



## Pupil Premium Strategy Statement

This statement details our school's planned use of Pupil Premium and Recovery Premium funding for academic year September 2022- August 2023, intended to improve the attainment of our disadvantaged pupils.

It also includes an evaluation of last year's spending and strategy.

### School overview

| Detail  | Data                     |
|---|--------------------------|
| School name   | Delamere School          |
| Number of pupils in school  | 97 (Reception-Yr 6)      |
| Proportion (%) of pupil premium eligible pupils   | 44%                      |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b> | 2021/2022 to 2024/2025   |
| Date this statement was published   | September 2022           |
| Date on which it will be reviewed   | July 2023                |
| Statement authorised by   | Sally Judge, Headteacher |
| Pupil premium lead  | Barbara Telford          |
| Governor / Trustee lead   | Sam Carr                 |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year 2022-23                            | £78,594         |
| Recovery premium funding allocation this academic year 2022-23                         | £29,580         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£108,174</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities
- Emotional Well being

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils support with their emotional well-being. This improves their ability to regulate their emotions which ultimately leads to improved outcomes academically and socially.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each child, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next stage of their education.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | All children at Delamere struggle with huge barriers to attainment. When this is magnified by lack of resources or parent capability in the home environment, outcomes are even lower. Our assessments show that without extra intervention disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. |
| 2                | We have found a correlation between children from disadvantaged backgrounds and children from multilingual homes. Our assessments show that children from this cohort often have communication difficulties compared to non-disadvantaged pupils in our school.   |
| 3                | Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have less opportunities to develop their talents such as Sport, Music, Art.  |
| 4                | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.  |
| 5                | Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop essential life skills. This is due to a combination of lack of confidence and motivation, low resilience, difficulties with emotional regulation and poor mental health.   |
| 6                | Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.   |
| 7                | We are aware that there is a link between disadvantaged pupils and safeguarding. From our assessments we know that children who have or have previously had a social worker make less progress than their peers there is a correlation between this cohort of learners and disadvantaged pupils   |
| 8                | Our assessments and monitoring show that many disadvantaged pupils have low attendance  |

## 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  |
|---|---|
| Parents are supported to engage with their child's learning and have the resources they need to reinforce learning at home  | There is an improvement in parental engagement via parent groups, parents' evenings and attendance at school events. The impact of this will be measurable by 2024/25.  |
| Improved speaking and listening skills for disadvantaged pupils. Ensuring that they have the communication skills to access other areas of the curriculum               | Assessment of pupils' language comprehension [speaking and listening] shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school. Currently there is a disparity of 10% in level of progress. This is to be reduced by the end of our strategy in 2024/25 so that there is no measurable difference. |
| Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.  | Through achievement of EHC plan termly outcomes.  |
| Disadvantaged pupils have greater confidence and are able to self-regulate. Children are supported in a flexible and personalised way to develop essential life skills. | Through observations and discussions with pupils and their families. Reduced scores on our emotional wellbeing tracking system.   |
| Children who demonstrate a talent in art, music or sport are enabled to develop these talents.  | Arts award accreditation for music and art. Children have taken part in a range of inclusive sports events e.g. swimming galas, table cricket tournaments etc.  |
| Disadvantaged pupils have a rich cultural capital   | Gaps in cultural capital identified on entry to school and at the beginning of year 3 are addressed. By 2024/25 this will have become embedded within the school year/incorporated into the curriculum  |
| School ensures that all children are kept safe  | Robust systems are in place to ensure the safety of pupils such as vulnerable children meeting, Encompass and Early Help.   |
| Attendance figures improve  | Children who are viewed as persistent absentees improves from the current rate of 24% to 10% by 2024/25   |

## 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: £11,014**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Provision of rebound therapy to support the development of early communication skills.<br/><b>TA 1 day per week £6,753</b></p>   | <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> | <p>1,2,5</p>                  |
| <p>Provision of ½ day per week specialist intervention in EYFS to ensure children from disadvantaged backgrounds have the best possible start<br/><b>NH ½ day per week £3,261</b></p>   | <p>Individualised instruction can be an effective approach to increasing pupil attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>   | <p>1, 2, 4, 5,7</p>           |
| <p>Improvement in teaching of reading which has included Employment of a literacy consultant which will facilitate staff training and parent workshops.<br/>Staff attendance at literacy conference<br/>Essential letter and sounds training and resources<br/><br/>One Education Reading Award<br/><b>£1,000</b></p> | <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>   | <p>1,2,3</p>                  |

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

**Budgeted cost: £ 45,552**

| Activity   | Evidence that supports this approach   | Challenge number (s) addressed |
|--|--|--------------------------------|
| <p>Employment of music specialist. 1:1 session with children identified with a musical talent.<br/>Working towards artsmark.<br/>Sessions developing self esteem<br/>Supporting children to perform</p> <p><b>BB £12,920</b></p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> | <p>3,4,5,7</p>                 |
| <p>Targeted intervention ½ day per week addressing needs of disadvantaged pupils whose progress is below expectations.</p> <p><b>AR £3,647</b></p>   | <p>Individualised instruction can be an effective approach to increasing pupil attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>   | <p>1,2,4,5,7</p>               |
| <p>Employment 1 day a week of arts TA: support for children with a talent in art; cultural experiences.</p> <p><b>EH £6,062</b></p>  | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> | <p>3,4,5,7</p>                 |
| <p>Employment half a day per week from specialist communication</p>  | <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of</p>   | <p>1,2</p>                     |

|   |  |                |
|---|--|----------------|
| <p>HLTA. Working with children from multi lingual backgrounds. Working on early communication skills.</p> <p><b>LM £3777</b></p>  | <p>approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>  |                |
| <p>HLTA. Working with children who currently have or previously have had a social worker. Working on early communication skills.</p> <p><b>LM ½ day per week £3777</b></p>  | <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>  |                |
| <p>HLTA. Working with children who are pre verbal to support the use of augmentative and alternative communication {AAC}</p> <p><b>LM ½ day per week £3777</b></p>  | <p>“AAC is a set of tools and strategies that an individual uses to solve everyday communicative challenges. Communication can take many forms such as: speech, a shared glance, text, gestures, facial expressions, touch, sign language, symbols, pictures, speech-generating devices, etc. Everyone uses multiple forms of communication, based upon the context and our communication partner. Effective communication occurs when the intent and meaning of one individual is understood by another person. The form is less important than the successful understanding of the message”</p> <p><a href="https://www.rcslt.org/speech-and-language-therapy/clinical-information/augmentative-and-alternative-communication/#section-1">https://www.rcslt.org/speech-and-language-therapy/clinical-information/augmentative-and-alternative-communication/#section-1</a></p> |                |
| <p>Targeted Intervention by PE specialist:</p> <p>Swimming sessions for children who are looked after or have previously been looked after</p> <p>PE interventions for children who have been identified as having a talent in sport</p> <p>Organisation of access to sports competitions</p> | <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>   | <p>1,2,4,5</p> |

|   |  |  |
|---|--|--|
| <b>AR 1 day per week<br/>£7,815</b>   |  |  |
| <p>Employment of specialist HLTA ½ day per week to deliver Nuffield Early Language Intervention programme</p> <p><b>LM £3,777</b></p> | <p>NELI has demonstrated its potential to support young pupils in need of support with spoken language through four randomised controlled trials. The EEF has funded two of these trials with the largest and most recent evaluation of the programme finding that children made on average 3 months of additional progress in oral language compared to children in the comparison group</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up&amp;utm_medium=search&amp;utm_campaign">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up&amp;utm_medium=search&amp;utm_campaign</a></p> |  |

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

### Budgeted cost: £51,400

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Employment of a play therapist, half a day per week.</p> <p>Children identified as having difficulties with their emotional well-being.</p> <p>Life story work.</p> <p><b>TH £6,270</b></p>   | <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | 5,7                           |
| <p>Employment of a Family Liaison Officer to work with parents and carers to ensure that children's needs are met in the home. Interventions include: sign posting parents to support; monitoring attendance; early help; running parent groups.</p> | <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p>   | 2,5,6,7,8                     |



|  |  |         |
|--|--|---------|
| <b>LJ £25,866</b>  |  |         |
| <p>Employment of teacher ½ day per week to deliver NSPCC – Speak Out Stay Safe programme and follow up activities</p> <p><b>GB £7,102</b></p>  | <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | 5,7     |
| <p>Employment of specialist Emotional Literacy Support Assistant 1 day per week.</p> <p>Supporting children identified through the emotional well being pathway and running scrummy crew an intervention to support children who have self-restricting diets</p> <p><b>AH £6,522</b></p> | <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | 5,6,7   |
| <p>Purchase of a wider range of books for school library to support and encourage reading for pleasure.</p> <p><b>£3,000</b></p>   | <p>Whilst research conducted in May and June 2020 found that children’s enjoyment of reading increased overall during the first lockdown (from 47.8% pre-lockdown to 55.9% post-lockdown), reading enjoyment levels in early 2020 were at the lowest we have recorded since we began surveying children and young people in 2005. In addition, during lockdown, some children reported that a lack of access to books , a lack of quiet space at home and a lack of school/peer support had negatively affected their ability to read and their motivation to read for enjoyment.</p> <p><a href="https://literacytrust.org.uk/training-and-workshops/reading-pleasure-cpd/">https://literacytrust.org.uk/training-and-workshops/reading-pleasure-cpd/</a></p> | 1,2,3,6 |

|  |   |  |
|--|---|--|
| <p>To provide targeted regular pet therapy to support children who:</p> <ul style="list-style-type: none"> <li>are anxious around animals</li> <li>need support with emotional regulation</li> <li>are lacking confidence in reading</li> </ul> <p><b>£2,640</b></p> | <p>Studies into animal therapy appears have found that they provide general benefits for both physical and psychological health. Evidence for animal assisted therapy appears strongest for markers of anxiety and depression in the widest range of people.</p> <p>The researchers note that the therapy may be beneficial for people from many different age groups with various conditions.</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7185850/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7185850/</a></p> |  |
|--|---|--|

**Total budgeted cost: £ 107,966**

## Part B: Review of outcomes in the previous academic year 2021-2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have continued to use pupil premium funding to help provide targeted interventions where required. Our internal assessments during 2021/22 indicated that disadvantaged pupils academically are making comparable progress to that of their peers in most areas of learning. In some areas of learning they are making accelerated learning in comparison to their peers. The area of communication is a whole school focus this year and in addition to the targeted intervention there should be measurable progress in this area of learning

We have employed a number of strategies to support children's wellbeing including:

- Employment of a music specialist who has delivered a number of 1:1 sessions with children who have been identified as having a musical talent. She has also worked with a group of children who have profound and multiple learning difficulties and has facilitated their achievement of obtaining an Artsmark award.
- Employment of specialist Emotional Literacy Support Assistant 1 day per week. She has supported children identified through the emotional well-being pathway and running scrummy crew an intervention to support children who have self-restricting diets
- For children who are in receipt of pupil premium plus we have provided music sessions in order to support the development of their self-esteem. The well-being of these children is monitored via our internal systems.
- Children who have been in receipt of art interventions have experienced a range of experiences and their talents have been nurtured.
- Where we have identified children having difficulties with their emotional well-being we have employed a specialist play therapist. Impact from this can be wide reaching but we have evidence of where children have been nurtured in this way their regulation has improved and consequently they can learn more
- We have provided swimming sessions for children who are looked after or have previously been looked after. The children have made measurable progress in swimming but have also benefitted from sharing time with a trusted adult in a nurturing environment

With the employment of a specialist communication HLTA our children who have been identified as being multilingual have made comparable progress to that of their peers She has worked with children at all levels of development but has a had a focus on early communication skills.

We have provided PE interventions for children who have been identified as having a talent in sport and this has facilitated access to sports competitions. We have provided rebound therapy throughout the year.

To support our school focus of developing reading we have purchased of a wider range of books for school library to support and encourage reading for pleasure. Along with the other developments embedded in the development of reading most children are making outstanding progress in reading

We have employed a HLTA ½ day per week to deliver NSPCC – Speak Out Stay Safe programme and follow up activities

This year we have extended the employment of our Family Liaison Officer to work with parents and carers to ensure that children’s needs are met in the home. Interventions include: sign posting parents to support; monitoring attendance; early help; running parent groups. Attendance of pupils has improved over the last academic year and is currently 93%

Despite that fact that school was open to pupils throughout the pandemic, we have a small cohort of pupils whose progress and attendance has suffered primarily due to the impact of Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils’ development to varying degrees, particularly in limiting opportunities to progress social and communication skills. We have engaged with the National Tutoring Pro-gramme and have provided a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. 60% of the pupils who received tutoring are in receipt of pupil premium.

We continued to offer Pet Therapy during this period to support improved mental health and emotional wellbeing of pupils

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## Externally provided programmes

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

| Measure  | Details   |
|--|---|
| Targeted intervention provided for service pupil premium Snap & Core?          | We have one pupil in receipt of this funding whose progress was expected in most areas but lower than expected in receptive language. |
| What was the impact of that spending on service pupil premium eligible pupils? | This pupil is now making expected progress in all areas.  |

