

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Duncombe Primary School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	31 <sup>st</sup> October 2022
Date on which it will be reviewed	31 <sup>st</sup> October 2023
Statement authorised by	Helen Ryan (Headteacher) Pete Bacon Darwin (Chair of governors)
Pupil premium lead	Caroline Haydon
Governor / Trustee lead	Natalie Faiwoo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,629
Recovery premium funding allocation this academic year	£32,000.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£343,629</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Duncombe, we recognise that it's our job to support all children, regardless of their background to aspire to a better future so that they can achieve more. Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

1. Ensuring and supporting great teaching
2. Providing targeted academic interventions
3. Using a wider range of strategies to overcome barriers to learning

### **Ensuring and supporting great teaching**

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned and scaffolded lessons that challenge and stretch all pupils. A programme of professional development supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure that the achievement gap is closed rapidly through the use of timely and appropriate interventions.

This will include:

- extensive gap analysis used to further inform teaching
- 1:1 and small support within the class
- TA support in class
- the employment of specialist teachers
- CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits

### **Providing targeted academic interventions**

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

This will include:

- 1:1 / small groups in English and maths
- additional learning time
- online 1:1 tutoring
- additional phonics
- speech and language support
- SEND / EAL support groups

### **Using a wider range of strategies to overcome barriers to learning**

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.

This will include:

- supporting parents in understanding learning

- a focus on improving attendance
- providing curriculum enrichment opportunities
- support for wellbeing and mental health
- interventions to increase parental engagement and to ensure there is equity for pupils

## Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement, understanding of support systems and aspirations
2	Mental health issues for the parents/carers and the child
3	Domestic violence, often as a result of mental health issues
4	Lack of cultural capital and experiences
5	Communication and social skills - Speech and language difficulties
6	Exposure to gangs, crime, drug and alcohol abuse
7	Housing issues, lack of space and overcrowded
8	Financial issues
9	Low attainment on entry

## 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 oracy skills and vocabulary among disadvantaged pupils	<p>Some reading lessons are dedicated to vocabulary.</p> <p>Every English lesson includes vocabulary starters and deliberate practise to apply vocabulary</p> <p>Children are provided with sentence stems across the curriculum to structure talk for learning</p> <p>School policy dictates that children answer in full sentences</p> <p>Each Key Stage (EYFS, KS1, LKS2, UKS2) has a bank of sentences which indicate what</p>

	children must be able to say before they leave that key stage
Improved reading attainment among disadvantaged pupils in end of key stage tests	<p>Reading for pleasure slots are timetabled from Y3- Y6</p> <p>Children from Reception to Y2 follow the Read Write Inc (RWI) programme which is monitored by our phonics lead</p> <p>Children in nursery follow RWI from the summer term. To ensure they are ready they begin to identify sounds from the beginning of nursery</p> <p>All children across the school have story time at least once a day.</p> <p>Pupil premium children have additional 1:1 reading sessions</p> <p>Children in KS1 do guided reading three times a week to teach the rest of the reading skills</p>
Improved maths attainment among disadvantaged pupils in end of key stage tests	<p>Children are identified and their progress is tracked across the year</p> <p>Pupil premium pupils are supported through interventions in all core subjects</p> <p>Fluency slots are timetables across the school</p> <p>Children from pupil premium backgrounds in Y4 are provided with a Chromebook so that they can do Doodlemaths/ Doodletables and practice for their MTC at home</p>
To improve the standards of mental health and provide strategies to maintain this for all pupils, but with a focus particularly on disadvantaged pupils	<p>Pupil premium children are supported emotionally and socially in order to fully access the curriculum – SEMH support</p> <p>Some pupil premium children will benefit from counselling sessions with the school therapist</p> <p>Pupil premium children have benefit from a range of activities and experiences to broaden their experiences and curriculum</p> <p>The PSHE curriculum is planned and delivered carefully to promote mental health and prepare children for the challenges that they may face due to their disadvantage</p> <p>Children can access their full entitlement to the national curriculum</p>
Attendance to be 96% or above for pupil premium children	<p>Children who are pupil premium are identified early</p> <p>These children's attendance will be tracked and reported in the bi-weekly attendance report by the attendance officer</p>

	<p>Attendance award will be given out each week in assembly and this will be a standard part of the celebration assembly</p> <p>Attendance display in reception area will be used to help motivated children</p> <p>Attendance awards for classes with the best attendance will be used to motivated children</p>
<p>Collectively, pupil premium children will achieve 65% combined, in line with the target for all pupils</p>	<p>Teaching is consistently good or better for pupil premium children</p> <p>Pupil premium children are identified early and their progress is tracked throughout the year</p> <p>Interventions are timetabled to enable children to make rapid progress and overcome particular barriers to learning</p> <p>Decisions about teaching and learning are informed by research (such as EFF Report on the Impact of school closures on the attainment gap</p> <p>EFF Guide to Supporting School Planning: A Tiered Approach to 2020-21</p> <p>Fischer Family Trust report 2022) and thought through so that they are sustainable</p> <p>Research is used to inform CPD for teachers so that they are aware of the best approaches to support children from disadvantaged backgrounds.</p>
<p>Children gain cultural capital by having a broad, balance curriculum and attend 3 local trips and 3 cultural experiences each year</p>	<p>Curriculum maps are review by subject leads to ensure the full entitlement to the curriculum is being met</p> <p>Trips are planned in advance with phase leaders and booked in good time</p> <p>Trips and cultural experiences make use of the wealth of opportunities on offer in London</p> <p>Trips and cultural experiences enhance our curriculum offer and bring learning to life</p> <p>Children know why they are attending trips and can explain what they have learnt</p> <p>Children will be able to apply taught vocabulary in context</p>

### **End of year data outcomes**

Our intention is that the above outcomes also impact the attainment of children who are classed as pupil premium. See below for the anticipated 2022- 2023 data.

<b>Current outcome</b>	<b>Intended outcome for 2022- 2023</b>	<b>Success criteria</b>
In reception, 47% of pupil premium children met the GLD	EYFS Good Level of Development to be 65% for pupil premium children	<p>PP children are identified early along with each child's specific barriers to learning</p> <p>Additional support is provided for children who are non-verbal or who have significant SEMH needs</p> <p>Speech interventions start as soon as the baseline assessment is finished</p> <p>Literacy planning is adapted so that children are working on their speech and language targets throughout the day rather than just during interventions</p> <p>Listening and attention groups start as soon as the baseline assessment is complete</p>
66% of pupil premium children passed the phonics screening check	70% of pupil premium children to pass their PSC	<p>Children are identified early</p> <p>Children have additional home learning which matches the speed sounds/ word types they are learning to read in lessons</p> <p>Children have additional 'pinny time'/ speed sound interventions</p> <p>Progress is carefully tracked and uploaded on to the RWI tracker</p> <p>Complete a phonics screening mock to check children's progress towards completing it successfully</p> <p>Implement reading for pleasure and support children to make the link between phonics and reading to build motivation</p>
At the end of KS1 50% of pupil premium children met the expected standard for reading, writing and maths	At the end of KS1 65% of pupil premium children met the expected standard for reading, writing and maths	<p>Children are identified early and progress is tracked towards target</p> <p>Interventions are timetabled in order to support progress towards target</p> <p>Interventions are monitored by the phase leader</p>

78% of pupil premium children scored 80% or above in their Multiplication Tables Check	85% of pupil premium children scored 80% or above in their Multiplication Tables Check	Children who are pupil premium will sign a Chromebook agreement so that they can take a laptop home to practice MTC/ Doodlemaths/ tables
At the end of KS2, 47% of pupil premium children achieved the expected level in reading, writing and maths	At the end of KS2, 65% of pupil premium children achieved the expected level in reading, writing and maths	Children are identified early and progress is tracked towards target Interventions are timetabled in order to support progress towards target Interventions are monitored by the phase leader
Collectively across the school 40% of children from pupil premium backgrounds are working at the expected level or above	Collectively across the school 65% of children from pupil premium backgrounds are working at the expected level or above (the same target as children not from pupil premium backgrounds).	Children are identified early and all staff are aware of who the children are who are pupil premium Reference is made to particular groups during pupil progress meetings These children are used to inform the planning of interventions and timetabling

## 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: £ 68504.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc consultant time with phonics lead and AHT/ DHT  This will support whole school training	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1



to ensure high quality phonics teaching		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. <b>We will 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).</b>	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="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/352197/mldp-evaluation-research-report.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	
Embed speech and language programmes into interventions and train staff to deliver them effectively	Research suggests that when speech and language interventions are effective they have a high impact on reading and communication which ultimately inform language choices when writing  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	5
Teaching, monitoring and support time – bespoke CPD for ECT's on scaffolding methodology	This is to ensure that our new teachers are supported and are able to deliver lessons of the highest standard	3, 5, 9
Leadership development training – middle leaders' work	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/352197/mldp-evaluation-research-report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/352197/mldp-evaluation-research-report.pdf</a>	All
External validation from LA visits and other stakeholders	This is to provide CPD for our teachers to ensure quality first teaching is of the highest standard  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a>	All
The employment of specialist teachers	Research shows that arts participation can have a positive impact on academic outcomes in other areas of the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3

Recruitment of new teachers and support staff		All
CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits	This is ensure that we continually strive to improve teaching and learning across the school	1 and 4
Parent coffee mornings to address contextual issues	We recognise that our families often live through challenging circumstances and the coffee mornings provide information and support about how to overcome these  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3, 8

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

Budgeted cost: £178171.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 / small groups in English and maths	Teaching assistants are deployed carefully to support small groups or individuals to ensure rapid progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1
Purchase of standardised assessments for Y2,3, 4, 5 and Y1 in the summer term	This is to ensure that progress is measured in a reliable way and compared nationally so that we are able to gain a perspective of how our children are performing on a wider scale  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
Additional learning time – boosters	These are organised for our Year 6 children to ensure that they feel prepared for their end of key stage assessments and the requirements of KS3.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1

<p>Online 1:1 tutoring in reading years 3-6</p>	<p>One to one tutoring is very effective at improving pupil outcome as shown in the research below:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1</p>
<p>Additional phonics group work</p>	<p>Phonics has a positive impact overall but for some of our children, particularly those from disadvantaged backgrounds who also have SEN, it can take longer for them to build up fluency with sounds. Smaller group work and 1:1 sessions with highly trained adults can support such children who struggle</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english">https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</a></p>	<p>1</p>
<p>Speech and language support</p>	<p>One of our challenges is that children come to us with low levels of language and communication skills. Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. This study shows that children make an additional six months progress when involved in these groups and the impact is larger for children from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>5</p>
<p>SEND / EAL support groups</p>	<p>Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at and enjoyment of school. Great teaching is then supplemented with selected small group and 1:1 interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1 and 4</p>
<p>CGP books for homework and differentiation</p>	<p>To support children's learning at home we will provide CGP books for children in KS1 and KS2</p> <p><a href="https://.org.uk/education-evidence/teaching-learning-toolkit/homework">https://.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	
<p>Maths, times tables and spelling subscription</p>	<p>This ensures that children can continue to learn at home, with our without the support of their parents/ carers</p>	

for online programme	<a href="https://doodlelearning.com/post/study-doodlemaths-usage-and-academic-progression">https://doodlelearning.com/post/study-doodlemaths-usage-and-academic-progression</a>	
MEI funded tuition for greater depth pupil premium children	To enhance our provision for music, we have selected children who are pupil premium who show the potential to be greater depth in music and have funded those children to learn an instrument in groups 1:3 with a tutor throughout the year  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	

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

Budgeted cost: £ 96953.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving attendance	40% of 5 hours a week of attendance and punctuality lead 40% of 2H of our Child and Family Support worker's time £4480.28  £2078  <a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a>	1
Providing curriculum enrichment opportunities and targeted financial support	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	3
SEMH in-house school therapist support for 19 PPG children	One of our challenges is that children come to us with high levels of complex trauma. Our therapist is able to work with those children on a weekly basis for as long as he decides that they need to support them to develop strategies to overcome their circumstances  <a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a>	2
Support for wellbeing and mental health	Training for staff to support in class throughout the day Funded by The Mayors Fund	2

Interventions to increase parental engagement and to ensure there is equity for pupils	56% of 1/10 of our Child and Family Support worker's time for coffee mornings and workshops Funded by Richard Reeves	All
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**Total budgeted cost: £ 343,628.48**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

See assessment data [here](#)

We recognise that we still have ample work to do to ensure that our disadvantaged children's progress and attainment is in line with that of children who are not pupil premium. We are committed to the strategies laid out above to ensure that this is achieved.

### 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*

<b>Programme</b>	<b>Provider</b>
1:1 reading programme	Beanstalk Volunteers
Specialist drama, music and language focused teaching	Language Angels for Spanish Tuition Music Educations Islington (MEI)
Aspirational experiences	IntoUniversity
Online maths tuition	Doodlemaths
1:1 maths tuition	Number Champions

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*