

# Pupil premium strategy statement – Dingle Community 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	34
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-25
Date this statement was published	29 <sup>th</sup> September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Gemma Anderson
Governor / Trustee lead	Wendy Newton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56849
Recovery premium funding allocation this academic year	£1522
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>	£0
<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>	£58371

# Part A: Pupil premium strategy plan

## Statement of intent

At Dingle Community Primary School our intention is to ensure that Pupil Premium pupils achieve as well as their peers, with a focus on equity. We aim to:

- Target pupils working below age-related expectations to increase the proportion of disadvantaged pupils working at the expected standard is in line with peers across school.
- Ensure that disadvantaged pupils all make good progress from their individual starting points so that they meet their full potential, including where prior attainment exceeds age-related.
- Develop excited, enthusiastic learners, with the intension of creating an intrinsic desire to learn and achieve.

There is evidence of trends in our setting of potential barriers to this attainment, outlined below.

## Challenges

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

Challenge number	Detail of challenge
1	A gap in language acquisition and use, between disadvantaged pupils and their peers, is evident through WellComm screening.
2	In some classes there is an attainment gap between Pupil Premium pupils and their peers in core subjects due to fundamental gaps in learning that need to be addressed, in order for rapid progress to be made.
3	The intrinsic desire to read for pleasure is lower in Pupil Premium children, evident in Pupil Voice.
4	Social and emotional difficulties due to family circumstances and/or SEMH needs are more evident in Pupil Premium children.
5	Pupil Premium attendance is lower than non-Pupil Premium pupils in school.
6	Education and attendance are not always highly valued by parents of Pupil Premium children.

## 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
The gap between PPF and their peers in language acquisition and use will close by at least 10%.	The gap in WellComm screening result, between PPF and their peers, will close by at least 10% (in the proportion of pupils working at age-related expectations)
The attainment of PPF pupils will be in line with their peers across school.	The proportion of Pupil Premium children working at the expected standard and greater depth will be in line with their peers in reading, writing and maths across school.
Pupil Premium pupils will become more engaged with and eager to read for pleasure.	The proportion of Pupil Premium children who demonstrate an eager ness to read for pleasure will increase (evident through pupil voice). The proportion of Pupil Premium children who can name a range of books and authors they have enjoyed will increase.
Social and emotional difficulties due to family circumstances and/or SEMH needs are more evident in Pupil Premium children.	Pupils with identified SEMH needs will make at least good rates of progress in Reading, Writing and Maths, as a result of the barrier to learning being overcome.
Pupil Premium attendance is lower than non-Pupil Premium pupils in school.	The gap in attendance of Pupil Premium and their peers will reduce by at least 1%.

## 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: £5650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement in the Voice 21 project</i> £2650	Poor oracy skills have a detrimental impact on a young person's future life chances creating barriers to learning and future life prospects. For children who start school below age related expectations in language and communication, the gaps between the most and least advantaged grows as they move through education. Limited vocabulary has shown to impact educational attainment. The National Literacy Trust believes that high quality classroom talk is essential to pupils thinking and learning, improving educational outcomes. Oracy needs to be explicitly taught and embedded across all areas of the curriculum. Talk is the most powerful tool of communication in the classroom and is fundamentally central to the acts of teaching and learning (Professor Frank Hardman). There is strong evidence to show that pupils will have greater control over their own learning and successful functioning in society.	1
<i>CPDL for all staff on effective development of oracy</i> £3000		1

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

Budgeted cost: £24421

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Before school Nurture provision</i> £2000	'Soft Start Nurture' was introduced in 2022, targeting pupils where SEMH needs impact on engagement in learning at the start of the school day and, in some cases, where resultant behaviour also impacted negatively on the learning of other pupils. Almost all pupils who have engaged in this before	2, 4, 6

	school provision are now ready for learning at the start of the actual school day and incidents of disruptive behaviour by targeted pupils, linked to their SEMH needs, have decreased significantly.	
<i>Release of teachers and support staff on half termly basis for pupil progress meetings to review impact</i> £3000	Over the last 2 years the role of support staff at Dingle Community Primary has significantly changed, with staff being deployed to work across school or phases to target specific children with focus on key gaps in learning, to positive effect. EEF findings show that 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact...' (EEF, 2023b) As such this is the approach to be taken, with the DHT deploying and training staff in specific strategies.  The rationale behind releasing both teachers and support staff for pupil progress meetings, is to increase staff buy-in through promoting a culture where the knowledge and professionalism are valued and staff are motivated. 'School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.' (Leithwood et al, 2020)	2
<i>Before school academic intervention, reviewed half termly, based on outcomes of Pupil Progress Meetings</i> £3500		2, 6
<i>Targeted support, through the deployment of Learning Support Staff for 'Intervention Support' and 'Integration Support'</i> £12921		2
<i>Implementation of 'Reading Volunteers': training from English lead, including lead's release time, and monitoring of provision.</i> £3000	Bookmark, 2020, show that engaging in one-to-one reading, 30 mins twice a week, for 6 weeks, has a positive impact, with 92% of participating pupils beginning the year below age-related expectation ending the year at or above the expected standard.	2, 3

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

Budgeted cost: £29300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of consistent reward system across school for engagement in reading at home</i> <ul style="list-style-type: none"> <li>• Release for English lead for this</li> <li>• Funding of rewards</li> </ul> £5000	<p>'Reading for pleasure is a key indicator of a child's future success. When children learn to read at an early age, they have greater general knowledge and a wider range of vocabulary, their reading is more fluent, and they have improved attention spans.</p> <p>Achieving good standards in reading is key to unlocking the rest of the curriculum and is an indicator of future success in further education, higher education, and employment.' (gov.uk, 2022)</p>	3, 6

<p><i>'Nurture' provision for identified pupils in Key Stage 1</i> £19100</p>	<p>This provision will focus on self-regulation and social interaction, the EEF shows that 'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future,' with an impact measure of +7 months (EEF, 2023a).</p>	<p>2, 4</p>
<p><i>Breakfast Club places to be funded for identified PPF pupils.</i> £4000</p>	<p>The importance of attendance is clear. DfE (2022) data shows that 'at KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).' In attendance meetings with parents in 2022-23 (the large majority of which were PPF) many parents reported that attendance was impacted on by their need to maintain newly acquired jobs and working patterns not aligning with school times. Similarly, 3 families with PA children referred to their own medical needs and appointments clashing with school times. Funded wraparound care should help eliminate these barriers.</p>	<p>5, 6</p>
<p><i>Attendance meetings for PPF pupils where attendance is below 95%</i> £1200</p>	<p>The intention is to identify specific issues affecting individual pupils' attendance and support families in overcoming these. Whilst meetings are held with all parents of PA pupils, the intention is to avoid getting to this point wherever possible. In-school case studies from 2022-23 demonstrate the impact of these individualised meetings and action plans on improving attendance.</p>	<p>5, 6</p>

**Total budgeted cost: £ 58371**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

KS1 outcomes '22	Disadvantaged pupils	Not disadvantaged pupils
Reading EXS+	40.0%	42.9%
Writing EXS+	50.0%	23.8%
Maths EXS+	40.0%	33.3%

KS1 outcomes '23	Disadvantaged pupils	Not disadvantaged pupils
Reading EXS+	42.9%	75.0%
Writing EXS+	28.6%	75.0%
Maths EXS+	28.6%	75.0%

KS2 outcomes '22	Disadvantaged pupils	Not disadvantaged pupils
Reading EXS+	40.0%	70.0%
Reading GDS	0.0%	35.0%
Writing EXS+	40.0%	85.0%
Writing GDS	0.0%	20.0%
Maths EXS+	20.0%	75.0%
Maths GDS	20.0%	25.0%

#### *Previous Pupil Premium Strategy evaluation:*

Intention	Approach	Evaluation
Pupil Premium pupils make accelerated progress, thus closing the gap in attainment between them and non-Pupil Premium through:	<ul style="list-style-type: none"> <li>• CPDL meetings on needs of PPF pupils</li> <li>• Deployment of support staff to support PPF</li> <li>• Releasing support and teaching staff for pupil progress meetings re PPF</li> <li>• Half termly directed time for constructing and implementing Group Performance Action Plans.</li> </ul>	Where attainment gaps closed, this reflected PPF expenditure. Yr 3, for example, benefitted greatly from WellComm screening and deployment of support to address gaps highlighted by this; attainment of PPF is not in line with peers in reading, writing and maths. Similarly support was deployed to focus on English in year 4: the attainment gap closed so that PPF performance was in line with peers at EXS and GDS in reading and was higher than peers in writing.
Where engagement in reading at home is low, interventions will be in place so that all PPF pupils read to an adult at least 3 times a week through:	<ul style="list-style-type: none"> <li>• Deployment of support staff for the purpose of 1:1 readers, for those not engaged at home.</li> <li>• Implementation of 'Reading Volunteers': training from English lead, including lead's release time, and monitoring of provision</li> </ul>	Reading Volunteers was unsuccessful due to lack of parental engagement- barriers to this to be explored though Parent Voice survey. However, the deployment of support staff increased opportunities for 1:1 reading, where this was not occurring at home, and was a contributing factor to the closing of attainment gaps. (See above)
Pastoral interventions will help overcome emotional barriers to learning, thus increasing academic progress through:	<ul style="list-style-type: none"> <li>• Pastoral interventions, with timetabled support staff</li> </ul>	Behaviour incidents in targeted pupils (who primarily used 'Zones of Regulation') decreased.
Resilience to and strategies for overcoming emotional barriers to learning will increase for identified individuals through:	<ul style="list-style-type: none"> <li>• Implementation of 'Nurture and Resilience'</li> <li>• Utilising the 'Mental Health Support Team'</li> <li>• Creating a 'Nurture Room'</li> </ul>	The implementation of 'Nurture and Resilience' was very successful, most significantly so for targeted children in KS1. These children now access the core curriculum more effectively, as part of their Nurture work, and almost all of them reintegrate into class successfully



		for afternoon learning. Behaviour incidents have also decreased.
The gap in attendance, punctuality and persistent absence between PPF and non-PPF pupils will decrease through:	<ul style="list-style-type: none"> <li>Breakfast Club places to be funded for identified PPF pupils.</li> <li>Attendance meetings for PPF pupils where attendance is below 95%</li> </ul>	There continues to be a gap in attendance between PPF pupils (91.5%) and peers (94.5%). However case studies demonstrate that attendance meetings and measures taken as a result, including funded wraparound care, had a positive impact on pupils.

## 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.

Programme	Provider

## References

Bookmark (2020) *Literacy partner for primary schools*. Available at [https://www.bookmarkreading.org/schools?gclid=EAlaIQobChMI8-z4u5iqgQMVD8jtCh2aDAojEAAYASAAEgLwhPD\\_BwE](https://www.bookmarkreading.org/schools?gclid=EAlaIQobChMI8-z4u5iqgQMVD8jtCh2aDAojEAAYASAAEgLwhPD_BwE)

Department for Education (2022) *Working together to improve school attendance*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1099677/Working\\_together\\_to\\_improve\\_school\\_attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf)

Education Endowment Foundation (2023a) *Metacognition and Self-Regulation*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

Education Endowment Foundation (2023b) *Teaching Assistant Interventions*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?>

Gov.uk (2022) *World book day- reading for pleasure from an early age benefits children throughout their education and beyond*. Available at <https://educationhub.blog.gov.uk/2022/03/03/world-book-day-reading-for-pleasure-from-an-early-age-benefits-children-throughout-their-education-and-beyond/>

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