



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	Desford Community Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 – 2023/2024
Date this statement was published	16 th December 2022
Date on which it will be reviewed	1 st December 2023
Statement authorised by	Colin Wilson
Pupil premium lead	Sarah Rose
Governor / Trustee lead	Lorraine Norton

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£87,715

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our objective at Desford Community Primary School is to ultimately close the attainment gap between Pupil Premium children and their peers. We aim for all Pupil Premium children to make at least expected progress in all areas of the curriculum and strive for them to set high aspirations for themselves.

We will consider the challenges faced by vulnerable pupils in our school and the following criteria when supporting them to achieve their potential:

- Looked After and Post Looked After Children
- Pupil Premium children with SEND
- Attendance
- Social, Emotional & Mental Health
- Progress towards Age-Related Expectations
- Children with social care involvement

Our current Pupil Premium strategy aims to achieve our objectives by:

- Ensuring access to quality-first teaching for all learners.
- Providing emotional literacy support for identified individuals.
- Using our Pupil Premium funding alongside COVID catch-up funding to minimise the impact of previous school closure.
- Ensuring that the progress of vulnerable learners is tracked rigorously throughout the school.
- Engaging parents to encourage improved school-home relations.
- Provide access to high-quality learning for children who are required to learn at a home as a result of school closure or self-isolation.

The key principles of our strategy plan are:

- To not assume that the impact of disadvantage is universal and that each child has their own unique circumstances and challenges.
- To provide the children with the equity they require to have equal access to the curriculum and high-quality learning.
- To challenge children at their own level in all subjects.
- To identify, at the earliest possible stage, when targeted support is required.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is below the school average as of the start of Dec '22 – 96%, disadvantaged – 92.95% - as of Dec '22
2	The percentage of disadvantaged children at the expected standard for reading, writing and maths are significantly low in most year groups after assessment on return to school in the 2022/23 academic year.
3	31% of children who are identified as Pupil premium are also on the SEND register at our school. 16% of the children identified as Pupil Premium also have an EHCP. Not all of these children are funded through their EHCP for the hours that they require support for.
4	There are difficulties in engaging parents of Pupil Premium 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
The attendance of Pupil Premium Children will be in line with the school average.	Attendance data will reflect an improvement in the attendance of disadvantaged children. Targeted individuals with especially low attendance will be monitored closely and their attendance will improve over a sustained period of time.
The percentage of children achieving Age Related Expectations in maths will improve from the 2021/2022 data set.	Attainment and progress data will reflect an improvement in disadvantaged children's scores.
The percentage of children achieving Age Related Expectations in reading will improve from the 2021/2022 data set.	Attainment and progress data will reflect an improvement in disadvantaged children's scores.
The percentage of children achieving Age Related Expectations in writing will improve from the 2021/2022 data set.	Attainment and progress data will reflect an improvement in disadvantaged children's scores.
Parents of Pupil Premium children are engaged with school initiatives.	Responses from parent voice surveys will show an improvement from the baseline. Attendance and engagement with Pupil Premium focussed activities will be high (aspirational – 75% engagement)

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SoundsWrite</i> Phonics CPD	A verified phonics scheme is being implemented across the school. This will particularly aid the supporting of learners who do not pass the KS1 phonics check. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Access to Leicestershire Traded Services (LTS) Teacher Support Network Events	Ensuring that our practice is current and rooted in recent research and evidence is essential to improve teaching.	2
Introducing and using a coaching-based approach to improve quality first teaching.	Improving the quality of teaching across the school is vital to address gaps and develop future teaching. Each teacher has a target linked to the provision that is available to disadvantaged children in their class.	2

Targeted Academic Support

Budgeted cost: £80,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning LSA Support (45 hours/week)	We have deployed support staff into two cohorts that have higher ratios of adults to children. We have used the EEF's guide to deploying support staff effectively to maximise the impact of support staff and complement quality-first teaching.	2,3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
TA/LSA Support above EHCP Funded Hours	<p>We have a significant number of children in receipt of Pupil Premium funding who are also on the SEND register or have an Education, Health & Care Plan. Contributing towards these hours ensures that the individual needs of the children are met whilst maintaining ratios of support to enhance quality first teaching for the whole class.</p> <p>Additional adults in classrooms where there are children with EHCPs also allows us to incorporate children in small group work where needs are similar.</p>	2,3
Afternoon LSA Support	<p>Providing targeted academic support to learners in afternoon sessions will allow us to fill gaps from school closure and also address identified issues from learning in morning sessions.</p> <p>Some of this afternoon LSA support will also be used to deliver ELSA support to vulnerable learners.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	2,3

Wider Strategies

Budgeted cost: £7,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	<p>Children's self-esteem and school readiness can be boosted through access to uniform. We believe that all children should have equal access to uniform.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1,2,4
Milk	<p>Providing continued access to milk in the mid-morning has benefits to children's health and their levels of hydration and concentration.</p> <p>https://www.coolmilk.com/why-milk-is-great/</p>	1,2,3
Sports Clubs	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1,2

Day Trips/Visits & Residentials	Ensuring that children have access to day trips, visits and residentials is important to ensure that every child receives the same education offer.	1,2,3
Swimming	Physical activity has important benefits in terms of health, wellbeing and physical development. It is also important that all children have the opportunity to meet national expectations for swimming. https://www.swimming.org/schools/swimming-national-curriculum/	1,2,3

Total budgeted cost: £87,715