

## 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	Damers First School
Number of pupils in school	483
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2224/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Catherine Smith, Headteacher
Pupil premium lead	Rachel Nesbitt, Assistant Headteacher
Governor / Trustee lead	Lesley Goldsack, link governor for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,865
Recovery premium funding allocation this academic year	£14,645
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	£149,510

# Part A: Pupil premium strategy plan

## Statement of intent

### At Damers First School:

We are determined to ensure that our children are given every chance to realise their full potential. Our core aim of opening learners' minds and expanding the breadth of their experiences underpins so much of what we do in our school, and the support that we provide to our disadvantaged pupils.

We have high aspirations and ambitions for all of our children and we strongly believe that it is not about your background, but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference. As such, we prioritise building on our children's actual starting points and secure prior learning when designing our curriculum, learning development plan and pupil premium strategy. All three of these plans echo each other and lie at the heart of our provision.

Our core aim, when allocating Pupil Premium funding, is to raise the attainment and progress of disadvantaged pupils, including progress for those who are already high attainers, so that their performance compares favourably with non-disadvantaged peers.

In making provision for disadvantaged pupils, we acknowledge that not all pupils who receive free school meals (FSM) will be disadvantaged and that not all pupils who are disadvantaged are registered or qualify for free school meals. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Many disadvantaged pupils have not had access to a broad range of language development opportunities prior to starting school – talk, books, story-telling, experience of song and nursery rhymes. Gaps in oracy are evident from Reception through to Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry to our Foundation classes and that this gap remains steady to the end of Year 4.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional challenges for many pupils, restricted access to developmentally appropriate physical development activities and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, impacting their attainment, behaviour, mental health and wellbeing.  Parental engagement with learning has historically been lower within our disadvantaged families, but particularly so given the barriers to engagement that have been enforced during the pandemic. Lack of social engagement for some of our families in the early years has resulted in an absence of the key building blocks for strong social,

	emotional, mental health and wellbeing - relationships, modelling and nurture.
6	<p>Our current attendance data shows that 20% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers in the 2021/22 school year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Attendance data over the last 3 years has been significantly impacted by the pandemic but generally indicates that attendance among disadvantaged pupils has been lower than that recorded for their non-disadvantaged peers.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Year 4 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of Year 4.	Year 4 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their</li> </ul>

	<p>non-disadvantaged peers being reduced.</p> <ul style="list-style-type: none"><li>● the percentage of all pupils who are persistently absent being at least below 2% (as it was pre-pandemic) and the figure among disadvantaged pupils being in line with their non-disadvantaged peers.</li></ul>
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## 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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum, providing additional CPD for all teaching staff to deliver:</p> <ul style="list-style-type: none"> <li>-targeted reading aloud and book discussion with young children;</li> <li>-explicitly extending pupils' spoken vocabulary;</li> <li>-the use of structured questioning to develop reading comprehension; and</li> <li>-the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul> <p>Specific teaching of metacognition and self-regulation strategies.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>They can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>The potential impact of metacognition and self-regulation approaches and collaborative learning is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p> <p><a href="#">Collaborative learning approaches   EEF</a></p>	<p>1,2,3,4</p>
<p>Little Wandle Letters and Sounds Revised <a href="#">Little Wandle</a> embedded in</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	<p>2,4</p>

<p>Foundation and Year 1 practice, alongside intervention support in Years 2-4 and additional resources purchased to support provision for SEND.</p> <p>We will further develop explicit training around and teaching of reading comprehension strategies.</p>	<p>necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will establish refined learning groups and fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  <a href="#">Mastery learning   EEF</a></p>	3
<p>We will revisit and clarify our approach to effective marking and feedback</p>	<p>Providing feedback is a well-evidenced and effective approach and has a high impact on learning outcomes.</p> <p><a href="#">Feedback   EEF</a></p>	1,2,3,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Social and emotional learning   EEF</a></p> <p>Given our higher proportion of pupils with EHCPs and those with Autism as their primary need, we have also used advisory documents such as</p>	5,6

Purchase of Hamish and Milo scheme and resources.	<a href="#">Coronavirus and lockdown</a> to inform our response to recovery.	
Training for staff on high quality feedback, summative assessment and ensuring diagnostic assessments are interpreted and administered correctly.  Purchase of additional standardised diagnostic assessments in line with other Wessex MAT schools.	<a href="#">Feedback   EEF</a>  In addition, and as part of a triangulated gathering of assessment information, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,2,3,4
<p><i>At Damers, we use a variety of tools to assess secure learning, from commercially bought packages, such as the Language Screen from NELI, to our own internally developed assessment tools. These focus staff not on what we have covered, but on what has been retained and can be applied by our pupils. This academic year, our assessments have allowed us to identify the core challenges some pupils are facing in writing and maths. We also know from our internal qualitative data that enrichment opportunities for the most disadvantaged have also been restricted and we have increased need for social and emotional support for our pupils. We try to strike an effective balance between using standardised assessment tools and teacher administered diagnostic assessments rooted in the classroom.</i></p>		

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will further develop our use of NELI as a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF</a>	1, 4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as part of our recovery programme for pupils in Years 2-4</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,4</p>
<p>Cognition and learning interventions (Inclusion of specific metacognition and self regulation approaches as there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies)</p>	<p>The potential impact of metacognition and self-regulation approaches and collaborative learning is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective  <a href="#">Metacognition and self-regulation   EEF</a>  <a href="#">Collaborative learning approaches   EEF</a></p>	<p>1,4</p>
<p>Communication and Interaction interventions such as SALT programmes and support</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress  <a href="#">Oral language interventions   EEF</a></p>	<p>1,4</p>
<p>Other targeted programmes such as Sensory and Physical Interventions such as OH programmes and support</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching  <a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>4,5</p>
<p>School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF</a></p>	<p>All</p>

receive tutoring will be disadvantaged, including those who are high attainers. -Phonics -Precision teaching	And in small groups: <a href="#">Small group tuition   EEF</a>	
Targeted ELSA/TIS support including Hamish and Milo	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Social and emotional learning   EEF</a>	5,6

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on therapeutic behaviour management with the aim of developing our whole school 'Steps' (now 'Therapeutic Thinking') ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">School attendance guidance May 2022</a> advice.  Monthly monitoring of attendance across all groups.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Further development of wider and targeted	Arts participation approaches can have a positive impact on academic	5,6

enrichment activities, including after school clubs based around SP / 'What matters to me' and arts provision	outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and by itself and that the value of arts participation should be considered beyond maths or English outcomes. <a href="#">Arts participation   EEF</a>	
Strengthening parental engagement with learning through structured conversations and targeted support from our Parent Support Adviser	The average impact of the Parental Engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="#">Parental engagement   EEF</a>	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to emergent needs that have not yet been identified.	All

**Total budgeted cost: £ 150,000**

## 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.

#### Challenge 1 - Oral language skills and vocabulary gaps

NELI and SALT interventions have been provided by trained staff and have had a significant impact on targeted groups of children (see individual progress records). 2021/2022 saw a significant increase in admissions of pupils with EAL, particularly in the Foundation cohort and the NELI intervention was used specifically to target the needs of this group.

It should be noted that our ability to deliver targeted interventions with specifically trained staff during this school year was significantly impacted by staff absence until the summer term due to Covid-19 restrictions. This resulted in high levels of impact for smaller groups and we are now in a position to extend the reach of these targeted programmes further.

Oral language development remains as a high priority within our current learning development plan.

#### Challenge 2, 3 and 4 - Phonics, early reading, writing and maths attainment

##### Outcomes July 22

	All Pupils	PP
<b>GLD</b>	47.8%	29.4% (5/17)
<b>Y1 Phonics</b>	83%	80%
<b>Y2 EXS</b>	R - 64.1% W - 52.2% M - 64.1%	R - 42.9% W - 23.8% M - 23.8%
<b>Y2 GDS</b>	R - 23.9% W - 8.7% M - 16.3%	R - 0% W - 0% M - 0%

##### Commentary / Next Steps

Our internal assessments during 2021/22 suggest that outcomes for our disadvantaged pupils are lower than in the 2 years prior to the pandemic and the gap between outcomes for PP pupils and their peers at the end of KS1 has widened. Our assessment of the reasons for these outcomes points primarily to the impact of the pandemic, which disrupted all subject areas to varying degrees. As evidenced in schools across the country, the disruption to school life and the support provided for families was most detrimental to our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, ensuring that all disadvantaged pupils were targeted to attend school full time. Where this was not possible pupils were supported by remote learning, appropriate technology and learning mentor support but this did not equate to the quality of support which is provided in school.

We remain confident that this gap will be narrowed again over time, but the impact of the last two years and the impact of the challenges that many of our disadvantaged families are now experiencing, cannot be overcome swiftly. All of the challenges that we identified at the beginning of this plan remain relevant and prioritised within a longer term plan.

In the shorter term, we have seen significant impact in areas such as phonics where we have introduced Little Wandle, associated catch up interventions and whole school training and support for all staff in developing their phonics knowledge. For the first time we appear to have narrowed the gap between our disadvantaged pupils and their peers in this area at the end of Year 1, but we are cautious and will continue to monitor this closely this year to determine if this is a sustainable shift given a more targeted approach to phonics provision across the school.

School led tutoring, led by experienced teachers, has benefitted targeted individuals in Years 2-4. This has included targeting the lowest 20% in each year group, including disadvantaged pupils. Teachers and support staff in Years 2-4 have also been trained in the delivery of catch-up interventions and these are now in place for all who need access to this provision in each year group.

On average, disadvantaged children who accessed school led tutoring during 2021-22 made over 1 yr progress in reading ages during their block (usually a term) (see Catch Up progress summary 2021-22)

Lesson visits show that subject knowledge in this area across teaching staff in Years 2-4 has improved significantly and that children are now supported more confidently in applying and developing their phonics knowledge across wider areas of learning.

## **Challenge 5 - Social, emotional and mental health and parental engagement**

SEMH support has been used to target individuals and groups. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to pandemic-related issues and the decline in external support services. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

2021-2022 saw the re-introduction of extra-curricular clubs and activities as restrictions were lifted. Our club offer is designed to provide a wide range of enrichment opportunities and a number of clubs are designed around the needs of targeted disadvantaged pupils (eg Digital Music Makers). Teachers now target disadvantaged families to take up reserved places in all clubs and the take up from our disadvantaged families has more than doubled during the last school year (see Club attendance lists). Attendance at clubs has had an impact on children's mental health and wellbeing and has also impacted children's attendance overall.

We have seen much improved parental engagement this year following the lifting of restrictions imposed during the pandemic. 'Stay and ...' sessions have been re-introduced in all year groups and all have engaged the majority of parents and carers in each class. These sessions focus on basic skills and knowledge and support parents in knowing how to support their children's learning further at home. These have been particularly valuable in terms of early reading / phonics provision ensuring that parents have access to essential support materials, workshops and films which have been created to support parents at home. We have seen a significant improvement in phonics outcomes following the introduction of these additional targeted activities to support parents.

Teaching staff are encouraged to use our Pupil Premium strategy to inform their Professional Growth 'Lines of Enquiry'. During the last year a number of teachers have focused on the role of parental engagement in securing greater outcomes for pupils in phonics and early reading. Outcomes for targeted children within their own classes have been significantly improved and during the current school year, these findings and strategies are being shared with other staff to support further improvements across the school. Oral language development has emerged as a key focus for a significant group this year, along with behaviour and self-regulation.

## **Challenge 6 - Attendance**

Attendance in the year to date:

All - 95.1%

PP - 94.1%

National All: - 94%. Attendance is in line with all pupils and slightly above national figures. Attendance meetings have supported improvements for disadvantaged pupils with attendance.

Although overall attendance in 2021/22 was lower than in the preceding years at 94.2%, it was higher than the national average. Our total number of persistent absentees (attendance <90%) for 2021 /22 was higher than in pre-pandemic years in line with other schools, however only 57% of these pupils were in receipt of pupil premium. Prior to 2019/20 this number was always >90% and we have seen significant improvements in the attendance of our PP pupils following targeted support and intervention. The figures for persistent absenteeism remain larger than in previous years however and this still remains a priority within our plan.

## 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