

Pupil Premium Strategy Statement

Desmond Anderson Primary Academy

This statement details our academy'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.

Academy overview

Detail	Data
Academy name	Desmond Anderson Primary Academy
Number of pupils in the academy	426 (inc SSC unit)
Proportion (%) of pupil premium eligible pupils	22 % (93 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Managey Powys, Principal
Pupil premium lead	Managey Powys

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158 000
Recovery premium funding allocation this academic year	£0
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	£158 000

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is for our disadvantaged pupils to make accelerated progress whatever their starting point compared to their peers who have had a more advantageous start in life. We do not believe any pupil should miss out on educational opportunities because of their family circumstances, and we recognise that some of our disadvantaged pupils will need more support than their peers.

The key principles of our strategy plan are:

- to support disadvantaged pupils in class through Quality First teaching so that they become confident, secure individuals who will achieve success and develop a love of learning
- To develop the knowledge in subjects like Maths, Reading and Writing in specific year groups
- to develop the awareness of language and vocabulary
- to provide emotional and therapeutic support as necessary for our disadvantaged pupils
- to subsidise wider curricular opportunities so that disadvantaged pupils can participate fully in them

Challenges

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

Challenge number	Detail of challenge																																
1	<p>Attainment There is a gap in attainment between our Pupil Premium and non- Pupil Premium children in Reading, Writing and Maths. Figures in %</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Writing PP</th> <th>Maths PP</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>GLD nPP 73 PP 56</td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td>Phonics nPP 72 PP 69</td> <td>20</td> <td>50</td> </tr> <tr> <td>Year 2</td> <td>42</td> <td>54</td> <td>62</td> </tr> <tr> <td>Year 3</td> <td>58</td> <td>50</td> <td>33</td> </tr> <tr> <td>Year 4</td> <td>35</td> <td>21</td> <td>32</td> </tr> <tr> <td>Year 5</td> <td>67</td> <td>50</td> <td>56</td> </tr> <tr> <td>Year 6</td> <td>47</td> <td>58</td> <td>53</td> </tr> </tbody> </table>		Reading PP	Writing PP	Maths PP	Reception	GLD nPP 73 PP 56			Year 1	Phonics nPP 72 PP 69	20	50	Year 2	42	54	62	Year 3	58	50	33	Year 4	35	21	32	Year 5	67	50	56	Year 6	47	58	53
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2	<p>Emotional Wellbeing Some of the pupils in receipt of PP funding need further support in managing their anxiety so that they can achieve well as school. We have children who are carrying the worries and challenges of their families.</p>																																
3	<p>Language and Oracy Language and oracy skills are underdeveloped amongst Reception children, who are entering education with very limited receptive and expressive language skills and issues around focus and attention. Most recent cohorts are often not ready for learning and lack basic self-care skills (toileting, independent dressing and eating). They also show low emotional resilience. Our current Reception children have: 3 EHCPS 2 EHCPS in draft 4 in nappies/ 2-3 have accidents almost daily Many CDC referrals</p>																																

	15 present with Spx Lang needs(few EAL)												
4	<p>Attendance Low attendance (persistent absence or late arrival) impacts upon children’s ability to access their learning and make progress alongside their peers.</p> <table border="1"> <tr> <td></td> <td>Absence</td> <td>Persistent Absence</td> </tr> <tr> <td>PP</td> <td>92%</td> <td>25%</td> </tr> <tr> <td>nPP</td> <td>94.8%</td> <td>14%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		Absence	Persistent Absence	PP	92%	25%	nPP	94.8%	14%			
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6	<p>Cultural Capital Economic hardship impacts upon families’ abilities to offer children a range of enriching opportunities and experiences. Pupil Premium children miss out on wider opportunities due to lack of available funds. The reduction in employment opportunities in the Gatwick area, in the wake of the current economic crisis has meant that many families are struggling to make ends meet.</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.

A review of the outcomes has been conducted in September 2024:

Achieved
Partly achieved
Focus for 2024-25

Intended outcome	What will success look like?
<p>1. Pupils in receipt of Pupil Premium grant will make good progress in Reading, Maths and Writing and narrow the gap between nPP children <i>Linked to Priority 2, 3,4 ,5 on SDP</i></p>	<ul style="list-style-type: none"> Increasing % of children attaining the expected end of year or key stage standard in RWM Combined score at the end of KS1 and KS2 to be closer to NA Improving Maths skills across the school Results/ Data for PP and SEND children will show an improvement from previous year GLD increased to 73% all (65% for PP) Phonics increased to 72%all (60% PP)
<p>2. Pupils in receipt of Pupil Premium will show greater emotional resilience <i>Linked to Priority 7 on SDP</i></p>	<ul style="list-style-type: none"> Pupils in receipt of Pupil Premium will reference the language of Zones of Regulation to refer to their own and others feelings and will develop strategies to improve their emotional resilience. More children will be able to self-regulate following adverse incidents. Children should be calmer in lessons and use the strategies to help them. Evidence of this on learning walks, discussions with staff and fewer incidents on CPOMS Staff introduced to the new Behaviour Policy- Staff Meeting. The new behaviour policy being

	<p>implemented by the academy will support pupils in making positive choices</p> <ul style="list-style-type: none"> •Dojo points having a positive impact on children's wellbeing •The children identified needing support will work with the Pupil Welfare Officer on Play and Lego Therapy as well have the 'Time to talk' and 'Thoughtful'. Children will build emotional resilience and use their strategies to support them through their challenges.
<p>3. PP children will achieve close to the expected standard in all areas by the end of KS1 <i>Linked to Priority on SDP</i> 1, 2, 3, 4,5</p>	<ul style="list-style-type: none"> • Speech and language therapy provided by trained TAs in the academy. Bucket Club proves opportunities for success •Teachers and Support staff will be trained in Sounds-Write (Phonic programme) to ensure a consistent approach remains at school Phonics results have improved since the previous year: from 35% (2022) to 71% (2023) to 73% in 2024 Learning walks show a consistent approach to the teaching of phonics and more children reading fluently with an improvement in spelling •Books have been carefully matched to the scheme and children are now reading the appropriate books to their level •All children access the ambitious curriculum but adaptations have been made for PP/SEND to access the same. This is evident in teachers planning as well as learning walks and phase leader monitoring. •All reception children are screened for speech and language needs and robust interventions put in place. •New Sp x Lang TA appointed in October 2024 to continue work with EYFS and KS1 Data (July 2023) shows that PP children achieving combined was 59% as compared to all children which was 49%
<p>4. The attendance of PP children will improve <i>Linked to Priority 7 on SDP</i></p>	<ul style="list-style-type: none"> •The attendance of PP children will be in line with NA average-96%. The Pupil Welfare Officer to have a good relationship with families and together with the Family Support Worker support families Reminder letters to families to have a positive impact •Children to be encouraged to attend breakfast club to support with punctuality
<p>5. To provide opportunities for PP children to broaden their current lived experiences <i>Linked to Priority 6 on SDP</i></p>	<ul style="list-style-type: none"> •Increase the number of children entitled to PP grant attending extra-curricular provision. This remains a challenge for the academy as parents of PP children do not engage with the school. There was between 15%-25%of children attending clubs.

- PP children get an opportunity to pay half price for all trips and attend all visits
- Parents of PP are becoming more engaged with school and attend class assemblies, pupil-teacher meetings and other school events like coffee mornings due to the support of the Pupil Welfare Officer
- The new revised curriculum has more exciting trips and visits planned which all PP children will be able to attend.
- A progression of trips has been planned for all children

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: £53 122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New Maths lead in place Introduction of new and relaunch of older Maths programmes: MathsWhizz TTRS Numbots Clicker 7</p>	<p>EoY data for all year groups show that PP children are slower at reaching EoY targets. Maths is a whole school focus and on the SDP.</p> <p>Staff CPD on the use of: Pictorial/concrete Stem sentences EEF guide to pupil premium – tiered approach – teaching is the top priority including CPD Tiered approach to teaching maths- allows for all children to grasp abstract concepts and apply to the learning</p>	<p><i>Challenge 1- Maths focus</i> <i>There is a gap in attainment between our Pupil Premium and non- Pupil Premium children in reading, writing and maths.</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤Children making rapid progress and closing the gap with nPP children ➤Staff skilfully supporting all children ➤Children becoming more confident to talk about their learning
<p>Vice Principal leading Maths and teaching a group in year 6</p>	<p>No experienced staff to lead Maths in school End KS2 Maths result was 55% Maths data in Years 4 & 5 lower for PP children</p>	<p><i>Challenge 1 - Maths focus</i> <i>There is a gap in attainment between our Pupil Premium and non- Pupil Premium children in reading, writing and maths.</i></p> <p>Success will be seen in: KS2 maths is close to NA More PP chn do better at the end of the year Maths teaching in school improves- LW will demonstrate a shift in standards</p>
<p>Talk for Writing training by Writing lead at school-</p>	<p>Low writing data across the school with PP children not making fast progress</p>	<p><i>Challenge 1- Writing</i> Success will be seen in:</p>

with support form external facilitator for TfW	<p>PP children generally have limited experiences and /or vocabulary to assist them in their writing. The TfW approach has proven to provide all children with the basic tools for writing.</p> <p>Talk4Writing has been adopted to support development of broader literacy skills amongst pupils. Research has shown that pupils in homes with lower disposable income have limited access to quality reading texts and fewer opportunities to experience different styles and genres of writing.</p> <p>Staff will be better trained to support additional levels of need in PP children and to ensure Quality First teaching delivers accelerated progress.</p>	<p>➤the delivery of quality first teaching offering pupils a language rich approach</p> <p>➤The gap attainment between 2022/23 and 2023/24 will decrease</p>
Staff CPD – how to support PP and SEND children - SENCo	<p>Lower data for SEND/ PP children is often that children do not have the targeted support. Staff do not have the correct strategies to support all children. Use of various APPs like Colourful semantics, Communication Print</p>	<p><i>Challenge 1- Quality first teaching</i> <i>There is a gap in attainment between our Pupil Premium and non- Pupil Premium children in reading, writing and maths.</i></p> <p>Success will be seen in the delivery of quality first teaching</p> <p>PP children will access the curriculum and scaffold sin place should they need it</p>
Retention of Pupil Welfare Officer	<p>Pupils with complex emotional needs struggle to focus on their learning. Access to support from PWO helps with self-regulation and strategies to deal with emotional upset (The EEF states that when social and emotional learning is addressed and a child feels more settled and secure than learning increases. It is often a misconception that pupil’s wellbeing and social emotional learning is separate from their academic, curriculum-based learning.) The Pupil Welfare Officer is also able to support parents around attendance, which impacts upon learning.</p>	<p><i>Challenge 2</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤children becoming more resilient and able to take risks with their learning ➤children given the right support emotionally and socially ➤children attending school regularly ➤families accessing the right support from external agencies

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

Budgeted cost: £58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions</p> <ul style="list-style-type: none"> - mathematics - reading - writing - phonics 	<p>Closely planned and delivered quality first targeted teaching supports enhanced understanding and retention (EEF research states that small group tuition is effective in accelerating progress.)</p>	<p><i>Challenge 1</i> <i>There is a gap in attainment between our Pupil Premium and non- Pupil Premium children in reading, writing and maths.</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤improvement in confidence and data across RWM ➤children remembering more of what they were taught

One to one support with qualified tutor	Closely planned and delivered quality first targeted teaching supports enhanced understanding and retention	<p><i>Challenge 1</i> <i>There is a gap in attainment between our Pupil Premium and non- Pupil Premium children in reading, writing and maths.</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤ children achieving personal targets ➤ a boost in children's confidence ➤ children accessing the planned curriculum
Early Years speech and language support	Closely planned and delivered quality first targeted teaching supports enhanced understanding and retention	<p><i>Challenge 3</i> <i>Language and oracy skills are underdeveloped amongst Reception children</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤ children speaking fluently and with confidence ➤ improvement in writing as children will acquire new vocabulary ➤ GLD increases

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

Budgeted cost: £46 378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on attendance Monitoring by Deputy Principal, work with families by EWO	Children being in school on time every day increases their availability for learning and helps develop positive attitudes to education	<p><i>Challenge 4</i> <i>Low attendance (frequent absence or late arrival) impacts upon children's ability to access their learning and make progress alongside their peers.</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤ Attendance for all children at NA ➤ Persistent absentee figures dropping ➤ Families engaging with the school and the PWO

<p>Educational Welfare Officer support – 1:1 and small group</p>	<p>Pupils with complex emotional needs benefit from time to talk in a supportive, positive environment and from a range of interventions (Art therapy, Circle of Friends, Lego therapy etc.)</p> <p>Families of more vulnerable pupils frequently need support with developing parenting skills, accessing specialist services</p>	<p><i>Challenge 2</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤ children becoming more resilient and using the skills acquired through support to access their learning ➤ parents engaging with external agencies for their own support ➤ more families engaging with school activities eg Coffee mornings, parents' meetings, class assemblies and supporting their children at home
<p>Subsidy towards school trips and educational visits</p>	<p>Families eligible for PPG have lower disposable incomes to pay for school trips and educational visitors, putting pupils at a disadvantage. We offer 50% reduction in the cost of all trips and visits and the option to pay over an extended period to support budgeting. We feel it is vital to ensure that all pupils have access to enriching experiences and cultural capital.</p>	<p><i>Challenge 5- Cultural Capital</i></p> <p><i>Economic hardship impacts upon families. Pupil Premium children miss out on wider opportunities due to lack of available funds.</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤ children having a variety of experiences to enable them to widen their knowledge of the world. This in turn supports children's learning in the class
<p>Forest School experience</p>	<p>Children in receipt of PPG many not have the experience of learning life skills outside the home or classroom. Many live-in cramped accommodation (hostels and hotels)</p>	<p><i>Challenge2, 6- Economic hardships</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤ an improvement in mental health and wellbeing ➤ children acquiring new life skills

Total budgeted cost: £ 158 000

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 2023 to 2024 academic year.

Activity undertaken in 2023 to 2024 using pupil premium funding supported our pupils to develop academically as well as supporting their emotional wellbeing. The range of initiatives undertaken supported Quality First teaching, to give pupils the best possible chance of success in the classroom, backed up with small group work and individual interventions aimed at filling gaps and securing knowledge which had perhaps been only partially understood due to the limitations of remote learning. Pupils benefitted from one to one support with reading and mathematics to accelerate their rates of progress.

Training was given to staff in the use of concrete resources and visual representations in mathematics to ensure pupils have the broadest possible range of strategies to aid understanding and retention of information.

Training was provided for staff in use of the phonics scheme SoundsWrite, which is being used in all classrooms across the school. The training for staff ensured solid phonics delivery knowledge in both KS1 and KS2 was available to support phonics acquisition in younger children and phonics support in older years. SoundsWrite was also used when delivering targeted intervention work.

Reading support was offered to our Pupil Premium pupils, focusing on key comprehension and inference skills and exposing pupils to quality texts. This resulted in an improvement in pupils' abilities to discuss and develop opinions around their reading.

Initiatives were also undertaken through the Pupil Welfare Officer to offer support with emotional resilience and resolution of social communication issues. Some children worked with Thoughtful who helped them with strategies to deal with their anxiety and stress.

Work was also undertaken to refer families for additional support through Early Help and other agencies. Coffee mornings were developed aimed at our most vulnerable families, to enhance their involvement with our community, with a Family Support Worker in attendance to offer advice and signposting. The Pupil Welfare Officer then worked with those families with very low attendance levels to encourage punctuality. Our Attendance and Punctuality has increased and so has PA.

Training in speech and language work for Early Years resulted in improved phonics and speech awareness amongst our most vulnerable children in Reception and Year 1, with all children making enhanced progress.

The introduction of Zones of Regulation, following training for all staff, supported all pupils, but particularly our most vulnerable, in identifying a range of emotions and recognising when they were becoming dysregulated. Most pupils were also able to adopt a range of strategies to help them self-regulate. One to one support was offered to our most vulnerable PP students to help them identify key emotions and how to manage them.

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
SoundsWrite	SoundsWrite Inc.
White Rose Mathematics	White Rose
Talk for Writing	
Thoughtful	
Sussex Maths Hub	
After school clubs	Chelsea Football Club
Social Enterprise	