



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	Denbigh Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	01.11.21
Date on which it will be reviewed	20.09.22
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	COG

Funding overview

Detail	Amount
Pupil premium funding allocation this FINANCIAL year	£242,305
Recovery premium funding allocation this academic year	£25,275
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	£267,680

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	To close the attainment gap between disadvantaged and non disadvantaged pupils in Reading, Writing and Maths.
2	To ensure pupils make at least expected progress from their given starting points in Reading, Writing and Maths.
3	To ensure learning gaps from lockdowns are covered and learning is caught up in all subjects.

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
DP attainment is in line with national expectations in Reading, Writing and Maths.	<ul style="list-style-type: none">• Pupils meet their End of Year attainment expectations.
DP make at least expected progress and many exceed expected progress in Reading, Writing and Maths.	<ul style="list-style-type: none">• Pupils make at least 4 steps progress across the academic year.

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: £41,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
ORACY: Implementation of speaking and listening, vocabulary and Oracy strategies	EEF: Targeting Academic Support & High Quality Teaching	1,2
ADDITIONAL TA IN KS2 for Intervention work	Intervention evaluation evidence Marking and Feedback evidence EEF: Targeting Academic Support & High Quality Teaching	1,2
ADDITIONAL TA IN KS1 PHONICS	Intervention evaluation evidence Phonic assessment evidence EEF: Targeting Academic Support & High Quality Teaching	1,2
MAPS OF ATTAINMENT CPD	Target Tracker data EEF: High Quality Teaching	3
EEF: Making a Difference Project	Educational Endowment Fund research	1,2

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

Budgeted cost: £117,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP	Government research data	3
WELLCOME PROJECT IN EYFS	EEF: Targeting Academic Support	1,2
NELI PROJECT IN Y1	EEF: Targeting Academic Support	
DYSLEXIA INTERVENTION	Formal dyslexia assessments via NT Dyslexia Team	1,2
MASTER CLASSES	Intervention evaluation evidence. End of lesson progress evaluations EEF: Targeting Academic Support	1,2,3

HOMEWORK CLUB	School evaluation evidence EEF: Targeting Academic Support	1,2,3
FRESH START PHONICS	School phonic outcomes data EEF: Targeting Academic Support	1,2
BRP	Intervention evaluation data EEF: Targeting Academic Support	1,2
Y6 BOOSTER CLASSES	End of Year statutory data evidence EEF: Targeting Academic Support	1,2,3
55 CLUB	School progress data EEF: Targeting Academic Support	1,2
ACCELERATED READER Y3-6	AR progress data EEF: Targeting Academic Support	1,2

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

Budgeted cost: £124,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO APPOINTMENT	Attendance, exclusion and behaviour monitoring data. EEF: Working with Parents to Support learning	1,2
PASTORAL LEAD APPOINTMENT		1,2
The THRIVE APPROACH staffing & CPD	Thrive social and emotional progress measure data EEF: Wider Strategies	1,2

Total budgeted cost: £282,895

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.

NURSERY: Disadvantaged Pupils made **RAPID** progress in all areas of learning that were assessed. The greatest progress was in PSED and CLL.

RECEPTION: Disadvantaged Pupils made typical progress in Literacy, but **RAPID** progress in all other aspects.

YEAR 1 PHONICS: Disadvantaged Pupils attained in line with their non Disadvantaged peers.

YEAR 2 PHONICS: Disadvantaged Pupils attained in line with their non Disadvantaged peers.

In **KS1 and KS2 there are no global differences** in attainment and in-year progress for vulnerable groups. Differences tend to be year group specific in different subjects, these outcomes are fed directly into subsequent intervention strategies.

INTERVENTIONS: pupil progress can be demonstrated via our Tracking and Provision Map software.

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
National Tutoring Programme	Vision For Education
National Professional Qualifications	Ambition Institute