

Dallimore Primary and Nursery School

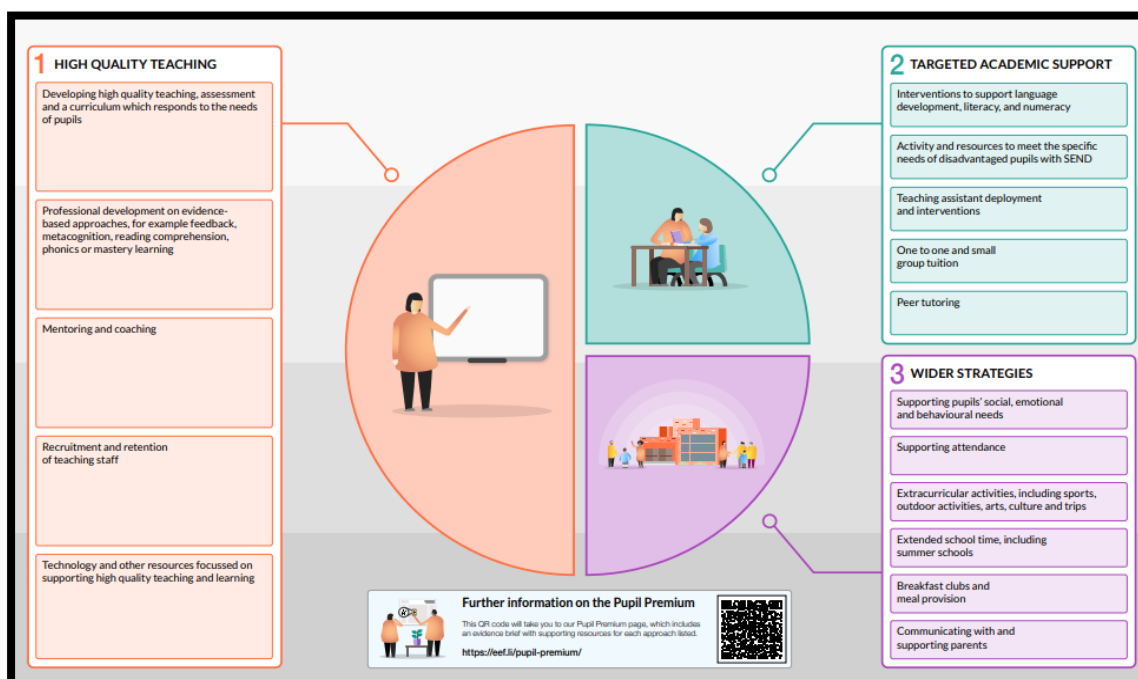
Pupil premium strategy statement

22-23

We continue to base strategies upon the Education Endowment Foundation Guide to Pupil Premium. The EEF guide recognises both the opportunity and the challenge created by the Pupil Premium, setting out a way of using evidence to inform decision-making. It provides advice on creating a Pupil Premium strategy, contests some common myths, and contains case studies of four inspiring schools.



[Pupil Premium Guide Apr 2022 1.0.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/107122/EEF_Pupil_Premium_Guide_Apr_2022_1.0.pdf)
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Pupil premium strategy statement Dallimore Primary and Nursery School 22-23

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	316 (R to Yr 6)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2024
Date this statement was published	21/11/22
Date on which it will be reviewed	Autumn 23
Statement authorised by	FGB
Pupil premium lead	Rachel Crowther
Governor lead	Jamie Sampson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,725
Recovery premium funding allocation this academic year	£20,010
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£214,735

Part A: Pupil premium strategy plan

Statement of intent

Our vision 'Aspiring to work with our community towards a bright future for our children' underpins our aim to ensure that all pupils, irrespective of socio-economic status or entitlement to pupil premium, have the opportunity to learn and make at least good progress.

The primary focus for all our school improvement work is to ensure that there is high quality education taking place throughout all phases of school whilst recognising that some children require more support than others at various times.

Additionally, we recognise that some children (including those who are entitled to pupil premium in its various forms) often require some additional support and it is our responsibility to ensure the right support is in place for each pupil and the impact of this is monitored to ensure its effectiveness. Additional support, or interventions, can take many forms and these are identified through on-going assessments alongside monitoring of attendance, mental health, behaviour and engagement in learning.

We are committed to supporting all children with their social and emotional wellbeing. Our first priority is to ensure that children are steady, ready to learn and access our curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional Health We have a significant number of children who find the regulation of their emotions difficult. They present with challenging behaviour at home and at school and require intensive intervention from staff. All staff use the Thrive Approach and this provides consistency throughout all areas of school. Some children (around 35%) also access intensive support through working with learning mentors with specific programmes and action plans.
2	Speech and language Within year 1 and F2 there are a significant number of children who have a specific speech and language programme. These children have regular assessments from the SALT team and programmes are then delivered, monitored and reviewed by teaching assistants. All programmes are shared with parents and strategies shared
3	Significantly below age related expectations with gaps in learning End of year assessments for all pupils show that attainment in English is low. Children who are entitled to PP are attaining below those not entitled. Gaps widened throughout periods of lockdown and isolation and it is a challenge to

	close these gaps. Phonics outcomes have been below national data up to 2022 and we are committed to making sustainable improvements
4	<p>Limited and under developed vocabulary</p> <p>Children's exposure to vocabulary associated with rich learning experiences is limited. Some parents' own experiences are limited and they may be unable to support the learning taking place in school. It is important that we are providing up to date information to parents and ensuring they feel empowered to support their children through all areas of learning.</p>
5	<p>Wider experiences to develop knowledge and understanding/ low cultural capital</p> <p>Some children have very few experiences that complement the learning within the wider curriculum. Visits to places of interest rarely take place and first hand experiences are limited.</p>
6	<p>Attendance and punctuality</p> <p>Overall attendance for 21-22 was well below the target of 96%. Additionally, some children have a chaotic start to the day and find coming into school in a calm and settled manner difficult. Some children are persistently late and parents find it difficult to accept responsibility for this.</p>
7	<p>Poor and underdeveloped metacognition- especially in writing</p> <p>Some children do not yet have the ability to think critically about their learning or are able to take any feedback about their learning. Through developing structures and strategies, we aim to develop this and enable children to not only be reflective but to recognise for themselves where they need to make changes and improvements.</p>

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
1. Children will be attending school in a calm and regulated manner. They will be ready to learn and able to access the full curriculum.	<ul style="list-style-type: none"> • Exclusions will be low • Progress of all pupils will be at least good as children are coming into school regulated/ steady and able to access their learning • Children will learn self-regulation strategies and this will lead to long-term and sustained change • Children moving to secondary education will continue to attend and enjoy success in their transition
2. Children will be able to effectively communicate due to improved Speech and Language and outcomes for EYFS GLD and phonics will improve	<ul style="list-style-type: none"> • The number of children on long-term Speech and Language programmes will decrease and assessments will show improved outcomes • Children will make accelerated progress in reading due to improved speech and communication

<p>3. To ensure that gaps in learning are identified and structures and support programmes are highly effective in closing these</p>	<ul style="list-style-type: none"> • Greater % of pupils will make at least expected progress in core subjects • % of pupils at age related expectations will increase • The gap between PP and non-PP children will close • Phonics outcomes will continue to be in line with national
<p>4. Curriculum co-ordinators will develop clear progression documents so that children's use of tier 2 and 3 vocabulary will increase and outcomes will improve</p>	<ul style="list-style-type: none"> • All subjects will have clear vocabulary progression documents in place • Lesson structures will focus on the acquisition and use of higher order vocabulary • Children's accurate use of more ambitious vocabulary will be evident within their learning • % Children reaching the expected standard in reading and writing will increase • % of children exceeding the expected standard will increase
<p>5. Children will have the opportunity to develop their understanding of the wider world and develop their curiosity and tolerance within the community and society</p>	<ul style="list-style-type: none"> • First-hand experiences will complement and enhance the learning taking place in school • There will be some prior knowledge by a greater % of pupils so that learning time is maximised and progress through the wider curriculum subjects is good
<p>6. Targeted children/ families will have access to support (both internal and external) so that children come to school regularly, on time and ready to learn</p>	<ul style="list-style-type: none"> • Attendance and punctuality will improve for all pupils • The % of PP pupils who are persistently absent will decrease
<p>7. Children will develop the skills of reflection and be able to accept feedback in order to improve their own writing</p>	<ul style="list-style-type: none"> • % achieving the expected standard in writing will improve in all phases • % achieving greater depth in writing will improve • Teaching strategies and support systems are consistently used throughout all phases of school

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: £97,044



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional release time/ cover for Deputy Headteacher to lead on teaching and learning and development of quality first teaching to ensure consistency across school.</p> <p>Cover for additional management time to facilitate bespoke training, monitoring and evaluation activities</p>	<p>EEF recommendations</p> <div style="border: 2px solid orange; padding: 10px;"> <p>1 HIGH QUALITY TEACHING</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Mentoring and coaching</p> <p>Recruitment and retention of teaching staff</p> <p>Technology and other resources focussed on supporting high quality teaching and learning</p> </div> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 7
<p>Continued participation in Derbyshire County Council phonics programme, led by School Improvement Service and English Hub</p>		3
<p>Additional purchase of phonically decodable reading books</p>		3
<p>Release time for EYFS lead and Phonics lead to deliver parent workshops 3 x a year</p>		3, 4
<p>Support for Early Career Teachers to develop their own skills in delivering quality first teaching</p>		3, 7
<p>Additional cover for ECTs to ensure appropriate time out of class for professional development (in addition to ECT / PPA time)</p>		3, 7
<p>Time out of class for curriculum co-ordinators to develop wider curriculum subjects</p>		4

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

Budgeted cost: £86,257



Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime clubs for basic skills- TA to run 'Read Theory' and 'TT Rockstars' clubs	EEF recommendations: 	3
Specific reading interventions: BR@P sessions for identified pupils TAs to deliver phonics and reading programmes		3
Reading recovery/ reading intervention teacher to work alongside staff to identify strategies for supporting children throughout school to learn to read, delivering staff training		3
TA to deliver and monitor speech and language programmes. Speech and Language Therapist has continued to carry out assessments throughout the year. Programmes are pupil specific, delivered by TA and assessed on a 3 monthly basis- or sooner if necessary.		2

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

Budgeted cost: £25,710



Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewards for good attendance	EEF recommendations: 	6
Life skills sessions: gardening and cooking. Each class has a rotation throughout their time in each key stage for these sessions. This usually runs for a half term		5
Funded breakfast club/ after school club places: some children attend free breakfast club. We are also supporting parents who are working but in low paid jobs (ie carers)		6

Subsidised residentials, trips and activities: some children will not be able to take part in out of school/ curriculum enrichment activities due to lack of financial stability within the family home.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	5
Forest School delivery: Forest school is proven to develop confidence and engagement.		5
Additional training and extended hours for learning mentors		1

Total budgeted cost: £209,011
(contingency as pay awards pending)

Additional evidence to support approaches:

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit)

[Guidance reports | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/guidance-reports)

[Early Years Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/early-years-toolkit)

[Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614242/using-pupil-premium-guidance-for-school-leaders.pdf)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Statutory and in-school assessments provided the following outcome data:

End of Year data for 21-22							
	School All pupils	School PP Pupils	School non PP pupils	In school gap	National All pupils	National Disad	National non-Disad
EYFS Good Level of Development	61.4%	58.3%	62.5%	-4.2%	65.2%	49.4%	68.2%
% making at least expected progress in Reading (Yr 1 to 6)	75%	80%	73%	+7%			
% making at least expected progress in Writing (Yr 1 to 6)	79%	78%	80%	-2%			
% making at least expected progress in Maths (Yr 1 to 6)	87%	86%	89%	-3%			
Phonics at the end of year 1	81%	79%	83%	-4%	75%	63%	79%
Reading at the end of KSI	47%	39%	52%	-13%	67%	52%	71.7%
Writing at the end of KSI	40%	44%	37%	-7%	58%	41%	63%
Maths at the end of KSI	53%	44%	59%	-15%	68%	52%	73%
RWM combined KSI	35%	28%	37%	-9%		37%	59%
Reading at the end of KS2	78%	68%	90%	-22%	75%	62%	80%
Writing at the end of KS2	67%	59%	75%	-16%	70%	56%	75%
Maths at the end of KS2	78%	77%	72%	+5%	71%	56.4%	78%
RWM combined KS2	61%	50%	71%	-21%	59%	42.8%	65.3%

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

- Regular small group Thrive sessions in order to support social and emotional and mental health
- Daily lunch time provision: both individual and paired sessions in order to promote tolerance and collaborative working

The impact of that spending on service pupil premium eligible pupils

- Provided opportunity to learn self-regulation skills and increased the time in class engaged in learning
- Improved outcomes

Further information

We are committed to providing high quality training for staff with regard to supporting children with their social emotional and mental health through the extensive use of the Thrive Approach in all phases of school. This is complemented by continued involvement in the Derbyshire County Council Attachment and Relationship Aware programme and training and feedback from the mental health lead.

We allocate funds from the main school budget in order to ensure that our learning mentors have up to date training, our Thrive licence is maintained year on year and new staff have a sound understanding of the principles that underpin our ethos.

Our pastoral provision is largely focussed upon our disadvantaged pupils whilst maintaining a flexible approach to ensure that all children have access to this as and when necessary.

