

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Delce Academy
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Dora Indresano
Pupil premium lead	Hannah Chandler
Governor / Trustee lead	Mark Seed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,830.00
Recovery premium funding allocation this academic year	£28,269
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	£247,099.00

Part A: Pupil premium strategy plan

Statement of intent:

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in school attainment gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners.

At Delce Academy we have a high proportion of pupils who are eligible for Pupil Premium and this has increased during and since COVID as many families were negatively impacted by Covid19.

At Delce Academy we strive to provide an environment where all our disadvantaged pupils reach at least national expectations. We aim to close the gaps that currently exist between our PP children and non PP children to enable them to benefit from the provision of a good quality education.

We aim for all our PP children and their families to feel well supported by school and the mental well-being of all pupils is of paramount importance. As a school we value the work of our Pastoral team which includes our Family Liaison Manager (FLM) in supporting pupils and families to attend school regularly, access emotional support and access support from external providers relating to housing and mental health support.

Through the delivery of a high quality curriculum we wish to ensure that pupils are able to learn about a wide range of global issues and to broaden their general knowledge and aspirations. First quality teaching and well planned targeted interventions enable gaps in attainment to be closed.

Our main aims are that children develop their oracy skills and are able to read fluently to ensure they can fully access the curriculum and therefore meet age related expectations. Through the development of language and early reading pupils will be able to transfer their skills to their writing attainment.

Challenges:

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

Challenge number	Detail of challenge
1	The attendance of Pupil Premium pupils is lower than that of non PP and are also over represented in persistent absence data.
2	Social and economic challenges experienced by families including housing, domestic violence, parental mental health and children's anxieties are a significant barrier which adversely affects pupil behaviour, attitudes and self-esteem.

3	Pupil premium children have lower oral, language skills and reading skills than other pupils which limits how they can access all aspects of the curriculum.
4	Many of the pupil premium children are also on the school's SEND register.
5	There is a larger gap between disadvantaged boys and girls in reading, writing and maths.

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
Attendance of PP children is in line with similar pupils nationally.	<p>By 2024 attendance of PP and non PP pupils is in line with national.</p> <p>By 2024 the PP children are not over-represented in the proportion of persistently absent pupils.</p>
Pupil premium pupils have appropriate strategies to support their mental health and wellbeing.	<p>PP children will be well supported within the school and have access to strategies to support improvements in their mental health.</p> <p>PP children will have increased awareness of self-regulation strategies to support them in accessing learning within the classroom.</p> <p>The use of ELSA trained staff, draw to talk and other therapeutic services will improve pupils mental health and well-being.</p>
Ensure support, advice and signposting of external agencies is available to all families.	<p>Families of PP children engage more fully with whole school activities.</p> <p>The percentage of PP parents attending whole school events is in line with the rest of the school.</p> <p>All families are informed of the signposting support provided by the school and feel empowered to seek advice.</p>
Improve oral, language and reading skills for PP children to enable them to fully access the curriculum.	By 2024 the number of PP children that pass the phonics test in Year 1 matches or exceeds national.

	There will be no significant gaps in reading and writing between PP and their peers evidenced in the end of Key Stage results.
PP and SEND pupils are well supported enabling them to make good progress in their learning.	Barriers for pupils with identified PP and SEND are reduced and pupils make good progress from their starting points which is in line with other pupils from their cohort.

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Year 1 (2021-22) Year 2 (2022-23) Year 3 (2023-24)
Targeted Continuing Professional Development (CPD) to secure quality first teaching across the school. Professional development has a focus on <ul style="list-style-type: none"> - Development of early reading - Development of Oracy framework across all areas of the curriculum 	<p>Research shows that high-quality CPD for teachers has a significant effect on pupils' learning outcomes (Education Policy institute, Evidence review: The effects of high-quality professional development on teachers and students, 2020)</p> <p>Oral language is key to a child's development. (Early Language Development, 2017)</p> <p>There is increasing evidence that these early skills do make a difference to later performance, and children whose skills develop more slowly than those of their peers may indeed have difficulties with a number of different aspects of their development. (Early Language Development, 2017)</p>	3	<p>Staff cohort 21-22 accessed identified CPD. Staff turnover and 22-23 recruitment has resulted in further CPD being required.</p> <p>Government accredited Little Wandle phonics scheme implemented and staff trained. Good and high phonics outcomes (Yr1 92%).</p> <p>Oracy framework evident in EYFS outcomes for Speaking with 75% pupils reaching the expected standard (EAL/SEN support pupils not reaching expected standard).</p>
SENDCo to support staff in the early	Early interventions have a positive impact on low-income families and are	4	Change of SENCo for 2022-23. Staff cohort for 21-22 accessed the

identification of specific needs and provide tailored CPD for staff and guidance for parents.	effective in narrowing the attainment gap between disadvantaged children and their peers. (EEF, Teaching and learning toolkit, 2018)		SEND CPD programme focused on the Graduated approach and the key areas of need.
Individual learning plans for all SEND pupils and those eligible for PP funding are reviewed by the SENCo and regularly reviewed with parents. Parents are supported to understand the needs of their child through regular workshops and parent coffee mornings.	Early interventions have a positive impact on low-income families and are effective in narrowing the attainment gap between disadvantaged children and their peers. (EEF, Teaching and learning toolkit, 2018)	4, 2	All EHCP pupils have individual learning plans. Pupils identified as SEN support have clearly identified needs and these are supported by the school implementation of the Graduated Approach. Parent support included regular access to the SENCo to discuss individual pupil needs and strategies for support.
SENCO to support teachers in planning personalised learning journeys for all SEND pupils and those eligible for PP funding are reviewed by the SENCO and regularly reviewed with parents.	Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support—including specific teaching methods, equipment, or curriculum—delivered by a trained professional either directly or in a consultancy role. (EEF, Special Educational Needs in Mainstream Schools, 2020)	4	Children identified for SEN KPIs. Teachers are developing the use of SEN KPIs to plan an appropriately pitched learning journey for SEN pupils.

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

Budgeted cost: £ 23,246

Activity	Evidence that supports this approach	Challenge number(s) addressed	Year 1 (2021-22)
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			Year 2 (2022-23) Year 3 (2023-24)
Small group interventions for those pupils who are under-performing.	Research shows that intensive individual or small group tuition is effective for accelerating progress for lower/greater depth attaining groups (EEF, teaching and learning toolkit, 2018)	3	School Led Tutoring groups took place for Yr 2/4/5/6. Yr 6 booster group pupils all reached their end of key stage target.
Targeted pupils to access emotional literacy sessions with ELSA (Emotional Literacy Support Assistant) trained staff	The EEF's guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have weaker SEL skills and therefore poorer mental health and academic outcomes. (EEF, Practical strategies for embedding high-quality social and emotional learning skills, 2020)	2	2 staff ELSA trained. Pupils accessing the provision in the main school and DEC.

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

Budgeted cost: £ 53,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Year 1 (2021-22) Year 2 (2022-23) Year 3 (2023-24)
Family Liaison Manager, Attendance Officer alongside Senior Leaders target PP children who have poor attendance or are persistently absent through	<p>Current data from the school shows that 63% of PP children compared to 19.6% of non PP children are persistent absentees.</p> <p>Previous strategies have shown that engagement of senior leaders at an early</p>	1	New FLM appointed and working with identified families. Parenting programmes/1:1 support offered in understanding attendance

phone calls and home visits.	stage with parents has improved attendance.		barriers. Families supported in overcoming barriers to attendance and signposted to external support if required.
Attendance rewards and incentives	The EEF's guidance report on Increasing attendance suggests that clear communication and outcomes will support children getting into school	1	Community liaison project with the local prison service provided bikes for pupils with increased attendance.
Pastoral team to work with PP children with a focus on improving learning behaviours.	The EEF's guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have weaker SEL skills and therefore poorer mental health and academic outcomes. (EEF, Practical strategies for embedding high-quality social and emotional learning skills, 2020)	2	New pastoral team consisting of a pastoral lead, FLM and lead behaviour support worker supports pupils with their emotional literacy. Whole school use of 'Zones of Regulation' supported by staff CPD relating to trauma informed practice.
Provision of nurture breakfast for targeted pupils to support emotional well-being and improve attendance.	The EEF's guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have weaker SEL skills and therefore poorer mental health and academic outcomes. (EEF, Practical strategies for embedding high-quality social	1, 2	Increased attendance for pupils attending morning nurture breakfast.

	and emotional learning skills, 2020)		
Engagement in parental workshops improves leading to families being able to support their child effectively at home.	Parental engagement sessions at other Partnership schools have demonstrated improved turn out with improvements in progress. (EEF, Teaching and Learning toolkit, 2018)	2. 3	Parental engagement for online and face to face workshops is good. Parental feedback reflects an increased confidence in supporting their children with their learning at home.

Total budgeted cost: £205,846.00

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 2021 to 2022 academic year.

Pupils' oracy skills

The curriculum had a significant focus on speaking and listening. Children who were identified for individual Phonics and Speech and Language support received regular interventions from specialist Speech and & Language teachers and school based adults. A specialist Dyslexia teacher supported pupils weekly who were identified as having a specific need of dyslexia. Oracy development was specifically planned for, modelled in direct teaching and promoted in the classroom environment. Opportunities for presentation and performance were woven into the curriculum for all year groups.

Reading was taught daily and woven across all areas of the curriculum. Interventions were focused on development of reading fluency to enable children to access learning across the curriculum. The introduction of a government accredited phonics scheme (Little Wandle) supported the systematic teaching of synthetic phonics. Pupils were able to identify phonemes, segment and blend effectively, leading to increased confidence and reading fluency. Phonics outcomes in Year 1 were strong at 92%.

Daily story time was effective across the school. Children were keen to read the text with their teachers, share their thoughts about the book and enjoyed finding out what other people thought of the text. Some children reported that their parents purchased

the text for them because they enjoyed it so much and wanted to read it at home at their own pace.

The long term curriculum map provides clear opportunities for pupils to learn in a range of contexts and experience global themes. The use of core texts support pupils in understanding and empathising with the effects of global issues.

A series of Parent Workshops were held via zoom and face to face. Topics included helping your child with reading, supporting your child with the four operations in maths fluency and understanding the Zones of Regulation. Parent feedback was positive and suggestions were made about future sessions that they would like. These are being planned for next academic year.

Children have been supported in their reading programmes through a charity who heard children read via zoom. Pupils in Year 5 had 1:1 reading sessions to build confidence and reading fluency. Monitoring of reading through termly progress meetings show that the number of pupils achieving ARE in reading is higher than in writing and maths. This was also reflected in the end of key stage results.

The learning environment is a strength and fulfils the role of the silent teacher providing a model of excellence and supporting the learning. Curriculum hook events have been positively received by children and parent voice tells us that they are talking about their learning at home.

SEND

The SEND register has been fully reviewed and now provides an accurate picture of SEND across the school. Staff have received SEND specific CPD including the graduated approach to the identification of SEND and how to make your classrooms more inclusive. A greater range of outside agency support now works with the school supporting teachers with implementing effective strategies for supporting pupils with specific SEN such as ASD and dyslexia. Staff training focused on the development of trauma informed practice and the impact of early childhood experiences on pupil development. Implementation of the Zones of Regulation across the school, supports staff to effectively develop pupil understanding of emotions and the connection between emotions and appropriate behaviour responses. There is a developing language of reflection amongst pupils and more pupils are able to identify their emotional needs and how to co or self regulate.

Behaviour

Appointment of Pastoral Lead has provided greater expertise to effectively support pupils with social and emotional barriers. The SNUG (Supporting Nurture, Understanding Growth) has been developed. This is a room designated to support pupils with social and emotional barriers to learning. Direct work with individual pupils has improved pupils' confidence and they are being effectively supported in accessing their classroom as evidenced through a decrease in the number of calls to pupils who

are refusing or have self-exited. The Pastoral Lead also delivers Draw to Talk sessions for nominated pupils and is ELSA trained.

Behaviour for learning is good across the school. A very small minority of children have poor behaviour and this is being supported by the Pastoral team. Areas throughout school have been developed as break out spaces with calm down kits available for pupils to access. Sensory pathways have also been installed which pupils are accessing to aid self-regulation. Staff have received training on growth mindset, work has started with pupils and this is supported by the focus within lessons on the development of character skills.

Attendance

Persistent absence was above National, greater for those pupils identified as disadvantaged. Rigorous monitoring of attendance was a priority for Senior Leaders and a greater number of parents were engaging with school in finding ways to improve their child's attendance. Parents asked for support in getting their children to school which improved attendance for individuals. Use of attendance rewards was positive in raising the profile of attendance with pupils. Pupils were keen to earn their raffle tickets to win a bike and were encouraged to attend school every day.

Strategic meetings were held weekly to analyse pupil level data for attendance. Action plans were developed for serious cases and reviewed at each meeting.

The Family Liaison Manager (FLM) supported families of identified pupils and accessed services of external partners e.g school nurse, housing officers to support the wider family in addressing barriers.

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
Art therapy	Art Works, Kent Art Therapy
Speech and Language Therapy	Andrew Green Independent Speech and Language Services
Little Wandle	Little Wandle Letters and Sounds

Service pupil premium funding (optional):

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional):

N/A

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 **2021 to 2022 academic year**.

Our internal assessments during 2021/22 suggest that the performance of disadvantaged pupils was lower than non disadvantaged pupils. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Our reflections identify the continued impact of Covid 19 which affected staff and pupil absence and the associated disruption to pupil learning journeys. School bubble closure was most detrimental to our disadvantaged pupils as they could not access, as readily, the resources provided online. Online learning was provided and access to paper based resources was readily available to families.

The overall attendance in 2021/22 was lower than the national average. There is a significant gap between disadvantaged 14.3% and non disadvantaged 8% pupils, therefore attendance continues to be a focus on the plan.

Our assessments and observations identify that pupil behaviour, for a minority, significantly impacted their access to learning. We have used pupil premium funding to provide wellbeing support for all pupils and develop the SNUG provision. Targeted emotional literacy programmes have been implemented for identified pupils who require additional support. Targeted interventions were required to support the acquisition of times table facts to increase pupils fluency. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We hired a learning support assistant to support emotional wellbeing, with a focus on disadvantaged pupils.

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional):

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional):

N/A