



Pupil Premium Strategy Statement

This statement details our school's planned use of Pupil Premium and Recovery Premium funding for academic year September 2023 - August 2024, 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	115 (Reception-Yr 6)
Proportion (%) of pupil premium eligible pupils	38.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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 2023-2024	£61,110
Recovery premium funding allocation this academic year 2023-2024	£31,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,430

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 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: £3,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKAN Training 4 staff have accessed training The school will become a communication accredited school Disseminated to other staff across school AO LM RM CJ £3,060	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 6

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

Budgeted cost: £40,165

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.</p> <p>Sessions developing self esteem</p> <p>Supporting children to perform</p> <p>BB £13,595</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3,4,5,7
<p>Employment 1/2 day a week of Specialist Art teacher: support for children with a talent in art; cultural experiences.</p> <p>RA £4,083</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3,4,5,7
<p>Employment half a day per week from specialist communication HLTA. Working with children developing signing skills</p> <p>LM £4,100</p>	<p>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>https://www.rcslt.org/speech-and-language-therapy/clinical-information/augmentative-and-alternative-communication/#section-1</p>	1,2
<p>HLTA. Working with children who have been identified as having a limited cultural capital. Using experiences to develop early</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	4

<p>communication skills.</p> <p>LM ½ day per week £4,100</p>		
<p>HLTA. Working with children who are pre-verbal to support the use of augmentative and alternative communication {AAC}</p> <p>LM ½ day per week £4,100</p>	<p>“AAC is a set of tools and strategies that an individual uses to solve every day 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>https://www.rcslt.org/speech-and-language-therapy/clinical-information/augmentative-and-alternative-communication/#section-1</p>	<p>1,2,4,5</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>Organisation of access to sports competitions</p> <p>JJ £10,187</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1,2,4,5</p>

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

Budgeted cost: £49,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a play therapist</p> <p>Children identified as having difficulties with their emotional well-being.</p> <p>Life story work.</p> <p>MB £5,850</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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>LJ £31,105</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>Supporting children with special educational needs and disabilities NSPCC</p>	2,5,6,7,8
<p>Employment of teacher ½ day per alternate week to deliver NSPCC – Speak Out Stay Safe programme and follow up activities</p> <p>CT £3,000</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5,7
<p>Employment of specialist Emotional Literacy Support Assistant 1 day per week.</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>	5,6,7

<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>AH £7,090</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>To provide targeted regular pet therapy to support children who:</p> <ul style="list-style-type: none"> are anxious around animals need support with emotional regulation are lacking confidence in reading <p>£2,160</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>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7185850/</p>	

Total budgeted cost: £92,430

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

This section needs updating with the impact from last year's PP spend

We have continued to use pupil premium funding to help provide targeted interventions where required. Our internal assessments during 2022/23 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 continues to be whole school focus this year

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

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 had a focus on early communication skills. We have also employed a specialist HLTA ½ day per week to deliver Nuffield Early Language Intervention programme. She has also been

working with children who are pre-verbal to support the use of augmentative and alternative communication {AAC} Employment half a day per week from specialist communication HLTA. Over 90% of pupils are making at least expected progress in communication pupils who are in receipt of pupil premium are making more progress than their peers

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.

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

Our Family Liaison Officer continues 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.

To encourage reading we have purchased of a wider range of books for school library to support and encourage reading for pleasure. We have made improvements in teaching of reading which has included: employment of a literacy consultant which will facilitate staff training and parent workshops; staff attendance at literacy conference and essential letter and sounds training and resources. Pupils who are in receipt of pupil premium are making more progress than their peers.

We have provided ½ day per week specialist intervention in EYFS to ensure children from disadvantaged backgrounds have the best possible start. We are hoping to see the impact of this over time.

.....

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details

