

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 (3 year plans are recommended)	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
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	£ 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 progress rates and attainment levels 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 plan works towards achieving those objectives by simultaneously tackling a number of challenging aspects of a target pupil's ecological environment (Bronfenbrenner, 1997¹, 1995²; Bronfenbrenner and Evans, 2000³) ranging from individual risk factors to school culture and family circumstances while drawing on the existing evidence base in doing so. Our strategy complements the school aspiration for all pupils to engage meaningfully with enriching and varied experiences. The implementation of this strategy incorporates all members of our school team, and utilises the committed effort of the whole school in order to realise these objectives for our children. The key principle underpinning this strategy is that all children, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.

Challenges

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

Challenge number	Detail of challenge
1 Inclusion, Equity, and Risk of Bias	<i>The risk is that an assumption is made that all disadvantaged pupils face similar barriers or are assessed to have lower prospective performance when compared with their peers. As Deer Park School has low rates of children eligible for the PPG grant, there is a risk that PPG children may be perceived in contrast to their peers (for example, in the quality of their uniform or attendance at enrichment clubs). Furthermore, there is a risk that this small group of children eligible for the grant may be expected to achieve less over time than their peers. This in turn risks less ambition for those pupils when compared to their peers.</i>
2 Language	<i>Pupils eligible for the grant are more likely to have 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</i>

¹ Bronfenbrenner, U. (1977). [Toward an experimental ecology of human development](#). *American psychologist*, 32(7), 513.

² Bronfenbrenner, U. (1995). Developmental ecology through space and time: A future perspective. In P. Moen, G. H. Elder, Jr., & K. Lüscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development* (pp. 619–647). American Psychological Association.

³ Bronfenbrenner, U., & Evans, G. W. (2000). [Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings](#). *Social development*, 9(1), 115-125.

	<i>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. Pupils at the school generally access a wide range of enriching and cultural experiences, 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 – when compared with their peers – 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 the event of a school closure, personal isolation, group or class 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
Inclusion, equity, and potential 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 or identifiable by their socioeconomic circumstance, and each child is treated as an individual. Deer Park School believes in and delivers a vision of success for <i>all</i> pupils.	<ul style="list-style-type: none"> • PPG children have new uniform each year, with vouchers issued • All staff complete unconscious bias training in school, and have an increased awareness of potential unconscious bias towards PPG children. • Anonymous pupil survey indicates that PPG children feel equally included and valued when compared to their peers • The targets for PPG children are as ambitious as those for their peers
	Throughout EYFS, KS1 and KS2 PPG children make strong progress from their starting points and consequently achieve at least in line with their peers at the end of each key stage.	<ul style="list-style-type: none"> • Progress and attainment results show no gap between PPG children and their peers • PPG children at Deer Park exceed the national average for progress and attainment
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"> • PPG children achieve in line with their peers in the phonics screening • PPG children demonstrate improved levels of expressive vocabulary across the curriculum, determined in the monitoring and evaluation cycle.
	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"> • There is no language gap between PPG children and their peers by the end of KS1

	Intended outcome	Success criteria
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"> All PPG children learn at least one musical instrument PPG children attend all school trips and residential
	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 range of social and cultural capital on offer at the school.	<ul style="list-style-type: none"> All PPG children participate in at least one sports club or cultural club each week
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"> All children are able to use technology to learn in school, and to support their needs effectively
	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"> All PPG children have access to a device to learn at home, and will be able to access homework and remote learning similarly to their peers.

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 here. 2) 'Preparing for Literacy' available here. 3) 'Improving literacy in KS2' available here.</p> <p>EEF guidance report on 'Effective Professional Development' available here.</p> <p>Milton, J. & Treffers-Daller, J. (2013). Vocabulary size revisited: The link between vocabulary size and academic achievement. <i>Applied Linguistics Review</i>, 4(1), 151–172.</p> <p>Sedita, J. (2005). Effective vocabulary instruction. <i>Insights on Learning Disabilities</i>, 2(1), 33-45.</p>	2

<p><i>Vital Vocabulary programme implementation within all year groups.</i></p>	<p>EEF guidance reports on 1) 'Improving literacy in KS1' available here. 2) 'Preparing for Literacy' available here. 3) 'Improving literacy in KS2' available here.</p> <p>Hirsch, E.D. Jr. (2003). Reading comprehension requires knowledge— of words and the world. <i>American Educator</i>, 27(1), 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>	<p>2</p>
<p><i>Unconscious bias training for all staff (used as starting point for wider inclusion work as part of challenge 1).</i></p>	<p>Dee, T., & Gershenson, S. (2017). Unconscious bias in the classroom: Evidence and opportunities. Google's Computer Science Education Research.</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), 517-547.</p>	<p>1</p>
<p><i>'Emotion coaching' training for staff, through the Attachment Aware Schools Award.</i></p>	<p>EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4) available here.</p> <p>EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools' available here.</p>	<p>3</p>

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
<p><i>High quality group tuition for PPG KS2 pupils, delivered weekly by qualified specialist.</i></p>	<p>EEF Teaching and Learning Toolkit, 'Small Group Tuition' (on average +4 months of progress) available here.</p> <p>EEF guidance report 'Improving Mathematics in Key Stages 2 and 3' (specifically point 7) available here.</p>	<p>2</p>
<p><i>Daily reading interventions for pupils in EYFS and KS1.</i></p>	<p>EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 months' progress respectively) available here.</p> <p>EEF guidance reports on 1) 'Improving literacy in KS1' available here. 2) 'Preparing for Literacy' available here.</p>	<p>2</p>
<p><i>Weekly individual music lessons and instrument loans</i></p>	<p>EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on attainment outcomes) available here.</p>	<p>3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>are fully funded for all PPG pupils.</i>		
<i>Oral Language interventions in EYFS and KS1.</i>	EEF Teaching and Learning Toolkit. 'Oral Language Interventions' (+6 months' progress). Available here . EEF guidance reports on 1) 'Improving literacy in KS1' available here . 2) 'Preparing for Literacy' available here .	2
<i>Devices purchased and made available for all PPG families to use for homework or remote provision.</i>	EEF guidance report on the Use of Technology in Primary Schools, available here . EEF rapid evidence assessment on Remote Learning, available here . Cullinane, C. and Montacute, B. (2020). COVID-19 and Social Mobility Impact Brief #1: School closures . The Sutton Trust. <i>Further reading on the impact of homework on attainment:</i> EEF Teaching and Learning Toolkit on the accessibility of Homework (+3 months' progress on academic attainment in primary), available here .	4

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment club subsidies: free clubs each term for PPG children, and 50% reduction on other activities.</i>	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science) available here . EEF Teaching and Learning Toolkit 'Physical Activity' (+1 month progress on academic attainment) available here .	3
<i>Residential programmes 50% discount for PPG families (History Trip to Normandy, Geography Trip to Wales, Ham)</i>	EEF Teaching and Learning Toolkit suggests that outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Available here .	3

<p>High quality daily school lunch prepared on site for PPG children</p>	<p>(Implemented to ensure that PPG children receive a balanced and nutritional hot meal every day, in the same manner as their peers).</p>	<p>1</p>
<p>Uniform vouchers are allocated each year to PPG families to significantly reduce costs</p>	<p>EEF Guidance on School Uniform Implementation, available here. (Implemented to ensure PPG children are not more likely to wear incorrect or identifiably second-hand uniform).</p>	<p>1</p>
<p>'Time to Talk' programme led by the Mental Health First Aider, and Senior Mental Health Lead</p>	<p>EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4 months' additional progress in academic outcomes over the course of an academic year) available here.</p> <p>Pro Bono Economics. Economic evaluation of Place2Be's counselling service in primary schools. A Pro Bono Economics report for Place2Be in association with Dr Allan Little.</p> <p>Zarbo, C., Tasca, G. A., Cattafi, F., & Compare, A. (2016). Integrative psychotherapy works. <i>Frontiers in psychology</i>, 6, 2021, 1-3.</p>	<p>3</p>

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.