

# Pupil premium strategy statement 2021/22

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	Dallington CE Primary School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Cox , Head teacher
Pupil premium lead	Paul Cox , Head teacher
Governor / Trustee lead	Monica Pell, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105
Recovery premium funding allocation this academic year	£8376
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2776
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23, 257

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school led tutoring and interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

- Principles
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Children's speech and language skills under developed, including language concepts
2	Children's literacy, including strategies for reading and spelling and access to rich vocabulary for writing
3	COVID has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	Social and emotional difficulties
5	Support for Extra-curricular clubs

## 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
Attainment gap for pupils to close	Expected or accelerated progress for all disadvantaged children
Improved literacy and attainment gap to close	Accelerated progress to increase the percentage of children attaining ARE
Pupils have strategies to manage anxiety in a healthy way	Reduction in psychological barriers to learning
Improved use of phonics	Children across the school to be using improved phonics skills to access learning.

Learning opportunities accessed despite financial barriers	All pupils have access to school visits to enrich their curriculum and support mental health
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## 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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum.</p> <p>We will purchase resources and fund ongoing teacher training and release time</p> <p><b>TA release for training and additional time for setting up of scheme (2 days £111)</b></p> <p><b>Purchase of Bug Club £500</b></p> <p><b>Purchase of language link (£222)</b></p> <p><b>Signs for EYFS (£1037)</b></p>	<p><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></p> <ul style="list-style-type: none"> <li>We have more children coming into Reception (30%) with speech and language difficulties. We invested in NELI (Nuffield Early Language intervention) to ensure that all of the new children entering school would be tested and receive focused support.</li> <li>We purchased a new phonics scheme (validated) that enabled us a more rigorous approach and greater consistency across our Key Stage 1 classes. We also purchased the books that underpinned the scheme. Staff were trained and also given two days out of class to set everything up and understand the finer details of the scheme.</li> <li>We have always used Language link to provide a baseline, this year we also invested in Junior Language link so we could test all children to provide a baseline for all support and interventions across the school. Following lockdown this will give us an opportunity to have a clear baseline for all children.</li> <li>One key target on our School improvement plan was creating a school where rich vocabulary was used. To support this, in our EYFS class, we purchased some street signs and new toys that would stimulate vocabulary and create interaction.</li> </ul>	<p>1, 2</p>
<p>Use of tutors to 'catch up' and close gaps</p>	<ul style="list-style-type: none"> <li>We offered two nights a week tutoring where the class teachers led interventions (tutoring) on groups and individuals identified through the data. Tuesday was literacy support and</li> </ul>	<p>1, 2,3</p>

<p><b>Tutoring (£3950)</b></p> <p><b>Teacher's wages (£7,000)</b></p> <p><b>Teaching assistant (10 x 2 afternoons = £280)</b></p> <p><b>Rapid readers £1,340.03</b></p> <p><b>New member of staff £2,000</b></p> <p><b>External tutor (£1,215)</b></p>	<p>Thursday numeracy – this was for KS2. This ran for 10 weeks. This was run by the class teachers. It was accessed by 30 children across year 3-6.</p> <ul style="list-style-type: none"> <li>• We received a grant of £500 (WEIP) which we used to support KS1 by employing a TA for an afternoon a week to run additional 'catch up' work. The children were chosen based on the baseline data collection.</li> <li>• We employed a floating teacher for 5 days a week. Each day she would cover classes – freeing up the teachers to run interventions and she would then cover PPA. This allowed teachers to use their knowledge of the class to pre-teach, support or offer tailored/ structured interventions.</li> <li>• We appointed a teaching assistant to run intervention support for targeted year 5/6 groups. This run twice a week. It supported children who were behind and needed additional support.</li> <li>• We purchased Rapid Readers, a reading intervention. This was used to target key groups and individuals based on data and need. This helped us address the gaps and promote reading for all. Initially we had 21 children on the scheme from KS2 – 12 of these made excellent progress so we have now opened it up to KS1(10) children.</li> <li>• We appointed a teaching assistant whose job it was to deliver the Rapid Readers intervention.</li> <li>• We also supplied a 1:1 for two PPG/ LAC children to support their progress and development</li> </ul>	
<p>Purchase of a <a href="#">DfE validated Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p><b>As above</b></p>	<ul style="list-style-type: none"> <li>• We invested in NELI (Nuffield Early Language intervention) to ensure that all of the new children entering school would be tested and receive focused support.</li> <li>• We purchased a new phonics scheme (validated) that enabled us a more rigorous approach and greater consistency across our Key Stage 1 classes. We also purchased the books that underpinned the scheme. Staff were trained and also given two days out of class to set everything up and understand the finer details of the scheme.</li> </ul>	<p>1,2</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p><b>Time for talk practitioner (£1,640)</b></p> <p><b>Play therapist (£650)</b></p> <p><b>Serotonin Superstars (£360)</b></p>	<ul style="list-style-type: none"> <li>• Following our return from lockdown we appointed a 'Time for Talk' lead. She met with children weekly. She acted as a sounding board and offered support and advice for a variety of issues – bereavement, low self esteem and general worries.</li> <li>• We had a play therapist in place to support 3 PPG children.</li> <li>• We have a company called Stepping Stones (Serotonin Superstars) working with 6 children – helping them to understand why they feel angry, low or unhappy, helping to understand their emotions and giving them strategies to support.</li> </ul>	4

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

Budgeted cost: As above

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of tutors to 'close gaps'</p> <p><b>All costings as above</b></p>	<ul style="list-style-type: none"> <li>• We offered two nights a week tutoring where the class teachers led interventions (tutoring) on groups and individuals identified through the data. Tuesday was literacy support and Thursday numeracy – this was for KS2. This ran for 10 weeks. This was run by the class teachers.</li> <li>• We received a grant of £500 (WEIP) which we used to support KS1 by employing a TA for an afternoon a week to run additional 'catch up' work.</li> <li>• We employed a floating teacher for 5 days a week. Each day she would cover</li> </ul>	1, 2,3

	<p>classes – freeing up the teachers to run interventions and she would then cover PPA. This allowed teachers to use their knowledge of the class to pre-teach, support or offer tailored/ structured interventions.</p> <ul style="list-style-type: none"> <li>• We appointed a teaching assistant to run intervention support for targeted year 5/6 groups. This runs twice a week.</li> <li>• We purchased Rapid Readers, a reading intervention. This was used to target key groups and individuals based on data and need. This helped us close the gap and promote reading for all.</li> <li>• We appointed a teaching assistant whose job it was to deliver the Rapid Readers intervention.</li> <li>• We also supplied a 1:1 for two PPG/ LAC children to support their progress and development</li> <li>•</li> </ul>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p><b><i>All costings as above</i></b></p>	<ul style="list-style-type: none"> <li>• We have more children coming through with speech and language difficulties. We invested in NELI (Nuffield Early Language intervention) to ensure that all of the new children entering school would be tested and receive focused support.</li> <li>• We have always used Language link to provide a baseline, this year we also invested in Junior Language link so we could test all children to provide a baseline for all support and interventions across the school. Following lockdown this will give us an opportunity to have a clear baseline for all children.</li> </ul>	<p>1,2</p>

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

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Barriers to learning</p> <p><b><i>Time for talk practitioner listed above</i></b></p> <p><b><i>As above</i></b></p> <p><b><i>£300</i></b></p> <p><b><i>As above</i></b></p> <p><b><i>As above</i></b></p> <p><b><i>Government aided</i></b></p>	<ul style="list-style-type: none"> <li>• We have had a wave of children suffering with anxiety, caused by many reasons, family issues, bereavement, low self esteem etc. To combat this we have put into place a ‘time for talk’ practitioner</li> <li>• A group run by Stepping stones called Serotonin Superstars.</li> <li>• Paid for a child to receive counselling outside of school</li> <li>• Improve teachers’ knowledge – CPD</li> <li>• Appointed a TA to focus on reading support</li> <li>• Tutoring support</li> <li>• Mental health lead being trained</li> </ul>	<p>1,2,3,4</p>
<p>Extra-curricular support</p> <p><b><i>Budgeted £2,000</i></b></p>	<p>We have continued to offer financial support to our PPG families so that children can access activities outside of the classroom- school trips, forest school, swimming, residential.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p> <p><b><i>Budgeted £1,000</i></b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £23,000**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils (and all others) was lower than in the previous years across the curriculum. With the majority of our disadvantaged pupils being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and our teacher's knowledge of the children and their needs. .

Overall attendance in 2020/21 was higher than in the preceding years at 97%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 97.3%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
Play therapist	Helen Prosper
Serotonin Superstars	Stepping stars
Time to talk	Debbie Delamare
Counsellor	Stepping Stones

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Introducing an approach that focuses on understanding behaviour, emotions and learning strategies can support both children and adults. Staff to receive final part of Empowerment training and then introduce to the children.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.