

Pupil premium strategy statement – The Duchy School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2025
Date this statement was published	12/12/2023
Date on which it will be reviewed	Annual
Statement authorised by	The Duchy LGB
Pupil premium lead	Simon Roberts
Governor / Trustee lead	Molly Southwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,010
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,335
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£35,345

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that our pupils are not disadvantaged because of their socioeconomic context. We believe that with the correct support all pupils can make good progress and achieve high attainment across all subject areas.

Our objectives are to:

- To narrow the attainment gap between disadvantaged and non-disadvantaged children.
- For all disadvantaged children to make or exceed nationally expected progress rates.
- For children's mental health and wellbeing to be supported enabling them to be ready to learn.

To achieve this:

- All school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces and are provided with relevant training on supporting disadvantaged pupils and raising attainment.
- The planning of pupil premium spending and keeping this under constant review, using an evidence-based approach
- We monitor the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding through wider school data.
- We report on the impact of pupil premium spending to the governing body on an ongoing basis.
- We publish information on our use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE.

Following the guidance produced by the Education Endowment Foundation (EEF), we use a tiered approach to Pupil Premium spending which focuses on improving teaching, targeted academic support and other wider strategies.

Teaching - This is our top priority for Pupil Premium spending and includes professional development to ensure that every teacher is supported to keep improving.

Targeted academic support - Linking structured one-to-one or small group intervention by teachers and teaching assistants to classroom teaching is a key component of our Pupil Premium strategy.

Wider strategies – Ways to support and overcome the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support are also targeted through our Pupil Premium strategy.

Challenges

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

Challenge number	Detail of challenge
1	<p>The impact of lost learning because of COVID-19.</p> <p>The attainment gap in the basic skills (reading, writing and maths) of disadvantaged children versus those from non-disadvantaged backgrounds has widened post-pandemic. This aligns with the national picture: https://www.bbc.co.uk/news/education-53908801</p>
2	<p>Pupils in receipt of pupil premium often enter school with lower starting points. This is most significant, in our setting, in the following areas:</p> <ul style="list-style-type: none">• Delayed language skills which make it difficult for children to articulate sounds which impact on their reading and understanding• The vocabulary 'gap'
3	<p>Financial constraints on our children's families have meant that their ability to provide access to enriching cultural experiences (e.g. visits) has been limited; as a result, they lack the 'cultural capital' to fully engage in the curriculum.</p>
4	<p>A lack of resilience in some disadvantaged pupils can mean that they can give up too quickly and have a negative view of themselves as learners.</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
High quality first teaching of reading, writing and maths.	<ul style="list-style-type: none"> – Teaching is highly responsive to the needs of the children – Children in all year groups are making at least expected levels of progress in reading, writing and maths – Phonics outcomes show that children are accelerating through their RWI programme at a rate which is at least expected. – Attainment at the end of KS2 is at least in line with national average
Delivery of high quality, responsive interventions	<ul style="list-style-type: none"> – Gaps are identified rapidly and targeted interventions used to close them – Robust monitoring and tracking systems ensure that children have either accelerated their learning, caught up or are achieving at a higher level as a result of interventions.
Development of visits and opportunities to develop cultural capital	<ul style="list-style-type: none"> – Our curriculum is quality assured to ensure that children are exposed to the best that has been thought. • Outcomes in the wider curriculum are then improved as a result (pupil voice) – All children have been provided with access to a wide range of enrichment opportunities. • Children enjoy these enrichment opportunities and are able to reflect about how these experiences can be built upon in their future (pupil voice).
To achieve and sustain improved wellbeing and readiness to learn	<ul style="list-style-type: none"> – Sustained high levels of wellbeing demonstrated by: student surveys and teacher observations

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: £ 14,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for subject leaders to support in quality assuring existing curriculum offer and then implement changes to ensure that all knowledge is clearly mapped and cultural capital firmly embedded.	<i>The work of Michael Young (powerful knowledge) makes a strong argument that cultural capital is based on having access to specific, subject based knowledge which is integral to further learning and academic success.</i>	1, 2, 3
Whole school training on Read-Write-Inc to secure stronger phonics teaching for all pupils.	EEF guide to pupil premium (tiered approach – teaching top priority)	1, 2
Allocation of time in INSET days and training in staff meetings	Sutton Trust – Quality First Teaching has direct impact on outcomes	1, 2, 3
Release of members of SLT (senior leadership team) to monitor, lead coaching and deliver training	EEF – Improving Literacy at Key Stage 1 (Sep 20) RWI – Research and Evidence: https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviiibh.pdf	1, 2, 3

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

Budgeted cost: £ 17,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
To effectively use targeted intervention strategies (including small group work and 1:1 tuition).	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF – Improving Literacy at Key Stage 1 (Sep 20)</p> <p>EEF – Improving Literacy at Key Stage 2 (Apr 17)</p> <p><i>EEF research states that the average impact of successful social emotional learning interventions is an additional four months' progress over the course of a year.</i></p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</i></p>	1, 2
To continue to ensure early identification of pupils' specific needs, through routinely planned pupil progress meetings and then planning appropriate strategies to support these needs.		1, 2
Interventions managed and monitored by members of SLT		1, 2
Weekly timetabled slot for RWI training and development		1, 2
Member of SLT assigned as phonics leads to ensure quality of implementation and review		1, 2
To offer mental health support to those with additional social and emotional needs	<p><i>EEF research states that the average impact of successful social emotional learning interventions is an additional four months' progress over the course of a year.</i></p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</i></p>	1 and 4

	<i>performance, attitudes, behaviour and relationships with peers). See here.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of artefacts loans and book boxes from local museum utilised to develop interaction and communication with higher levels of vocabulary	Ofsted researched emphasis on cultural capital: <i>‘Cultural Capital is defined as, ‘... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.’ (OFSTED 2019 para 203). We aim to provide all children with equitable opportunities to enhance their experiences and memories in addition to striving for their best possible outcomes so that when they leave our school they are... ‘well-rounded pupils and use this grounding well in later life’ We wish for our children to be happy and have well established memories and experiences regardless of background’</i>	3
Use of local environment encouraged as a curriculum driver		3
Supporting access to opportunities which promote cultural capital such as music lessons, sports activities, visits and visitor.		3
To offer financial support for clubs, enhanced curriculum provision and off-site visits.		EEF – sports participation increases educational engagement and attainment EEF – outdoor learning shows positive benefits on academic learning and self-confidence Pupil voice / survey

<p>Mental Health Lead in place with whole school strategy embedded (reinforced through use of mental health ambassadors).</p>	<p><i>EEF research states that the average impact of successful social emotional learning interventions is an additional four months' progress over the course of a year.</i></p> <p><i>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). See here.</i></p>	<p>4</p>
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Total budgeted cost: £ 35,345

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment (%) in end of phase/Key Stage statutory assessments				
	The Duchy (%)	National (%)	Pupil Premium (%)	Non-Pupil Premium (%)
GLD	70.8	67	60	73.7
Phonics – Year 1	90.6	79	83.3	92.3
Year 2 – Reading	75	68	50	77.4
Year 2 – Writing	65.6	60	50	67.7
Year 2 – Maths	84.4	70	50	87.1
Year 6 – Reading	84.6	73	60	90.5
Year 6 – Writing	84.6	71	60	90.5
Year 6 – Maths	88.5	73	60	95.2

Average Score:

	The Duchy (Mean average score out of 25)	National (Mean average score out of 25)	Pupil Premium (Mean average score out of 25)	Non-Pupil Premium (Mean average score out of 25)
Year 4 – MTC	23.31	20.2	23	23.35

Our statutory assessment data, 2022-23, outlined above, indicates that the performance of our PP (pupil premium) pupils remains lower than their NPP (non-pupil premium) counterparts in every area - apart from in the year 4 MTC. This trend aligns with the national picture and that of other schools within our trust demonstrating that we are still experiencing the negative impact of COVID on overall reading, writing and maths results for our PP pupils.

An analysis of these results has highlighted some real success stories. In the end of Key Stage 2 assessments, in all of reading, writing and maths, 60% of pupils met the expected standard – this figure was above the national average. One of the children also achieved the GDS (greater depth standard) in all three subject areas. Drilling down into the results of each year group has also highlighted that there are some significant barriers, which have impacted these results, out of our control. For example, in Key Stage 1, the three PP children in total who did not achieve the expected standard in either phonics (Y1) and/or RWM (Y2) were all in-year EAL admissions. We will, of course, continue to work tirelessly to accelerate progress for all our pupil premium and educationally disadvantaged pupils this year, ensuring consistently high-quality classroom practice, with a focus on language acquisition in all its forms across the whole curriculum.

Our overall attendance in 2022/23 [95.28%] was above the national target of 95% but below our schools' own target of 97%. Attendance of our PP children was 93.07%; attendance of our NPP children was 95.6%. Attendance for all our pupils needs to improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan and features on our school improvement plan for 23-24. Attendance is central to any school improvement strategy for disadvantaged pupils because we know pupils experiencing success in the classroom is key to improving their life chances.

100% of our PP children attended a club and 100% of our children attended a visit or trip that was run for the class they were in.

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils which is why this will remain a clear focus for us going forward. Pupil behaviour, attitudes and wellbeing remains a key strand on our school improvement plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Read Write Inc Phonics	Ruth Miskin Training Oxford Owl
TT Rockstars	Maths Circles Ltd
Accelerated Reader	Renaissance
Nessy	Nessy Learning
White Rose	White Rose

Further information (optional)

Our strategy for all our educationally disadvantaged pupils is based on three key principles:

We focus on:

- The vital importance of an open and enthusiastic culture and positive relationships (staff, pupils, parents, governors, external partners, and the wider community)
- The highest expectations of all staff and pupils and a clear and shared understanding of what constitute high quality classroom practice through our use of words (highest expectations, urgency, flexibility, immediate intervention, challenge, support and high-quality adult-child interactions)
- Leadership at all levels – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – we focus on the main thing - teaching and learning - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of all our educationally disadvantaged pupils.

We are constantly looking to refine and improve our current practice, looking inwards to secure wise development and outwards for the next school improvement strategy, backed by research, and linked to our current priorities.