



Deer Park School Pupil Premium Strategy Statement

Summary information

Academic Year: 2020/21

Total PP budget: £14,795

Date of most recent PP Review: 09/20

Total number of pupils: 224

Number of pupils eligible for PP: 11

Date for next internal review of this strategy: 01/21

Current Attainment

Assessment	Year	School PPG Pupils				School Non-PPG Pupils				National PPG Pupils				National Non-PPG Pupils			
EYFS - GLD	2019	100%				86%				57%				74%			
Phonics Screening Check	2019	100%				100%				71%				84%			
KS1 SATs Assessments	2019	RWM	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM	R	W	M
		100%	100%	100%	100%	80%	87%	80%	87%	50%	62%	55%	62%	69%	78%	73%	79%

How does Deer Park School meet Ofsted’s recommendations regarding Pupil Premium?

- All children for whom Pupil Premium (PP) has been designated will be tracked individually through both learning progress (Arbor) and the use of PP within our school’s financial management system
- We support PP children through quality teaching and learning processes, and additionally financially by subsidising educational visits and school uniform as well as securing the services and outside agencies that support families and learning as relevant. Children entitled to PP are tracked, along with every child in school, and their progress monitored. Evaluation of groupings is conducted necessary to determine impact on progress.
- We publicise to parents on joining the school, and annually, the need for them to apply for the pupil premium funding for their children if they feel that they meet the criteria.
- We are able to show OFSTED the way in which we have used our PP, how we have targeted the children it is intended for and the impact which it has had through both data and financial checks.
- We publish on our website yearly the amount of PP funding received along with a breakdown of how it was spent, and the impact assessment
- We publish on our website the impact of our pupil premium funding by reporting on the attainment of the pupils who attract the funding; the progress made by these pupils, and the gap in attainment between disadvantaged pupils and their peers.

Potential barriers to future attainment (for pupils eligible for PPG)

In-School Barriers and Risks

A. Unconscious Bias	<i>The risk that an assumption is made that all disadvantaged pupils face similar barriers or have less potential to succeed. Those in receipt of the grant are generally expected to achieve less than those who are not, and this risks less ambition for those children from less fortunate circumstances.</i>
B. Attendance	<i>In order for our children to access learning, they must be in school, ready to learn. Until the national lockdown, school attendance was 96% - below our ambitious target of 97%. In 2019/20, pupils in receipt of the premium were less likely to attend school than their peers, and were less likely to engage in online work or home learning.</i>
C. Language	<i>Pupils eligible for the grant have impoverished language experiences in English, and in their home language. Poor levels of expressive vocabulary and experiences of literacy and literature are more common for PPG pupils than among their peers. Exposure to language-rich experiences, or to a broad range of language contexts, is less likely among PPG children at Deer Park School. As the average level of language acquisition at the school is high, this places our PPG children at a marked disadvantage.</i>

Additional Barriers and Risks

D. Enrichment Experiences	<i>In general, disadvantaged pupils across the school have more limited access than their peers to cultural and enrichment experiences such as galleries, museums and exhibitions, which would otherwise enrich their vocabulary, knowledge and understanding. The general provision of enriching and varied contexts for children across the school is high, and thus PPG are placed at a disadvantage in their cultural capital development when compared to their peers.</i>
E. Access to Technology	<i>This group of pupils are significantly less likely to be able to access technology as a tool for extending learning at home. This level of access has become a more marked concern since the March 2020 lockdown, and has a far greater potential impact on the learning of PPG children during repeat or similar events.</i>

Barrier or Risk	Desired Outcomes	Actions and Strategies
<p style="text-align: center;">A. Unconscious Bias</p>	<p>1) Staff and families have evident and consistently high aspirations for all of the children attending the school. No child is left behind due to financial constraints or due to their limited language. No child is labelled due to their disadvantage and each child is treated as an individual. Deer Park believes in and delivers a vision of success for <i>all</i> pupils.</p> <p>2) At the end of EYFS, KS1 and KS2, the number of disadvantaged pupils working at greater depth within the expected standard in all areas of the curriculum exceeds the national average.</p>	<ul style="list-style-type: none"> ● <i>Teachers and staff have strong, individual relationships with pupils that enable quality engagement in teaching. They know their interests and passions and as a result engage them well.</i> ● <i>Specialist expert tutoring is used for catch-up and greater depth groups in KS2.</i> ● <i>Children not yet on track in reading receive 1:1 tutoring, following specific phonics interventions</i> ● <i>Pupils working at higher levels are challenged through enrichment programmes.</i> ● <i>Booster tuition classes are held in the mornings and holidays through the support of outside agencies.</i> ● <i>Data is used effectively in analysing impact and supporting targeted pupil provision.</i>
<p style="text-align: center;">B. Attendance</p>	<p>1) Attendance figures for the school, for all pupils, remain above national averages. There are no gaps between groups of pupils and those in receipt of the grant attend school as regularly as their peers.</p>	<ul style="list-style-type: none"> ● <i>Office staff contact school immediately if pupils do not arrive at school, and a 'priority calling list' is utilised by staff that includes pupils with the lowest attendance or a pattern of non-attendance, to contact first in the event that they do not arrive at school.</i> ● <i>Attendance is rewarded each week in the class celebration assembly, and individual rewards are given each term.</i> ● <i>Families meet with the Deputy Headteacher, and then the Headteacher when attendance falls below an acceptable level.</i> ● <i>Communication and work with families is consistently strong to address any barriers to regular attendance.</i> ● <i>Parent workshops and engagement opportunities with the school are consistent, and of high quality, to motivate attendance from families.</i>
<p style="text-align: center;">C. Language</p>	<p>1) Pupils arriving at the school with little or no English are given an appropriate level of support from trained and effective staff.</p> <p>2) Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.</p>	<ul style="list-style-type: none"> ● <i>Accurate and productive use of assessment in analysing the support necessary for each individual child, with bespoke language support then implemented for each child.</i> ● <i>Language acquisition and vocabulary is a whole school skill, including language rich activities and discrete language teaching in timetabled and effective language interventions</i> ● <i>Our curriculum encourages and supports those who are new to English by meeting their interests, the teachers know the children well through our whole school projects</i> ● <i>The enrichment programme supports children in language acquisition across a wide range of contexts</i>

Barrier or Risk	Desired Outcomes	Actions and Strategies
<p style="text-align: center;">G. Enrichment Experiences</p>	<ol style="list-style-type: none"> 1) Regardless of socioeconomic backgrounds, pupils at Deer Park School engage in a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits. 2) Children eligible for PPG make strong progress in their language acquisition and understanding of different cultural contexts, allowing them to access the full curriculum more effectively. 	<ul style="list-style-type: none"> • <i>All pupils at Deer Park School experience at least one educational visit linked to their topic every six weeks, with more frequent local area walks to support fieldwork and local understanding.</i> • <i>Reduced costs for residential visits that all PPG pupils access such experiences</i> • <i>A strong range of clubs is made available to all pupils, with reduced costs for PPG pupils</i> • <i>Additional swimming lessons for PPG pupils are funded by the school</i> • <i>A greater range of creative opportunities are on offer to those who are skilled or interested in these fields</i> • <i>Mechanics, public speaking, robotics and engineering projects ensure that a range of opportunities are available to those who may not have such opportunities</i>
<p style="text-align: center;">H. Access to Technology</p>	<ol style="list-style-type: none"> 1) Despite the fact that pupils may not have access to technology at home, they are given opportunities to use such resources to support with their learning. 2) In the event of school closure, all pupils are able to access technology to support their continuation of learning at home. 	<ul style="list-style-type: none"> • <i>All Deer Park School pupils have regular access to technology in the classroom</i> • <i>The computing curriculum is robust and comprehensive to allow children a strong skill base, regardless of socioeconomic circumstance</i> • <i>Any children who do not have access to technology at home will be provided with a device in the event of full or partial school closure.</i>

Allocation of Funding 2020 – 2021

PPG Grant Total: £12,105

Area of Spending	Desired Outcome	Chosen Action(s)	In-School Lead	Funding Allocated	Review Period
Group or individual intervention	Pupils continue to make at least expected year on year progress and consistently meet or exceed national expectations.	<ul style="list-style-type: none"> • High quality expert tuition for PPG pupils in KS2, on a weekly basis. • Reading interventions for pupils in EYFS and KS1 on a daily basis. • Staff training in phonics and reading, to support early reading development for disadvantaged children. 	Headteacher Deputy Headteacher Reading Lead	£4,505	Half-Termly
Club Subsidies	Disadvantaged children receive access to a comprehensive and engaging range of enrichment opportunities which raise aspirations and support curriculum learning.	<ul style="list-style-type: none"> • All PPG pupils receive 1 club completely free each term. • All other clubs are 50% reduced for PPG pupils. 	Headteacher EDP Lead	£2,500	Termly
Music Lessons	Disadvantaged children have every opportunity to develop cultural interest and talents, including direct instrumental tuition and access to music.	<ul style="list-style-type: none"> • Every PPG child receives free instrumental tuition on one instrument, with weekly lessons and a loaned instrument to take home. 	Music Lead	£1,890	Termly
Milk and School Lunches	Disadvantaged children receive a nutritious and healthy school diet, to support physical development.	<ul style="list-style-type: none"> • All PPG pupils receive free, daily milk in EYFS and KS1. 	Office Manager	£4,500	Bi-annual (Feb 2021, July 2021)
Uniform	No child is less able to meet the high expectations for personal conduct and appearance at Deer Park, and to ensure access to admission.	<ul style="list-style-type: none"> • PPG pupils receive a £50 voucher each year for school uniform, and are offered good quality 2nd hand uniform. 	Headteacher Office Manager	£600	Termly
Educational Visits and Swimming	All children develop the cultural understanding, character development and broad range of interests that they will need to take full advantage of their learning and experiences.	<ul style="list-style-type: none"> • PPG pupils are able to attend all educational visits free of charge. Residential trips are reduced for PPG children, with offered payment plans. • Additional swimming lessons for PPG pupils in Reception are funded by the school. 	Headteacher Assistant Headteacher for Curriculum	£800	Half-Termly
Total Funding Allocated					£14,795

Review of Funding 2019-2020

PPG Grant Total: £9,240

Area of Spending	Chosen Action	Estimated Impact	Lessons Learned	Cost
Group or individual intervention	Providing small group catch-up and keep-up provision for PPG pupils.	<ul style="list-style-type: none"> PPG children have made progress well above the national average in recorded data, and attain in line with their peers across all subjects. 	Regular individual tuition is best used to help children keep up with the curriculum; providing regular and consistent support for the individual child.	£2,240
Club Subsidies	All PPG children received one club free per term, and the rest of their chosen clubs at a 50% reduction (including wrap around care).	<ul style="list-style-type: none"> PPG children had the same access to enrichment and cultural capital as their peers. Working parents of PPG children were able to have full working timetables, due to the significant cost reduction of wrap around care and clubs. 	Allowing families to pursue normal working timetables was of significant support to our most vulnerable families, and should be replicated in future years.	£2,200
Music Lessons	Trial music provision for targeted children, to assess suitability and impact of this use of PPG funding.	<ul style="list-style-type: none"> Clear impact on confidence and self-expression of targeted pupils; now performing in assemblies and in public forums. 	This measure was impactful on the cultural capital and confidence of the children involved in the trial; it can now be used on a wider basis for PPG.	£300
Milk and School Lunches	PPG families received hampers in lockdown, ensuring continued provision of a nutritious diet despite difficulties. PPG families all received a voucher for the school holidays.	<ul style="list-style-type: none"> All families were continuously provided for during school closure, lockdown and over the summer holidays; PPG children suffered no nutritional detriment from their parents being unable to work or access provisions during this time. 	Effective planning in place for the continued provision of food to vulnerable families must be an essential component of the school's Education Continuity Plan.	£3,000
Uniform	All PPG families are given vouchers to purchase new school uniform each year.	<ul style="list-style-type: none"> Children from all families are enabled in access the identity and culture of the school. There is no means of identifying or singling out PPG families by uniform at Deer Park; an essential component for inclusivity and the esteem of the children. 	Identity and self-esteem is important to children's sense of belonging, and that the removal of pressure on the family to enable this sense of belonging is an important obstacle reduction.	£1000
Educational Visits and Swimming	All PPG children had funded swimming lessons, and their educational visits were funded.	<ul style="list-style-type: none"> PPG children were able to access all sporting opportunities that their peers enjoyed, and did not see any reduced access to cultural capital or experiences. 	Directing funding towards sporting endeavours had a positive impact on self-esteem, and removed pressure on families to fund the same activities as their children's peers.	£500

