

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	35.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Loni Stevens
Pupil premium lead	Hannah Chandler
Governor / Trustee lead	Tracey Notley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,179.00
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 in line with all pupils nationally and to close any in school attainment gaps. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy and confident learners.

At Delce Academy we have a high proportion of pupils who are eligible for Pupil Premium and this has increased since the pandemic and recent cost of living crisis. We will focus on the main barriers and challenges that prevent our disadvantaged pupils from thriving in line with their non-disadvantaged peers. These barriers include: school attendance, personal development, an effective language for emotions, academic outcomes, contextual safeguarding and SEN.

Our expectation is that all of our pupils achieve and embody our school values; they thrive whilst at school, are proactive learners and feel a sense of belonging through connection and collaboration. We will ensure our children's needs are met through early identification, robust assessment and by working together as a community to close the gap that currently exists between our Pupil Premium and Non-Pupil Premium children.

We will endeavour to ensure our disadvantaged children have access to high quality texts and learning experiences that encourage them to be competent readers so that they can access our global curriculum. This will enable them to read for learning, read for pleasure and become more confident learners and agents of change.

#### **To ensure our approaches will be effective we will:**

- Use regular assessments to ensure early identification and intervention.
- Ensure our disadvantaged children are set work that is achievable yet challenging with high expectations of them from all staff.
- Adopt a whole school approach where all staff have responsibility for the outcomes and attainment of our disadvantaged children.
- Develop a whole school approach to emotional literacy with a Delce language for emotions.
- Ensure high quality SEN, pastoral and enrichment support for pupils.
- Collaborate effectively with external community services to support families.

### Challenges:

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

Challenge number	Detail of challenge
<b>1</b> <b>Attendance</b>	Some Pupil Premium children and families require additional support to improve attendance, so that children can benefit from being in school, allowing them to make progress in their learning, self-regulation and peer relationships. The attendance of Pupil Premium pupils is lower than

	national expectations and that of Non-Pupil Premium by an average of 4%. Pupil Premium absence to date is 92% and there is a persistent absence gap of an average of 5%.
<b>2 Personal development</b>	Our welfare concern referrals, safeguarding discussions and observations have identified social and emotional, mental health, self-confidence and anxiety issues for some Pupil Premium children. The use of Zones of Regulation is embedded within school, but work on this and other observations show that children's ability to self-regulate can be low and requires further support, intervention and enrichment.
<b>3 Language of emotion</b>	Pupil premium children have lower oral, language skills increasing their school based anxieties. Their language for emotions is limited and adversely affects pupil behaviour, attitudes and self-esteem. There are currently
<b>4 SEND</b>	27% (33 pupils) are identified as Pupil Premium and SEN with 70% of those identified with Pupil Premium and SEN being male.
<b>5 Reading</b>	Some Pupil Premium children do not read as regularly as their peers, leading to slower acquisition of reading skills. Across the school, PP children do not attain as highly as their peers in reading.
<b>6 Maths</b>	Pupil Premium children still do not attain as highly as their peers across the school and this is evident in their end of year assessments.
<b>7 Writing</b>	Pupil Premium children still do not attain as highly as their peers across the school and this is particularly evident in writing.
<b>8 Community</b>	Social and economic challenges experienced by families including inadequate housing, overcrowding, domestic violence, substance misuse and parental mental health have a negative effect on pupil wellbeing. There is an average of 100 children and 54 families who are identified as requiring safeguarding support. This equates to an average of 29% of the school population requiring safeguarding/pastoral support a term.

#### 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.	By July 2024 attendance of Pupil Premium pupils is in line with national averages and there is a reduction in % gap between persistently absent Pupil Premium pupils and Non-Pupil Premium pupils.
Pupil premium pupils have appropriate	Pupil Premium children will be well supported by the pastoral and enrichment offer within the school and have access to strategies to

<p>strategies to support their mental health and wellbeing including a rich language for emotions.</p>	<p>support improvements in their mental health and wellbeing, as evidenced in their Delce 360s and Boxall Profile records.</p> <p>Pupil Premium children will have increased awareness of self-regulation strategies to support positive behaviour for learning and participation in lessons. This will be evidenced by Delce 360s and Boxall Profile records and My Success Journeys.</p> <p>External agency and therapeutic records i.e. Hamish and Milo, Draw to Talk, ELSA demonstrate a positive improvement in pupils mental health and well-being.</p> <p>PP Children and parents are confident when applying appropriate strategies they have learned in interventions which reduces the impact in their daily lives so that learning can continue</p>
<p>Ensure support, advice and signposting of external agencies is available to all families.</p>	<p>Swift identification of pupils and parents with emotional and mental health needs ensures that they receive a program of effective support and strategies.</p> <p>Families of Pupil Premium children engage more fully with whole school activities as evidenced in workshop attendance data and Family Liaison manager records.</p> <p>The school website provides clear signposts for vulnerable families to outside agencies and supports.</p> <p>School leaders are clear on the number of disadvantaged families accessing school commissioned support such as attendance advisory, food bank, therapy and CAMHS and the impact this has on the engagement, aspirations, confidence and wellbeing of parents and childrens . As a result of this they make positive contributions to the school and community.</p>
<p>Pupil premium children make good or accelerated progress in reading, writing and maths.</p>	<p>By 2024 the number of Pupil Premium children that pass the phonics test in Year 2 matches or exceeds national averages.</p> <p>There will be no significant gaps in reading speed and comprehension between Pupil Premium and Non-Pupil Premium pupils evidenced in the end of Key Stage results.</p> <p>Pupil premium attainment in reading, writing and maths will continue to improve.</p>
<p>PP and SEND pupils are well supported enabling them to make good</p>	<p>Barriers for pupils with identified Pupil Premium and SEND are reduced and pupils make good progress from their starting points which is in line with other pupils from their cohort.</p>

<p>progress in their learning.</p>	<p>Children are able to talk confidently about their learning and the global curriculum.</p> <p>PP children have clear high aspirations for their future education and lifestyle.</p> <p>PP children have access to a range of enrichment experiences (creative, the arts, sports) throughout their time at Woodhill</p> <p>Targeted interventions are in place for PP children with SEND which supports children to access the curriculum and make good progress.</p> <p>The additional learning barrier of PP children with SEND is minimised by high quality bespoke planned learning journeys which address their individualised needs and removes barriers to their continued progress.</p>
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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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of high quality teaching, assessment and continued evaluation of curriculum offer to ensure a broad and balanced curriculum that responds to the needs of our pupils.</p>	<p>Previous CPD on pedagogy has been impactful, such as the EEF Embedding Formative Assessment project. See Section B for impact from 2022/23. CPD for teaching staff raises the quality of teaching throughout the school, affecting all children, including PP children.</p> <p>'...feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. (Education Endowment foundation, Feedback, 2021)</p>	<p>5,6,7</p>

<p>Targeted Continuing Professional Development (CPD) to secure quality first teaching across the school. Professional development has a focus on</p> <ul style="list-style-type: none"> <li>- Development of reading inc. securing synthetic phonics</li> <li>- Development of Oracy framework across all areas of the curriculum</li> <li>- Trauma informed practice</li> </ul>	<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) <a href="https://www.educationendowmentfoundation.org.uk">Early language   EEF (educationendowmentfoundation.org.uk)</a></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> <p>Previous CPD on SEMH has been impactful, such as Trauma Informed Practice training by Jenny Nook. CPD on SEMH for all staff improves the support available to children throughout the school, including PP children.</p>	5,6,7
<p>Mentoring and coaching for teachers</p>	<p>CPD on the use of StepLab to improve pedagogical knowledge of staff.</p> <p>Mentoring can, '...lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment.</p> <p>National Institute of Teaching: Mentoring and coaching of teachers - What can research tell us? July 2023 <a href="https://www.nioteaching.org.uk">EEF</a></p>	5,6,7
<p>Supporting recruitment and retention of staff through collaboration and cross trust work.</p>	<p>Cross Trust CPD reaching out to colleagues in partner schools who have developed strong practice linked to research and case studies. Collaborating in planning and understanding effective practice.</p> <p>Teachers should engage in collaborative planning to develop their skills and knowledge, to share expertise, and to benefit from the expertise of their peers. DFE: Reducing Teacher Workload</p>	5,6,7

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

Budgeted cost: £ 72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted structured revision support for those that lack opportunities for revision outside of school or who are at risk of underachievement.</p>	<p>1:1 and small group tutoring has been shown to have a high impact. In 2022/23, tutoring for Year 6, 1 and 2 children on specific components of maths and reading (arithmetic, phonics and comprehension) was successful. See Section B for impact data. Continuing this approach is an effective use of funding as it will ensure gaps are closed for pupil premium children and some other children who are notably behind in their learning.</p> <p>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) <a href="#">EEF</a></p> <p>1:1 phonics intervention led by HLTA using synthetic phonics programme. <a href="#">EEF</a></p>	<p>5,6,7</p>
<p>Targeted pupils to access emotional literacy sessions with ELSA (Emotional Literacy Support Assistant) trained staff</p>	<p>External training for additional ELSA, we now have 3 ELSA trained staff to support pupils.</p> <p>Hamish and Milo trained staff to deliver high quality pastoral interventions to Pupil Premium pupils for Years 3-6.</p> <p>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) <a href="#">EEF</a></p>	<p>2</p>
<p>SENCo to support staff in the early identification of</p>	<p>Early interventions have a positive impact on low-income families and are effective in</p>	<p>4</p>

<p>specific needs and provide tailored CPD for staff and guidance for parents.</p>	<p>narrowing the attainment gap between disadvantaged children and their peers. (EEF, Teaching and learning toolkit, 2018)</p> <p><a href="#">EEF</a></p>	
<p>Individual learning plans for all SEND pupils and those eligible for PP funding are reviewed by the SENCo and regularly reviewed with parents.</p> <p>Parents are supported to understand the needs of their child through regular workshops and parent coffee mornings.</p>	<p>SENCO to support teachers in planning personalised learning journeys for all SEND pupils and those eligible for Pupil Premium funding are reviewed by the SENCO and regularly reviewed with parents.</p> <p>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)</p> <p>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)</p> <p><a href="#">EEF</a></p>	<p>4, 2</p>

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

Budgeted cost: £ 128,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Liaison Manager, Attendance Officer alongside Senior Leaders target PP children who have poor attendance or are persistently absent through phone calls and home visits.</p>	<p>Current data shows that persistent absence for Pupil Premium pupils is 92% compared to 96% of Non Pupil Premium.</p> <p>Evaluation of attendance policy, review of practice and processes and work with the local authority attendance team has had a positive effect on reducing persistent absence. Through building positive relationships with families, understanding contextual information from the community and the effective deployment of Family Liaison Manager and Attendance Lead we have more effective action to reduce persistent absence.</p> <p>Use of attendance rewards and incentives.</p>	<p>1</p>



	<p>The EEF's guidance report on Increasing attendance suggests that clear communication and outcomes will support children getting into school</p> <p><a href="#">EEF</a></p>	
<p>Pastoral team to work with PP children with a focus on improving learning behaviours.</p>	<p>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)</p> <p><a href="#">EEF</a></p> <p>Provision of nurture breakfast for targeted pupils to support emotional well-being and improve attendance. Financial support is offered for purchasing uniform and subsidising educational visits and extra-curricular experiences.</p> <p>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)</p> <p><a href="#">EEF</a></p>	1, 2
<p>Engagement in parental workshops improves leading to families being able to support their child effectively at home.</p>	<p>Parental engagement sessions at other Partnership schools have demonstrated improved turn out with improvements in progress. (EEF, Teaching and Learning toolkit, 2018)</p>	2, 3
<p>Consideration of the economic wellbeing of all families with targeted individual support.</p>	<p>Ensuring children have equal access to enrichment is essential to them feeling a part of the school community and allowing them to benefit from in-school enrichment and educational visits, including residential visits.</p> <p><a href="#">EEF</a></p>	2

Total budgeted cost: £210,500.00

## 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 2022 to 2023 academic year.

### Challenge 1: Attendance

#### Absence

	Absence		Persistent absentees	
	2021/22	2022/23	2021/22	2022/23
School %	9.4	8.3	34.3	26.8
Comparison to all schools	Highest 20%	Highest 20%	Highest 20%	Highest 20%
Comparison to schools with a similar level of deprivation	Highest 20%	Highest 20%	Highest 20%	Highest 20%

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, finding ways to improve their child's attendance. Parents asked for support in getting their children to school which was supported by the Family Liaison Manager and Attendance Lead, improving 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 prizes 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.

Ensuring pupil desire to attend school supported pupil attendance. The learning environment continued to be enriched, supporting the role of the 'silent teacher' and providing a model of excellence to support learning. Opportunities for curriculum enrichment with educational visits and guest speakers aid in the desire to attend school every day.

### Challenge 2: Personal development

The development of the pastoral team to include an enrichment lead and behaviour lead coupled with training for an additional school ELSA has provided greater expertise to effectively support pupils with social and emotional barriers. The Pastoral Team now consists of the Family Liaison Manager, Pastoral Lead, Behaviour Lead and Enrichment Lead supporting both children and their families with targeted interventions to close gaps in cultural capital experiences and emotional wellbeing support.

Pastoral intervention and a values based curriculum drives the improvement in pupil learning behaviours. Behaviour for learning is growing in consistency across the school with only a minority of children finding emotional regulation challenging and require additional 1:1 support to co-regulate. Our RHE and values based whole school assemblies address our pupils' understanding of cultural difference and healthy relationships.

### Challenge 3: Language of emotion

A series of Parent Workshops have helped our families begin to develop an understanding of 'love with boundaries and structure'. Through the revision of school policies and practices in attendance, behaviour and SEN the school community is beginning to build an understanding of the shared responsibility of all adults in keeping our children safe with clarity and boundaries.

Staff training focused on trauma informed practice and the impact of early childhood experiences on pupil development. The implementation of the Zones of Regulation across the school, supports a consistent framework for language to help pupils understand their emotions and related 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.

#### **Challenge 4: SEND**

The school's graduated approach to SEN has been revised and consistently includes the use of one page profiles and IEPs to track pupil support, targets and progress. Staff training in synthetic phonics, speech and language and understanding SEN needs has ensured a collaborative approach to supporting pupils with SEN.

The SEND register is reviewed termly and provides an accurate picture of SEND across the school. A greater range of outside agency support now works with the school supporting teachers and families with implementing effective strategies for supporting pupils with specific SEN needs.

#### **Challenge 5: Reading**

Reading is explicitly taught daily in every year group and woven across the curriculum. KS1&2 Interventions focused on developing reading fluency supported in KS1 with the government accredited phonics scheme (Little Wandle). Phonics outcomes in Year 1 were marginally below national at 76%.

Making reading irresistible is supported with daily story time and the implementation of reading corners in every classroom. Core texts drive the teaching in learning in English and connected themes drive the global curriculum.

#### **Challenge 6: Maths**

Upper KS2 have focused on the development of arithmetic skills. Securing the basic skills of addition, subtraction and multiplication and division. The use of 'Times Tables Rockstars' supports children across the school in 'knowing more and remembering more' through revision of number facts both at home and school. All year groups have made positive in year progress in Maths.

#### **Challenge 7: Writing**

The use of core texts from the context for writing lessons that progressively build pupil knowledge of different genres. GPaS skills are both explicitly taught and woven through the wider curriculum. KS2 outcomes show positive progress in writing.

#### **Challenge 8: Community**

Family workshops and opportunities for families to engage in school life has begun to foster a stronger role of the school within the community. The Family Liaison Manager (FLM) is available to families to support with contextual safeguarding needs and signpost to external agents. Through welcoming families into school for academic and pastoral support Delce is beginning to become a safe space for our families to seek support and build their own resilience in sometimes challenging circumstances.

#### 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):

Our Pupil Premium Strategy will be supplemented by additional activities that is being funded by the school, including:

- Offering a wide range of extra-curricular clubs to help boost well-being, attendance and the wider curriculum. These will cover a variety of areas such as sports, arts, languages and computing. Disadvantaged children will be encouraged to join at least one club once a year.
- Pupil voice will be strengthened over the three years, starting with re-branding the School Council following national lockdowns as the Junior Leadership Team (JLT). This will give all children, including the disadvantaged, an opportunity to have a say in how to further improve the school and their experiences.

- We are also aiming to strengthen the impact of subject leaders' actions on children's learning. By doing so, all subject leads will have a greater awareness for how well disadvantaged children are performing in their subject areas.
- We have committed to buying every child in receipt of pupil premium a copy each of the class texts they will be studying in their current year group. This will ensure all disadvantaged children create an age appropriate home library of at least 42 texts by the time they leave Delce Academy.

When planning our pupil premium strategy, we looked at the activities we had undertaken in previous years and evaluated if they were successful or not and why. We then looked closely at our pupil premium children and discussed what their needs were both individually and collectively.

We used the EEF's implementation guidance to help us develop our strategy and work out which activities and approaches are likely to work in our school.

#### 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
Speech and Language Therapist attends every other week to support children with their speech, language and communication. TAs attend the sessions so that support can be provided in class and through additional interventions. Reports are written with key targets for children to work on and reports are shared with class teacher and parent. (These will be continued)	Andrew Green - Freelance
Counsellor attends once a week to provide support to children to help them work through challenges or difficult life situations. This provides children with the opportunity to reflect and process feelings and thoughts at their own pace. (These will be continued)	Freelance
Occupational Therapist sessions are provided to children to enhance their development, improved cognitive and communication skills and minimise developmental delay. (These will be continued)	Medway
Tutor has been employed to provide children with intensive individual or small group.	Freelance

Tuition is effective for accelerating progress for lower/greater depth attaining groups.	
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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
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