</p>	4, 6
<p>Enrichment activities</p> <ul style="list-style-type: none"> • Identify school visits that will allow learning to be contextualised in concrete experiences and language rich environments • Identify links between school visits and the school's curriculum • Discussions with class teachers about which Pupil Premium children will benefit from additional visits • School visits to be subsidised for Pupil Premium children • Residential trips to be offered at a subsidised rate for Pupil Premium children 	<p>EEF Toolkit</p> <p>Physical Activity +1 month</p> <p>Collaborative learning approaches +5 months</p> <p>Arts participation +3 months</p> <p>Due to the number of enrichment experiences provided to the Pupil Premium children at home and in their neighbourhood, it is important that school develops their understanding of the world. This is particularly true in the fields of art, sport and humanities.</p> <p>By providing a wide range of enrichment activities, it is hoped it will develop life experiences and interests that would otherwise be missing.</p>	4, 6

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Total budgeted cost: £279,548

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 restrictions that occurred across the previous academic year, the opportunities to invest in PP children have been impacted. Offsite visits and visitors to the school, that would enhance learning for PP children, have been severely reduced. Provision such as Breakfast Club and After-School clubs ran intermittently but bubble closures impacted on the continuity of these. PP children usually take advantage of these clubs. Additional tuition has also not been available due to Covid bubble constraints. The school has had to investigate innovative ways to support PP children. These included:

- Over 30 digital devices issued to PP children whilst they were isolating at home during lockdown. This enabled them to access online learning as they had been reliant on using parent's mobile devices
- All PP children were invited to attend school during the spring lockdown. 18.3% of PP children took up this offer. The children who attended were able to get intensive support whilst at school, enabling them to flourish, socially and academically, in relation to their peers who did not attend.
- During lockdown, nine members of staff were allocated to the newly formed 'Home Liaison' Team. Their role was to check on families during the lockdown. This involved telephone calls home, home visits, dropping off food vouchers/home learning packs and providing support about accessing home learning. The scale of their involvement is shown below:

Year R – 126 separate records for contact between families and school
Year 1 – 231 separate records for contact between families and school
Year 2 – 207 separate records for contact between families and school
Year 3 – 217 separate records for contact between families and school
Year 4 – 174 separate records for contact between families and school
Year 5 – 188 separate records for contact between families and school
Year 6 – 197 separate records for contact between families and school

PP children were prioritised by the Home Liaison Team.

- During lockdown, the school minibus was used by three members of staff to provide a mobile library so children could change their reading books if they were not attending school. The 'Book Bus' run incorporated 4 separate stops and was extremely popular with children and parents alike.
- Enrolment in the Book Trust Letterbox Club scheme was provided exclusively for PP children.
 - As part of our ongoing commitment to narrow the gap between PP children and the rest of the cohort in reading, the Inclusion Manager decided to investigate if increased access to high quality reading materials would enhance children's enjoyment of reading and hence raise reading attainment. To enable the question to be answered the school enrolled in the Book Trust Letterbox Club.
 - Enrolment entitled each child to receive 6 of their own personalised parcels containing books, stationery and number games. All the resources were for the child to keep, therefore enabling socially-economically deprived households to have access to high quality books in their own homes.
- Research has shown:
 - 'Those who don't have a book of their own at home are three times more likely to have low literacy engagement compared with those who have a book of their own at home (18.9% vs. 57.9%).'
National Literacy
- To investigate if Letterbox Club does impact on a child's reading attainment at Denbigh Primary School, an academic investigation involving PP children from Years 2 and 5 is currently running. The results of which will be available at the beginning of Spring Term 2022.
- As Covid restrictions relaxed, tuition for one of our LAC children was provided. This consisted of 10 weeks of maths and English support for one hour per week.

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
Letterbox Club	Book Trust
1:1 Reading	Beanstalk
TT Rockstars	Maths Circle Ltd
Teach Active	Teach Active

Further information

Whilst the focus of this funding is allocated to support Pupil Premium children, Denbigh Primary School also provide additional funding to support children who the school identify as disadvantaged but are not directly supported by the pupil premium grant e.g. those who are just above threshold for free school meals, those who have no address to public funds.