

Blossom Federation

Daubeney, Sebright and Lauriston



Pupil Premium Grant Statement 2023 - 2024

Daubeney Primary School

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding for the financial year 2023 to 2024 and the remainder of the academic year 2022 to 2023 to help improve the attainment of our pupils receiving pupil premium funding.

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 2022-2025

	2021-2022	2022-2023	2023-2024	2024-2025
Detail				
Number of pupils in school	214/516	211/511	176/438	
Proportion (%) of pupil premium eligible pupils	41%	41%	40%	
Date this statement was published	April 2021	April 2022	June 2023	April 2024
Date on which it will be reviewed	July 2022 (Data update)	July 2023 (Data update)	July 2024 (Data Update)	July 2025 (Data Update)
Statement authorised by	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher	
Pupil premium lead	Raj Dharma Deputy Head Teacher	Raj Dharma Deputy Head Teacher	Raj Dharma Deputy Head Teacher	
Governor / Trustee lead	Marisa Childs	Marisa Childs	Marisa Childs	

Funding overview

In the 2023-2024 financial year, pupil premium funding is increasing. Schools will receive £1,455 for each primary-aged pupil from Reception to Year 6 eligible for FSM at any point in the last 6 years and £2,530 for each 'looked-after' child.

There is additional funding for Nursery deprivation.

Detail	2021-2022	2022-2023	2023-2024	2024-2025
Pupil premium funding allocation this academic year	£271,000	£264,535	£256,080	£tbc
Recovery premium funding allocation this academic year	£28,783	£35,380	£27,260	£tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0	£tbc
Total budget for this academic year	£299,783	£299,915	£283,340	£tbc

Part A: Pupil Premium Strategy Plan

Statement of Intent

- To provide a high-quality teaching and learning offer to enable the school to work with children receiving Pupil Premium funding by supporting them to reach similar attainment when compared to their peers.
- To ensure that school and home work closely together to ensure that every opportunity is taken to improve outcomes for our pupils who receive pupil premium funding and are also in the lowest 30% of pupil attainment.
- To ensure there is high quality pastoral support and care from both school staff teams and bought in professional services.
- To use data (progress and attainment) to identify key groups of pupils and provide individualised learning opportunities and interventions where appropriate.
- To provide wide enrichment experiences and resources to support learning.

At Daubeney Primary School, there is a tailored package of interwoven support which we continue to adapt from our ongoing learning offer (e.g., It Takes a Village, NEST Provision, Rainbow Provision, Oasis Hub, Family Support Provision). This funding will be used towards interventions at school, thus to have a positive impact of pupil outcomes between pupils with Pupil Premium funding and their peers, in terms of attainment as well as providing wider enrichment experiences and social and emotional support. We, as a school, want to work towards equity for our pupils.

Quality-first teaching is at the core of our approach and focuses provision in areas which, pupils receiving pupil premium funding, require the most support. This approach is proven to have the greatest impact on closing the attainment difference for pupils receiving Pupil Premium funding and at the same time benefiting pupils in our school who do not receive Pupil Premium funding. Implicit in the intended outcomes detailed below, is the intention that the attainment of these pupils' will be sustained and improved alongside progress for their peers receiving Pupil Premium funding.

Nature and frequency of support is determined by pupils' identified needs, following termly pupil progress meetings with class teachers, Senior Leadership Teams (SLTs) and the Inclusion Team through an analysis of data to identify how we can best support the pupils' attainment and progress.

Spending is also prioritised for buying in professional services that focus on pastoral and mental health support for our children - this is always with a focus on the child's social, emotional and wellbeing needs. This approach is supported by the research paper, *Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice* produced by the National Foundation for Educational Research (NFER) which identifies several building blocks to success regarding Pupil Premium spend.

The report states: 'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, providing counselling services and parent liaison staff, alongside teaching and learning interventions.' [p78](#)

Challenges

This details the key challenges to achievement that we have identified among our pupils who receive Pupil Premium funding.

Challenge number	Detail of challenge
1	To narrow the difference in progress and attainment between pupils receiving Pupil Premium funding and their peers.
2	To connect with and further engage with parents and carers of children receiving Pupil Premium funding, to work together to improve outcomes - including pupils in the lowest 30%.
3	To promote the social and emotional wellbeing for many pupils, affected by, amongst other things, attachment issues and a lack of enrichment opportunities. These challenges particularly affect pupils receiving Pupil Premium, including their attainment.
4	To increase the number of pupils acquiring phonics to develop as readers. Our data suggests that pupils receiving Pupil Premium funding generally have greater difficulties with phonics than their peers.
5	To improve maths attainment among pupils receiving Pupil Premium funding when compared to the attainment of their peers.

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
All year groups meet predicted end of year outcomes and a reduced progress and attainment difference between pupils receiving Pupil Premium funding and their peers.	Assessment data and observations at the end of each statutory phase will show significantly improved outcomes for pupils receiving pupil premium funding. This is evident when triangulating with lesson engagement, book scrutiny, pupil progress meetings, learning walks and ongoing formative assessments.
Develop teaching and learning outcomes across the curriculum	There will be evidence of improved pedagogy of teaching and learning leading to an increase in outcomes in each year group - See School Development Plan.
Improved engagement with parents and carers of pupils receiving pupil premium funding - including the lowest 30%.	A significant increase of the number of parents and carers engaging with the school such as attending learning workshops, parent and teacher meetings, pupil progress meetings.
To achieve and sustain improved wellbeing for all pupils, particularly pupils receiving pupil premium funding.	Sustained improved levels of wellbeing demonstrated by qualitative data from pupil questionnaires and surveys, parent surveys, teacher observations and a significant increase in the offer of enrichment activities, particularly for pupils receiving pupil premium funding.
To increase the number of pupils acquiring phonics to develop as readers.	Year 1 Phonics outcomes in 2024/25 more than 75% of pupils receiving Pupil Premium funding meet the phonics threshold.
Improved maths attainment for pupils receiving Pupil Premium funding at the end KS2	Maths outcomes at KS2 in 2024/25 show that more than 70% of pupils receiving Pupil Premium funding met the expected standard.

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: £146,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Teaching (SLT/Teaching staff/HLTA)	Contribution to additional teacher to enhance provision and release core leaders https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 3, 4 and 5	£65,000
Nurture 'NEST' Provision	1 SLT member and 2 experienced TAs to run well established Nurture Provision (using attainment data as well as detailed SEMH data through Boxhall profiles) as evidenced https://www.nurtureuk.org/research-evidence/	1, 2, 3, 4 and 5	£42,000
Rainbow Provision	1 SLT member, 1 Specialist Teacher, 1 speech and language therapist and 3 experienced TAs to run recently established Rainbow Provision (using attainment data as well as detailed SEMH data through SEND profiles) as evidenced based around the SCERTS Model https://scerts.com/the-scerts-model/	2, 3 and 4	£35,000
Training and Development	CPD related to core subjects (reading, writing and maths), emotional regulation and developing inclusive classrooms (e.g. White Rose, NCETM, Maths Hub, Colourful Semantics, Zones of Regulation, It Takes a Village, SEND Parent Forum)	1, 2, 3, 4 and 5	£4,000

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

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Tutoring (SLT/Teaching staff)	Additional identified tutoring EEF: 'Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkits/small-group-tuition	1, 3, 4 and 5	£21,000
Additional Learning Support Assistant interventions (LSA Support)	Contribution towards LSA support within and outside of classroom https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3, 4 and 5	£13,000
Specialist Teacher	Contribution towards Specialist Teacher for inclusion support and interventions https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=5r6d93LMHG8	1, 3, 4 and 5	£5,000
Additional Bought in Services	Contribution to Speech & Language Therapy, Educational Psychologist https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2 and 3	£23,000
Additional input by UPS teachers	UPS teachers supporting on various interventions (talk for writing in KS2, reading clubs, times tables) Small group: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4 and 5	£5,000

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

Budgeted cost: £70,340

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional input from Family Support and Pastoral care	Contribution towards one to one or group support from the Family Support and Pastoral Care team. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	2 and 3	£21,000
Art Therapy/Play Therapy/ Psychotherapy	Supporting children with specific, identified therapeutic needs to improve their mental health and well-being, what influences it and what supports it. https://www.annafreud.org/research/ From the International Journal of Art Therapy - Primary-school-based art therapy: exploratory study of changes in children's social, emotional, and mental health. The conclusion found that: 'The study highlighted perceived positive changes and no negative changes in children's SEMH difficulties.' https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys	2 and 3	£6,340
Forest School provision and subsidised trips, clubs, breakfast club and extended day care	The EEF states that 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.' https://educationendowmentfoundation.org.uk/education%20-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2 and 3	£39,000
PP lead expenditure	Dedicated budget for pupil premium lead expenditure, based on identified individual needs	1, 2, 3, 4 and 5	£4,000

Total budgeted cost: £283,340

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils over the last five years including the 2022 to 2023 academic year.

Impact of Pupil Premium Expenditure on Pupil Data

Early Years

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	9 (66 other)	67% (6/9 pupils)	83%	57%
2019-2020	21 (62 other)	No attainment percentages for 2019-20		
2020-2021	21 (47 other)	48% (10/21 pupils)	43%	N/A
2021-2022	9 (43 other)	56% (5/9 pupils)	77%	65% *The national comparator provided above is the national average
2022-2023	13 (42 other)	77% (10/13 pupils)	81%	tbc

A positive historical narrative for our pupils at the end of EYFS compared with like for like pupils receiving pupil premium funding nationally and against other pupils in 2021- 2021. The cohort of pupils receiving pupil premium funding for academic year 2021 - 2022 presented with significant gaps in learning, many not having attended any previous education setting. Baseline attainment data for pupils receiving Pupil Premium funding in this cohort - 2022 – 2023 only 23% of pupils were on track to meet GLD targets. This suggests that these pupils, generally, had greater difficulties accessing learning during the pandemic than their peers. A host of small group interventions has had a huge impact on pupils achieving the figures above.

Phonics Year 1

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	15 (66 other)	80%	94%	70%
2019-2020	11 (60 other)	No attainment percentages for 2019-20		
2020-2021	32 (43 other)	71%	81%	N/A * The national comparator for phonics was not provided
2021-2022	22 (39 other)	68%	82%	80% *The national comparator provided above is the national average for non-disadvantaged pupils
2022-23	16 (27 other)	63%	81%	tbc

Phonics attainment fluctuates year on year. The attainment data for 2022 - 2023 does not reflect historical trends as the cohort consists of an unusually higher number of pupils presenting with additional needs pupils and with pupils subject to an Education and Health Care Plan (EHCP). The school will continue to use the Pupil Premium funding for targeted intervention support in Year 2 with experienced teachers, small group intervention support from a phonics specialist with follow up small group interventions.

Phonics Year 2

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	2 (2 other)	50%	50%	85%
2019-2020	2 (4 other)	No attainment percentages for 2019-20		
2020-2021 *All pupils in Year 2 were tested in Dec	30 (47 other)	88%	91%	N/A
2021-2022 *All pupils in Year 2 were tested in Dec	26 (42 other)	88%	100%	N/A * The national comparator for phonics was not provided
2021-2022 June 2022 Y2 retake pupils	3 (5 other)	0%	100%	N/A * the national comparator for phonics was not provided
2022-2023 June 2023 Y2 retake pupils	6 (8 other) *4 pupils joined the cohort later in the year	33%	50%	tbc

Our pupils receiving Pupil Premium funding who retook the test in June 2022 all made significant progress from their baselines. The 3 pupils that did not make the threshold are all subject to an Education and Health Care Plan (EHCP) and continue to receive daily phonics teaching in Year 3. The current Year 2 pupils who retook the test in June 2023 received ongoing phonics support. The 4 pupils that did not make the threshold were all subject to high additional needs, all with an EHCP – 2 with diagnosis of Autism, one with high hearing and speech impairment and one with diagnosis of ADHD.

Key Stage I

		Reading			Writing			Maths		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding *The national comparator %	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	27 (58 other)	70%	81%	62%	70%	83%	55%	85%	86%	62%
2019-2020	14 (62 other)	No attainment percentages for 2019-20								
2020-2021 *Teacher assessed	24 (45 other)	63%	52%	N/A	58%	51%	N/A	71%	54%	N/A
2021-2022	28 (40 other)	71%	78%	72% *The national comparator provided above is the national average for non-disadvantaged pupils	64%	78%	63% *The national comparator provided above is the national average for non-disadvantaged pupils	64%	80%	73% *The national comparator provided above is the national average for non-disadvantaged pupils
2022-2023	22 (37 other)	75%	69%	tbc	75%	64%	tbc	80%	67%	tbc

Attainment data for our pupils receiving Pupil Premium funding for reading and writing has been positive with a significant reduction in the attainment difference with peers and / or national figures. Providing continued small group intervention support in maths is an intended outcome for Daubeney. This cohort also has higher than Hackney average pupils presenting with additional needs and EHCPs (19 pupils with additional - SEND of which 5 pupils subject to an EHCP). Adaptive teaching strategies to support this group of pupils, with additional needs, will be a focus in Year 3 with input from speech and language therapists, specialist teachers and maths lead. The current Year 2 cohort received targeted small group intervention support. The impact of this is clear with all children with Pupil Premium funding meeting outperforming against their peers across all subject areas.

Key Stage 2

		Reading			Writing			Maths			Combined		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	56 (34 other)	82%	77%	62%	85%	85%	68%	90%	92%	67%	77%	71%	51%
2019-2020	35 (37 other)	No attainment percentages for 2019-20											
2020-2021 *Teacher assessed	37 (53 other)	76%	44%	N/A	68%	43%	N/A	68%	46%	N/A	48%	71%	N/A
2021-2022	37 (39 other)	59%	80%	62%	68%	80%	55%	65%	80%	56%	57%	73%	43%
2022-2023	38 (38 other)	82%	79%	tbc	61%	87%	tbc	61%	87%	tbc	61%	74%	tbc

Historically, a very positive picture for pupils receiving Pupil Premium funding when compared to their peers and outperforming national figures over the past 4 years. During the academic year 2021 - 2022, the attainment data for pupils receiving Pupil Premium funding, when compared with their peers, suggests that pupils receiving Pupil Premium funding generally had greater difficulties accessing learning during the pandemic than their peers. Reports from our Family Support worker and well-being lead (including wellbeing surveys and discussions with pupils and families) have identified social and emotional issues for many pupils, notably anxiety and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Despite these difficulties, significant progress was made from baselines, narrowing the attainment difference compared to that of their peers. Supporting pupils' mental health, wellbeing and increased enrichment opportunities will be a focus as per our identified intended outcomes above.

In 2022-23, 82% (37/38) pupils with Pupil Premium funding reached the 100+ scaled score. In maths and writing, 61% (23/38). In maths, 3 children with Pupil Premium funding were at scale scores between 98-99. We are awaiting release of national figures for like-for-like Pupil Premium funding for 2022-23.

Progress KSI - KS2

		Reading			Writing			Maths		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	56 (34 other)	-6.0	-3.6	-0.6	0.9	2.2	-0.5	-5.8	-2.4	-0.7
2019-2020	35 (37 other)	No progress scores for 2019-20								
2020-2021	37 (53 other)	No progress scores for 2020-21								
2021-2022	37 (39 other)	-3.74	-1.64	-0.83	-0.77	-0.55	-0.76	-1.75	-1.45	-1.15
2022-2023	38 (38 other)	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc

Historically, pupils receiving Pupil Premium funding make good progress from baselines. Data from the previous 2 years has been a spring board for much development and impact assessment resulting in small group interventions, morning and afternoon booster sessions and work to target and work with families of our lowest performing families as identified as an intended outcome above.

Narrative Summary:

We have analysed the performance of our pupils receiving Pupil Premium funding over the past 4 academic years using key stage 1 and 2 performance data, phonics check results and our own internal assessments. To help us gauge the performance of this group of pupils we compared our results for pupils receiving Pupil Premium funding to those who did not, and at a national level.

Children's learning across the last four years has experienced disruptions due to the pandemic. The process of identifying our challenges and allocating resources towards meeting our intended outcomes has demonstrated our continued focus and vision to provide more equitable outcomes for our pupils receiving Pupil Premium funding. Our school development plan focuses on the need to engage families and communities to support raising both academic and life outcomes for our pupils receiving Pupil Premium funding, alongside pupils in the lowest 30% attainment group. Through targeted interventions, high quality teaching and learning, supported by specialist phonics and maths teachers and developing our well-being offer, we continue to provide much needed support for our most vulnerable pupils.