

# Deer Park School



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Deer Park School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	08.10.2021
Date on which it will be reviewed	21.12.2021
Statement authorised by	Alexander Lee
Pupil premium lead	Alexander Lee
Governor / Trustee lead	James Boyle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,166.25
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 21,166.25

# Part A: Pupil premium strategy plan

## Statement of intent

*At Deer Park, there are two fundamental objectives for disadvantaged children. The first is to achieve their full potential academically, with attainment and progress rates which are at least equitable with their peers. The second is that disadvantaged children receive a comprehensive range of culturally enriching opportunities and activities, and that access to broader horizons is made possible for them by the direct action of the school. Our pupil premium strategy works to address each of these objectives, beginning with perceptions & aspirations, and working holistically through to logistical practicalities and data-driven targets. This strategy incorporates all members of our school team, and utilises the committed effort of the whole school in order to realise these aims for our children.*

## Challenges

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

Challenge number	Detail of challenge
1 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 may be expected to achieve less than those who are not, and this risks less ambition for those children from less fortunate circumstances.</i>
2 Language	<i>Pupils eligible for the grant are more likely impoverished language experiences in English. 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>
3 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, sports provision and music lessons, which would otherwise enrich their vocabulary, knowledge and opportunities for self-development. 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>
4 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, accessing information as part of homework or extended school experiences, or taking part in remote provision in event of a school closure.</i>

## 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
Unconscious Bias	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. 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.	<ul style="list-style-type: none"> <li>PPG children have new uniform each year, with vouchers issued</li> <li>Staff complete unconscious bias training in school</li> <li>PPG children's attendance is in line with their peers</li> <li>The targets for PPG children are equally as ambitious as their peers</li> </ul>
	At the end of EYFS, KS1 and KS2, PPG children achieve at least in line with their peers, and make strong progress from their starting points.	<ul style="list-style-type: none"> <li>Progress and attainment results show no gap between PPG children and their peers</li> <li>PPG children at Deer Park exceed the national average for progress and attainment</li> </ul>
Language	Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.	<ul style="list-style-type: none"> <li>PPG children achieve in line with their peers in the phonics screening</li> </ul>
	The school ensures that PPG children have equal access to a wide range of opportunities for new and varied language, and opportunities that promote the acquisition of vocabulary.	<ul style="list-style-type: none"> <li>There is no language gap between PPG children and their peers by the end of KS1</li> </ul>
Enrichment Experiences	Regardless of socioeconomic backgrounds, pupils at Deer Park School are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits.	<ul style="list-style-type: none"> <li>All PPG children learn at least one musical instrument</li> <li>PPG children attend all school trips and residential</li> </ul>
	All children eligible for PPG engage in meaningful sporting and cultural activities, and enrichment experiences that develop an understanding of different cultural contexts, allowing them to access the full curriculum more effectively.	<ul style="list-style-type: none"> <li>All PPG children participate in at least one sports club or cultural club each week</li> </ul>
Access to Technology	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.	<ul style="list-style-type: none"> <li>All children are able to use technology to learn in school, and to support their needs effectively</li> </ul>
	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"> <li>All PPG children have access to a device to learn at home, and will be able to access homework and remote learning without interruption</li> </ul>

## 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: £ 4,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Vocabulary and language acquisition training for all teaching staff.</i>	<p>EEF guidance reports on 1) 'Improving literacy in KS1' available <a href="#">here</a>. 2) 'Preparing for Literacy' available <a href="#">here</a>. 3) 'Improving literacy in KS2' available <a href="#">here</a>.</p> <p>EEF guidance report on 'Effective Professional Development' available <a href="#">here</a>.</p> <p>Treffers-Daller, J. &amp;. (2013). Vocabulary size revisited: The link between vocabulary size and academic achievement. <i>Applied Linguistics Review</i>, 151-172.</p> <p>Sedita, J. (2005). Effective Vocabulary instruction. <i>Insights on Learning Disabilities</i>, 33-45.</p>	2
<i>Vital Vocabulary programme implementation within all year groups.</i>	<p>EEF guidance reports on 1) 'Improving literacy in KS1' available <a href="#">here</a>. 2) 'Preparing for Literacy' available <a href="#">here</a>. 3) 'Improving literacy in KS2' available <a href="#">here</a>.</p> <p>Hirsch Jr, E. (2003). Reading comprehension requires knowledge - of words and the world. <i>American Educator</i>, 10-13.</p> <p>Quigley, A. (2018). <i>Closing the Vocabulary Gap</i>. London: Routledge.</p> <p>(see above row for further relevant research)</p>	2
<i>Unconscious bias training for all staff.</i>	<p>Dee, T. and Gershenson, S., 2017. <i>Unconscious Bias in the Classroom: Evidence and Opportunities</i>, 2017. Stanford Center for Education Policy Analysis.</p> <p>Campbell, T., 2015. Stereotyped at seven? Biases in teacher judgement of pupils' ability and attainment. <i>Journal of Social Policy</i>, 44(3), pp.517-547.</p>	1
<i>'Emotion coaching' training for staff, through the Attachment Aware Schools Award</i>	<p>EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4) available <a href="#">here</a>.</p> <p>EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools' available <a href="#">here</a>.</p>	3

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

Budgeted cost: £ 9,266.25 (including recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality group tuition for PPG KS2 pupils, delivered weekly by qualified specialist	EEF Teaching and Learning Toolkit, 'Small Group Tuition' (on average +4 months of progress) available <a href="#">here</a> .  EEF guidance report 'Improving Mathematics in Key Stages 2 and 3' (specifically point 7) available <a href="#">here</a> .	2
Daily reading interventions for pupils in EYFS and KS1	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 respectively) available <a href="#">here</a> .  EEF guidance reports on 1) 'Improving literacy in KS1' available <a href="#">here</a> . 2) 'Preparing for Literacy' available <a href="#">here</a> .	2
Weekly individual music lessons and instrument loans are fully funded for all PPG pupils	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3) available <a href="#">here</a> .	3
Oral Language interventions in EYFS and KS1	EEF Teaching and Learning Toolkit. 'Oral Language Interventions' (+6). Available <a href="#">here</a> .  EEF guidance reports on 1) 'Improving literacy in KS1' available <a href="#">here</a> . 2) 'Preparing for Literacy' available <a href="#">here</a> .	2
Devices purchased and made available for all PPG families to use for homework or remote provision.	EEF Teaching and Learning Toolkit on the accessibility of Homework (+3 in primary), available <a href="#">here</a> .  EEF guidance report on the Use of Technology in Primary Schools, available <a href="#">here</a> .	4

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment club subsidies: free clubs each term for PPG children, and 50% reduction on other activities.	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3) available <a href="#">here</a>  EEF Teaching and Learning Toolkit 'Physical Activity' (+1) available <a href="#">here</a> .	3
Residential programmes 50% discount for PPG families (History Trip to Normandy, Geography Trip to Wales, Ham)	EEF study on Outdoor Learning, and impacts on 'self-efficacy and motivation' available <a href="#">here</a> .  EEF trial on the impact of trips on writing attainment, available <a href="#">here</a> .	3
Daily school lunch homemade on site for PPG children	<i>(Implemented to ensure that PPG children receive a balanced and nutritional hot meal every day, in the same manner as their peers).</i>	1
<i>Uniform vouchers are allocated each year to PPG families to significantly reduce costs</i>	EEF Guidance on School Uniform Implementation, available <a href="#">here</a> . <i>(Implemented to ensure PPG children are not more likely to wear incorrect or identifiably second-hand uniform).</i>	1
<i>'Time to Talk' programme led by the Mental Health First Aider, and Senior Mental Health Lead</i>	EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4) available <a href="#">here</a> .	3

**Total budgeted cost: £ 21,166.25**

## 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 2020 to 2021 academic year.

*Academic Intervention and Teaching: PPG pupils in all years made progress above the national average in their standardised NFER tests over the course of the year. PPG attainment is overall higher than that of their peers in all year groups. All PPG children in Year 1 passed the phonics screening check.*

*Enrichment: PPG children all participated in clubs each term, with all PPG children undertaking at least one enrichment club each week (the majority took up three or more clubs each week). All PPG children took up a musical instrument, and are continuing with lessons into the new academic year. All PPG children in year groups with residential were able to attend due to subsidised costs.*

*School Lunches: All PPG families were continuously provided for during school closure and lockdown (both with vouchers each week, and hampers), and families accordingly suffered no financial detriment from prolonged school closure.*

*Uniform: PPG children are not identifiable by second-hand or worn-out uniform, and all families received vouchers to ensure this continues.*