

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 24 pupils 17.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-23 |
| Date this statement was published | Sept 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Lynn Elliott |
| Governor / Trustee lead | Kim Clarke |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £38,643 |
| Recovery premium funding allocation this academic year | £3,915 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10,572 |
| Total budget for this academic year | £49,215 |

Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Grant is to diminish differences between pupil groups. As a school we track all groups of pupils to ensure that they make good or better progress. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress.

Common barriers to learning for disadvantaged pupil can be: less support at home, weak language and communication skills, lack of confidence, lack of wider enhancement opportunities, 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 pupil premium will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for pupil premium. 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 | Not all children achieve a good level of development at the of EYFS |
| 2 | Very few children achieve the expected standard at the end of KS1 in RWM |
| 3 | A small minority of KS2 pupils achieve the higher standard in RWM at the end of KS2 |
| 4 | The majority of disadvantaged pupils require additional support for their emotional health, well-being and behaviour |
| 5 | Parental lack of engagement/understanding especially linked to attendance and punctuality |

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 |
|---|--|
| PP pupils achieve expected or better outcomes in key stage 1 RWM | Pupils achieve expected outcomes – data 2023 |
| Attendance of PP pupils improves | PP pupil’s attendance at 96% or better. Persistent absence falling below 10% |
| PP pupils achieve in line or above all other pupils in RWM at end of key stage 2 | Pupils achieve expected outcomes – data 2023 |
| Pupils supported to achieve and sustain improved motivation, independence and resilience for all pupils and particularly our PP | Increased engagement and enthusiasm in school, attending regularly, on time, completing homework tasks, regular reading at home etc. Attending extra-curricular activities |

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: £ 2,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance Funded release time to sustain mastery approaches and to access maths hub | Teaching of maths, drawing upon evidence-based approaches EEF guidance Improving mathematics in Key Stage 2 and 3 | 2,3 |
| Strengthen English curriculum in line with EEF guidance Embed 'Little Wandle' programme to ensure stronger phonics teaching for all pupils. Introduce new reading approach based on 'Little Wandle' | Little Wandle indicates a positive impact on the accuracy of word reading. Improved reading standards impact positively on future academic achievement, wellbeing and success in life. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy | 1,2 |

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

Budgeted cost: £ 24,320

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional phonic sessions targeted at PP pupils who require further | Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1,2 |

| | | |
|---|---|---------|
| phonics support (Y3 and Y1) | | |
| Providing school led tutoring for pupils whose education has been most impacted by the pandemic. Interventions will be phonics and maths based delivered by additional staff . | Small group tuition/toolkit strand/ EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 2,3 |
| Teaching assistants and teachers delivering additional interventions to ensure children keep up with their peers and are appropriately challenged. | EEF research shows teaching assistants can provide a large positive impact on learner outcomes when deployed well https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention | 1,2,3 |
| Targeted children will participate in interventions using collaborative approach. This will develop cooperative skills, improve language and communication and support social, emotional development, independence and resilience. These include forest schools and nurture | A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in groups small enough to ensure everyone participates Collaborative learning approaches have appositve impact, on average, and are cost effective approach for raising attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches | 1,2,3,4 |

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

Budgeted cost: £ 16,524

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Headteacher to support parents to understand the need for improved attendance especially those with persistent absence. Supported by family support worker. Offer of free breakfast club provision to help with attendance and punctuality for all PP pupils</p> | <p>DfE supporting pupil's attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | <p>5</p> |
| <p>Continue to employ a pupil support worker to help families support children's learning, work with individuals and groups, carry out Boxall profiles, signpost families for further support especially families in crisis</p> | <p>Research shows improving parental engagement has apposite impact on pupil progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>1,2,3,4,5</p> |
| <p>Support for children arriving in school with little or no English (spoken or written)</p> | <p>Children arriving as Ukrainian refugees provided with language support to develop English language skills and support for parents to understand education system and access fully the school offer.</p> | <p>3,4,5</p> |

Total budgeted cost: £ 45,844

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 2021 to 2022 academic year.

End of key stage assessments in 2022 show that pupil premium had variable impact upon disadvantaged children. For example, 50% of key stage 2 pupils achieved expected outcomes in RWM whilst at key stage 1 of the 3 disadvantaged no children achieved expected in RWM. Internal assessments show that in most other year groups and subjects, the performance of disadvantaged pupils was lower than that of most other pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact which disrupted all our subjects. 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 particularly in key stage 1.

Overall absence increased 6.9% in 2021-2022 compared to 2.5% in 2020-2021 and persistent absence increased significantly as well for 4 disadvantaged pupils. This is why attendance is a focus on this current plan.

Our assessments and observations indicate that children's confidence, independence, language and their ability to socialise was impacted by Covid-19. Many children lack the resilience and stamina for learning. During 2021-22 we used pupil premium to provide well-being support for all pupils and targeted interventions. This is to be further built upon in 2022-23

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 |
|---------------|----------|
| Little Wandle | Collins |

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:

- Offering a wide range of high quality extra-curricular activities to boost well-being, attendance and aspirations. Disadvantaged pupils will be encouraged and supported to participate.