

Pupil premium strategy statement

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	Dinting C of E VA Primary
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	11.11.21
Date on which it will be reviewed	1.6.22
Statement authorised by	Lynn Elliott
Pupil premium lead	Lynn Elliott
Governor / Trustee lead	Ann McGovern/Damien Greenhalgh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,900
Recovery premium funding allocation this academic year	£1047
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,414
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	£54,361

Part A: Pupil premium strategy plan

Statement of intent

Dinting School aims to create a happy, secure, stimulating and challenging learning environment, in which each child can develop to their full potential.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

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.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Pupils achieve well by the end of KS 2 but fail to convert to greater depth standard due to speed of reading fluency, limited vocabulary which impacts on ability to comprehend and read fluently, handwriting and spelling issues and gaps in prior mathematical knowledge
2	Some pupils and their families receiving PP, have social and emotional difficulties, resulting in low self-esteem and lack of structured routine within the family home/home life (attendance, punctuality and homework can be a concern). This has significantly intensified during national pandemic in 2020/21.
3	Pupils have limited experiences beyond their home life and immediate community- intensified during 2020/21 pandemic. This lack of exposure to the wider world impacts on their ability to comprehend and read fluently.
4	On entry to EYFS, some children have language and listening skills below their developmental age. Poor early language skills impact on their ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency and resulting in low phonics screening test scores compared to all other pupils.

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
Reduce the gap between PP pupils and all other pupils achieving greater depth in reading, writing and maths at the end of KS2	Pupil data shows an upward trend of PP pupils achieving a greater depth standard
All pupils to have good/improved self-esteem and organisational skills	<p>Attendance target of 96% achieved and persistent absence reduces</p> <p>Children receive support for pupil support worker to improve self-esteem and work with family.</p> <p>Time to talk sessions for pupils and families</p> <p>Parent sessions to help support with reading, homework etc.</p>
For pupil horizons to be extended, opportunities to go beyond their locality.	<p>All PP pupils participate in residential visits and school visits i.e. to London to broaden experiences.</p> <p>Curriculum to provide opportunities to learn beyond their locality.</p> <p>Careers guidance for all pupils- aspirational</p> <p>Pupil voice shows a greater understanding of the world around them</p>
EYFS pupils to have an age appropriate vocabulary to full access to all areas of learning	<p>Pass rate for phonics screening test at least 90% for all pupils</p> <p>Talk boost intervention for pupils</p> <p>Vocabulary taught as part of curriculum delivery, essential words highlighted to enable full participation in all learning activities.</p>

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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every pupil receives quality first teaching provided by adequate ratio of staff: pupils	Provision of teaching assistant to ensure 2 qualified adults in every class every morning	1,4
All PP pupils to be supported to develop reading for pleasure and improved outcome in reading	PP pupils achieve outcomes in line with peers in reading at end of EYFS, KS1, KS2 Current reading material audited, outdoor library, purchase of new engaging materials Reading hub after school sessions targeted at PP pupils, reading champions to support reading in school	1,4
Diminish differences for all PP pupils at higher levels of achievement	All planning to show working at greater depth in reading, writing, maths. TA's and SENDCO to offer support and deliver interventions Termly tracking, NFER test data analysis to enable close monitoring of pupils. End of key stage data shows PP pupils in line with peers and good progress measures Quality first teaching to lead to good/outstanding progress. Catch up support where required	1,4
Vocabulary	Purchase of vocabulary bank to support all areas of the curriculum Spelling bank resource for the teaching of vocabulary and spelling across school Vocabulary included in all curriculum planning- vocabulary pyramids used Intervention groups for spelling	1,4

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to achieve potential despite lockdown 20/21	Small group interventions to provide support for pupils with curriculum being covered in class. Opportunities to practise, discuss use resources to reinforce classroom learning	1,2
Develop self-esteem, organisational skills to improve attendance, homework etc.	Pupils engage in PSHE/SRHE curriculum to support mental well-being. Pupil support worker to address concerns through focused work/support for family	2,3
Structured interventions across school. On track maths resource	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	1,2
Targeted reading fluency and phonics interventions – rapid phonics	To be delivered by trained HLTA	1,4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide opportunities to deliver healthy mind/body learning activities. Support from pupil support worker	Whole school involvement in mental health 'yellow day' 1:1 or small group to work on feelings/emotions etc Work with agencies to support high need, liaising with parents, delivering family support workshops Targeted support for vulnerable children	2,3

Social emotional needs supported	Provision of nurture and positive play activities. Development of sunshine room for nurture activities, purchasing resources to support pupils/families	2,3
A fully inclusive environment/opportunities for all pupils	Provision of uniform vouchers/school equipment Funding towards trips Funded provision of breakfast club to support attendance and punctuality	2,3,
PSHE/SRHE	The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance	2,3
Music partnership	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	2,3
Safeguarding/online safety	Provide parents with regular updates across the year to support children online. Updates available through google classrooms to access at their convenience	3

Total budgeted cost: £ 37,000

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.

Pupil Premium Pupil Outcomes 2020-2021		
EYFS		
66 % of all pupils achieved a good level of development(GDS) in July 2021. 1 disadvantaged pupil achieved GDS in all areas		
Phonics- Y2		
32+	Y2	
All	67.5%	
PP	50%	
Key Stage One		
	All	PP
Reading WTS	20%	16%
Reading EXP	80%	83%
Reading GDS	15%	0
Writing WTS	70%	100%
Writing EXP	30%	0
Writing GDS	0	0
Maths WTS	35%	33%
Maths EXP	65%	66%
Maths GDS	5%	0

Key Stage Two

	All	PP
Reading EXP	79%	100%
Reading GDS	12.5%	0
Writing EXP	79%	100%
Writing GDS	12.5%	0
Maths EXP	83%	100%
Maths GDS	17%	0
Combined EXS	79%	100%
Combined GDS	0	0

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
Jigsaw	Jigsaw
On Track Maths	Book point
Rapid Phonics	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)