

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Enderby Danemill Primary School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	07/12/2024
Date on which it will be reviewed	30/08/2025
Statement authorised by	Laura Hackett
Pupil premium lead	Emily Hainsworth
Governor / Trustee lead	Darren Gunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129, 216.88
Recovery premium funding allocation this academic year	
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	£129, 216.88

Part A: Pupil premium strategy plan

Statement of intent

Our primary goal is to ensure that every student, regardless of their background or the obstacles they may encounter, makes significant progress and attains high levels of achievement in all subject areas. Our pupil premium strategy centres on providing support to underprivileged students to help them reach this objective, even for those who are already high achievers. We are committed to addressing the unique challenges faced by vulnerable students, including those with social workers and young caregivers, and the initiatives outlined in this statement aim to cater to their needs, regardless of their economic disadvantage.

The cornerstone of our approach is high-quality teaching, with a specific focus on areas where underprivileged students require the most assistance. This approach has been proven to be highly effective in narrowing the achievement gap caused by disadvantage and, simultaneously, benefits all students in our school, not just those facing economic challenges. Implicit in the expected outcomes described below is the aim to maintain and enhance the academic performance of non-disadvantaged students while facilitating progress for their disadvantaged peers.

Our strategy is an integral part of our broader school plans for educational development notably through targeted support provided by the National Tutoring Programme. This support extends to students whose education has been significantly impacted, including those who aren't economically disadvantaged. Our approach will be adaptive, addressing common challenges and individual needs, and will be based on thorough diagnostic assessment rather than making assumptions about the impact of economic disadvantage.

The various approaches we've adopted complement each other to help all students thrive. To ensure their effectiveness, we will:

- Ensure that underprivileged students are appropriately challenged in the tasks they are assigned.
- Take proactive measures to intervene as soon as the need is identified.
- Implement a whole-school approach in which all staff members take responsibility for the academic outcomes of underprivileged students and raise their expectations regarding what these students can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>SEMH</u></p> <p>Assessment and observations indicate that the education, well-being and emotional regulation of many of our disadvantaged pupils have been impacted by the partial closure of schools. These children are in need of support to ensure good mental health and well-being.</p>
2	<p><u>Speech and Language</u></p> <p>Assessment, discussions and observations with pupils across both key stages indicate underdeveloped oral language skills and extensive vocabulary gaps. This is evident from the EYFS screening data as only 9% of children presented as achieving expected expressive and receptive language.</p>
3	<p><u>Enrichment</u></p> <p>Some pupils lack real world experiences to build knowledge, develop their social skills and widen their understanding of the wider world.</p> <p>Research from the IDACI suggests that Enderby Danemill Primary School is above the average level of deprivation for Leicestershire in 8 out of the 10 domains.</p>
4	<p><u>Attendance</u></p> <p>Our October 2023 ISDR reports that in 2021/2022 we were in the highest 20% of schools for FSM absence and in the highest 20% for persistent attendance. The collective attendance for Pupil Premium children during the 2022 – 2023 academic year was 90.41%, with 36.73% being persistent absentees. Both statistics are higher than the current national averages (attendance – 94%, persistent absence – 17%). Our challenge is to improve attendance for children that are eligible for Pupil Premium.</p>
5	<p><u>Gaps in Learning</u></p> <p>Many of our disadvantaged pupils have been significantly impacted by lockdown education and the education beliefs of their parents and carers.</p> <p>This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations in core subjects. On average, approximately 50% of pupil premium are moving through the school, working below age related expectations.</p>

2022 – 2023

	Maths	Reading	Writing	Combined
Year 1 (9)	67%	67%	67%	67%
Year 2 (14)	50%	50%	36%	36%
Year 3 (14)	57%	64%	43%	43%
Year 4 (9)	56%	44%	33%	33%
Year 5 (12)	50%	67%	67%	50%
Year 6 (17)	65%	71%	53%	47%

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Technology

Due to the development of our blended learning curriculum, the digital divide has the potential to widen as our disadvantaged pupils do not have access to suitable devices to access online learning from home.

Alongside this, parental confidence in being able to support with online learning and their children's education, is minimal.

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.

These are broken down into six cores areas across the school, including; SEMH, Speech and Language, enrichment opportunities, attendance, gaps in learning and technology.

Intended outcome	Success criteria
<p>1. <u>SEMH</u> To support those children with social, emotional and mental health needs with targeted interventions.</p>	<p>Children will receive targeted support by various members of the Pastoral Team, including the ELSA, Well-being LSA, Behaviour Mentor and the Family Support Worker.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations will be triangulated alongside quantitative data received from the interventions.</p>
<p>2. <u>Speech and Language</u> Children across the school to access Speech and Language Therapy.</p>	<p>Children will receive targeted support from both the Communications Champion and the Trust's SALT Team.</p> <p>Assessments and observations will be used to indicate improved oral language among disadvantaged pupils. This will be triangulated with other sources of evidence such as engagement in lessons and on-going formative and summative assessments.</p>
<p>3. <u>Enrichment</u> Provide real life experiences for children who are eligible for pupil premium.</p>	<p>Children will receive partial financial support towards real world experiences.</p> <p>Quantitative data to outline trip and after school club uptake.</p>
<p>4. <u>Attendance</u> Improve attendance for children that are eligible for pupil premium.</p>	<p>Pupil Premium families to be supported by the Family Support Worker.</p> <p>Sustain attendance is in line with the National figures:</p> <ul style="list-style-type: none"> - The average percentage of all children attending to be above 94% - The percentage of disadvantaged pupils who are persistently absent being below 17%
<p>5. <u>Gaps in Learning</u> Improve the combined attainment for children across the school.</p>	<p>Pupil Premium children to receive targeted interventions to diminish their gaps in the core subjects, alongside scaffolded, high quality first teaching in the classroom environment.</p>

	<p>Key Stage 2 combined outcomes for pupil premium children to meet or exceed the Trust expected target of 53%.</p>
<p>6. <u>Technology</u> Provide access to technology at home to enhance learning opportunities to diminish the digital divide.</p>	<p>Targeted families to receive a subsidised device for disadvantaged children to access at home.</p> <p>Children to have the opportunity to access a variety of educational subscriptions at home.</p> <p>Use quantitative data to demonstrate engagement outside of school hours and for individual subscriptions. To triangulate findings alongside qualitative data (pupil voice, parent voice) to gain an insight into the impact of accessing technology at home.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To subsidise the cost of devices as part of a leasing scheme.</p> <p>To provide subscriptions to key educational resources.</p>	<p>There is conclusive evidence that digital equipment, tools and resources can, where effectively used, raise the speed and depth of learning in science and mathematics for primary and age learners.</p> <p>Where learners use digital learning at home as well as school for formal and non-formal learning activities these have positive effects on their attainment, because they have extended their learning time.</p> <p>Digital learning and raising attainment - Literature Review on the Impact of Digital Technology on Learning and Teaching - gov.scot (www.gov.scot)</p>	<p>6</p> <p>£4,056</p> <p>£1,807</p>
<p>To subsidise a sports coach to facilitate free after school sports clubs for pupil premium children.</p>	<p>Participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills, new research shows.</p> <p>Out of school activities improve children's educational attainment - Nuffield Foundation</p>	<p>3</p> <p>£2,708</p>

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

Budgeted cost: £23,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointed Intervention lead to run interventions solely targeted for disadvantaged children.	<p>“High quality interventions can have a positive impact on the outcomes of struggling students.”</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p> <p>£16,945</p>
National Tutoring Programme	<p>The EEF Teaching and Learning Toolkit indicates “that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one-to-one tuition and up to four months additional progress with small group tuition” (taken from the EEF Making a Difference with Effective Tutoring guide)</p> <p>“Tuition is one of the best evidenced interventions we have to support disadvantaged pupils’ attainment.”</p> <p>- Professor Becky Francis</p>	<p>5</p> <p>£6,839</p>

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

Budgeted cost: £92,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Workshops	<p>Reports from wider agencies for specific children cite sensory workshops as being a suitable intervention to support our children.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p> <p>£4,500</p>
Speech and language Therapist and Communication Champion to work with identified children to support their level of communication	<p>The Communication Trust: “There is a substantial amount of evidence linking SLCN with other areas of difficulty. We know that children with SLCN have difficulties across many areas of their lives.”</p> <p>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.” – EEF Oral Language Interventions findings</p> <p>School baseline data against the communication trust age-appropriate expectations shows that large proportion of children are below.</p> <p>EPIC provide regular discussion with colleagues and to discuss SALT interventions. This gives an opportunity to discuss any concerns and any areas that need to be addressed. EPIC also provides training to staff in order for the interventions that EPIC run to be conducted by TAs throughout the week.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p> <p>£9,283</p> <p>£7,451</p>

<p>Children that require support from one of the ELSA's are identified by staff. Interventions are then designed to support the children's needs.</p>	<p>Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year...being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores..." EEF Social and Emotional Learning findings The ELSAs provide sessions that are tailored to meet the needs of each pupil. Interventions are running on a 1:1 basis or in a group. They conduct weekly well-being meetings with SLT to discuss the impact and progress each child is making.</p>	<p>1 £10,930 1 £20,844</p>
<p>A pastoral team has been employed to provide support for children with Social, Emotional and Mental Health needs. This team of staff provides in class support where relevant. They write behaviour plans, provide interventions and support families with any SEMH needs.</p>	<p>Sutton Trust: moderate impact for moderate cost (social and emotional learning). "Both targeted interventions and universal approaches have positive overall effects (+ 4 months)" – EEF Behaviour Interventions findings "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year...being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores..." – EEF Social and Emotional Learning findings</p>	<p>1 £24,807 4 £9,864 3 £588</p>
<p>The aim is to allow PP pupils to access new experiences which they otherwise would not be able to. The aim is to boost pupil's confidence and self-esteem.</p>	<p>Among the many potential outcomes, re-search has shown that field trips:</p> <ul style="list-style-type: none"> • Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011), • Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012). • Are experiences that can be recalled and useful long after a visit 	<p>3 £2,000</p>

	<p>(Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992).</p> <p>“Approaches linked to gains in attainment almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective...ensuring that students have the knowledge and skills to progress towardstheir aspirations is likely to be more effective...” (EEF Aspiration Interventions findings)</p>	
<p>Targeted families to receive breakfast and milk in the mornings. This will support the children’s energy and ability to sustain focus during the morning session.</p>	<p>Maslow’s hierarchy of need – ensure that children have basic needs met, including a nutritious breakfast.</p> <p>EEF found that “the provision of universal breakfast programmes has had...small positive effect on pupil attendance...a promising area for future research might be aroundhow to maximise the impact of breakfastclubs” (Attendance Interventions report, March 2022).</p>	<p>4</p> <p>£1,657</p> <p>£500</p>
<p>To purchase uniform to support families who are struggling with clothing their children for school.</p>	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p> <p>£200</p>

Total budgeted cost: £124,979

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 2023 to 2024 academic year.

Intended outcome																						
<p>1. SEMH - To support those children with social, emotional and mental health needs with targeted interventions.</p> <p>During the 2023 – 2024 academic year a Pastoral Team was established which consisted of a Behaviour Mentor, Family Support Worker, ELSA and Well-being Learning Support Assistant.</p> <p>Many interventions were established and delivered across the academic year to all year groups, ranging from Pre-School to Year 6, targeting 144 children altogether. These interventions were led by colleagues within the Pastoral Team, including social sessions, Lego therapy, Fun-Time, meet and greets, emotional regulation, social skills, friendships skills, emotional check ins and providing breakfast.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Children Accessed</th> </tr> </thead> <tbody> <tr> <td>Pre-School</td> <td>7</td> </tr> <tr> <td>EYFS</td> <td>25</td> </tr> <tr> <td>Year 1</td> <td>14</td> </tr> <tr> <td>Year 2</td> <td>14</td> </tr> <tr> <td>Year 3</td> <td>23</td> </tr> <tr> <td>Year 4</td> <td>16</td> </tr> <tr> <td>Year 5</td> <td>26</td> </tr> <tr> <td>Year 6</td> <td>19</td> </tr> </tbody> </table> <p>In addition, 72 children accessed external Messy Senses sessions focusing on exploring senses, social interaction, self-esteem and confidence building.</p>					Year Group	Children Accessed	Pre-School	7	EYFS	25	Year 1	14	Year 2	14	Year 3	23	Year 4	16	Year 5	26	Year 6	19
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<p>2. Speech and Language - Children across the school to access Speech and Language Therapy.</p> <p>At the beginning of the 2023 – 2024 academic year, a Communications Champion role was established within the school by working alongside the Trust’s Speech and Language Therapy Team.</p> <p>The Communications Champion was externally trained by EPIC SALT and shadowed lead professionals in the delivery of screenings and interventions.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Children Screened</th> <th>Red</th> <th>Amber</th> <th>Green</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>					Year Group	Children Screened	Red	Amber	Green													
Year Group	Children Screened	Red	Amber	Green																		

EYFS	38	4	31	3
Year 1	6	1	5	0
Year 2	12	0	10	2
Year 3	11	0	10	1
Year 4	7	0	7	0
Year 5	10	0	10	0
Year 6	4	0	4	0

Based on the screenings of individual children, the Communications Champion developed interventions and shared these with individual cohorts, specifically directed towards children's individual needs. Interventions included 'Talking Tables', 1-1 speech and language sessions and vocabulary enhancement and understanding.

In addition, the Communications Champion focused on whole school initiatives of developing a whole school communication friendly environment.

The audit consists of reviewing the language learning interactions, environments and opportunities across the school. At the end of the academic year, the audit indicated 79% 'green areas' compared to 68% at the beginning of the academic year.

3. Enrichment - Provide real life experiences for children who are eligible for pupil premium.

During the 2023 – 2024 academic year, the afterschool club offer was revised to provide additional opportunities to engage in clubs which did not focus solely on sports.

124 club spaces were taken by children eligible for Pupil Premium funding across the academic year. These clubs included Science Club, Multi-Sports Club, Football Club, E-Sports Club, Board Games, Film Evening, Basketball Club, Boxercise, Hockey and Art.

Enrichment Opportunity	Attended number of children eligible for Pupil Premium Funding	Percentage
JCA residential	7	50%
Space Centre	10	83%
Cadbury's World	13	100%
Beaumanor Hall	9	69%
Warning Zone	11	79%
Drayton Manor	23	88%
Warwick Castle	13	76%
Twin Lakes	20	77%
Pantomime	69	81%

4. Attendance - Improve attendance for children that are eligible for pupil premium.

At the beginning of the 2023 – 2024 academic year, a Family Support Worker with a focus on Attendance was introduced to support families within the community.

The Family Support Worker developed the existing attendance system to identify specific trigger points to discuss attendance with parents and carers and to offer support to our most vulnerable families.

From the beginning of the academic year to the end, Year 3 and Year 6 attendance improved and increased between Autumn and Summer.

Above a quarter of children eligible for Pupil Premium funding had attendance above national expectations (96%) in the 2023 – 2024 academic year, with an additional 1 fifth of children with attendance above 90%.

5. Gaps in Learning - Improve the combined attainment for children across the school.

The Pupil Premium Lead worked alongside all children eligible for Pupil Premium funding in Key Stage 1 and Year 3. Interventions were individually tailored to focus on small steps of learning, especially focusing on Early Literacy skills. This targeted support focused on closing the gaps in Phonics and Early Reading, for 30 pupils.

End of Year Pupil Premium Assessment Data 2024 – 2025 Academic Year		
Year 6 SATS - Reading	64%	
Year 6 SATS - Maths	64%	
Year 6 – Writing	64%	
Year 4 MTC	85% (scoring 20+)	54% (full marks)
Year 1 Phonics	50%	

Personalised tuition was delivered to 49 children across Key Stage 2 by a part-time employed tutor which equated to approximately 666 hours of additional, small group learning opportunities across the academic year. Interventions were led based on gap analysis completed by the Class Teacher to ensure interventions were specific to diminish gaps in learning. Tutoring sessions were completed on a 1-1 basis with children and in small groups, targeting different attainment levels, ranging between children working at the prior year group standard to children working at greater depth standard.

Tutoring hours during the 2023 – 2024 academic year	
September	88 hours
October	44 hours
November	26 hours
December	20 hours
January	61 hours
February	132 hours
March	60 hours
April	84 hours
May	121 hours
June	30 hours

6. Technology - Provide access to technology at home to enhance learning opportunities to diminish the digital divide.

7 children, including some children eligible for Pupil Premium funding, accessed the 'buy your own device' which was organised by Discovery Schools Academy Trust. These families were supported in providing access to technology at home by a monthly low repayment scheme over a period of three years. These devices are used both in school and at home, with software and monitoring and filtering systems installed by the Trust.

Subscriptions used in school such as Century, TTRS, Spelling Shed, Bug Club and NumBots are accessible at home and parents and carers are given the log ins at the beginning of the academic year. 100% of children access these platforms in school to support their learning.

One of our Open Mornings focused on E-Safety. 42 families attended the session and completed a workshop with our Blended Learning, Computing and E-Safety Lead. This session focused on how to be safe online and how to support children and how to keep them safe whilst using technology. After the workshop, parents and carers went into the children's classrooms and joined in with one of their E-Safety lessons to gain an insight into how E-Safety is taught at school.

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
None	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.

Further information (optional)

