

# Pupil premium strategy statement – Dallington CE Primary 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	114
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> )	2023-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Paul Cox – Head teacher
Pupil premium lead	Paul Cox – Head teacher
Governor	Robin Martin- Jenkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,160
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£4,432
<b>Total budget for this academic year</b>  <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>	£ 26,592

# 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	<i>Children's speech and language skills under developed, including language concepts</i>
2	Children's literacy, including strategies for reading and spelling and access to rich vocabulary for writing
3	Social and emotional difficulties
4	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 use of phonics and reading to access curriculum	Children across the school confidently use their phonics and reading skills to access the curriculum
Access to speech and language interventions	Children are able to access interventions planned to their needs
Learning opportunities accessed despite financial barriers	All pupils have access to opportunities to enrich their curriculum

## 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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. We will purchase resources and fund ongoing teacher training and release time</p> <p>Renewal of Bug Club £500</p> <p>Resources £2,000</p> <p>Staff days out for training £500</p> <p>Renewal of language link (£222)</p>	<ul style="list-style-type: none"> <li>• We have more children coming into Reception (30%) with speech and language difficulties – 1 with very limited (and delayed) speech. 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 and implemented a new phonics scheme (validated) that enabled us a more rigorous approach and greater consistency across our Key Stage 1 classes.</li> <li>• We also purchased more books/resources that underpin the scheme. We have continued to ensure Staff are trained and lead teachers have been given time to develop the scheme to meet needs of school.</li> <li>• We have always used Language link to provide a baseline, this year we have continued to use Junior Language link to test all children to provide a baseline for all support and interventions across the school.</li> </ul>	<p>1, 2</p>

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External tutor for year 6 – Tuesday and Thursday afternoons £4,000</p> <p>Two teachers KS2 Monday and Tuesday KS1 Wednesday and Thursday £7000</p> <p>Breakfast £150</p> <p>TA's delivering interventions £5000</p>	<ul style="list-style-type: none"> <li>• We have employed an external teacher to focus on the children in year 6 who are behind age related expectations.</li> <li>• In the new year we have two teachers from a supply agency supporting both KS1 and KS2. They will work with small groups and support in class to allow teachers to run interventions. These will run until Easter</li> <li>• Booster class run on Thursday and Friday morning – this are run by class teachers</li> <li>• We have kept two TA's out of class and they run reading and speech and language interventions.</li> </ul>	<p>1,2</p>

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Barriers to learning</p> <p>Time for Talk practitioner £2,000</p> <p>Stepping Stones £720</p> <p>£400</p> <p>£150</p>	<p>We continue to see children suffering with anxiety (caused by a variety of reasons). We employ a 'time to talk' practitioner to offer support every Friday.</p> <p>We have a self reflection group called Serotonin superstars to support key children with their perception of themselves and provide strategies to support their mental health</p> <p>We have paid for 1 child to receive counselling outside of school</p> <p>We now a mental health lead - they have received additional training around anxiety</p>	3,4
<p>Extra curricular support</p> <p><b>Budgeted £2,000</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, swimming, residential etc</p>	4
<p>Contingency fund for acute issues</p> <p><b>Budgeted £1,000</b></p>	<p>Based on experiences and those of similar sized schools</p>	All

**Total budgeted cost: £ 28,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal data 2021/22 showed that all children had made progress across the board, however everyone made progress the gaps had maintained as average progress was made meaning the status quo had been kept. The progress was good and promising but we need to ensure key children are making accelerated progress to close the gaps.

The impact from Covid -19 was still evident – not only in the classroom but in attitudes, work ethic and general mental well being. This has made the challenge of offering high standards in everything very difficult. We continue to strive to meet all children's needs – in and out of the classroom.

The school has a detailed list of vulnerable and disadvantaged children. We use this when planning activities to ensure we are meeting all needs, can budget correctly and guarantee everyone has access to all activities. We continue to use the pupil premium funding to provide wellbeing support and targeted interventions where required.

School attendance was at 94%, this was below our expectations but above National average. We have put lots of measures in place to ensure that this percentage rises in 2023.

### 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.*

<b>Programme</b>	<b>Provider</b>
Serotonin Superstars	Stepping Stones
Counsellor	Stepping Stones
Time to Talk	Debbie Delamare





## Further information (optional)

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 school's 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.