

Great Dunham Primary School

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	Great Dunham Primary School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	11 children: 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sharon Nour
Pupil premium lead	Sharon Nour
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14795
Recovery premium funding allocation this academic year (£145 x 11 =1595 but minimum floor payment for each primary is £2000)	£ 2000 £1620 (School led tutoring grant)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4638
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	£23053

Part A: Pupil premium strategy plan

Statement of intent

At Great Dunham, we believe that the most successful route to academic excellence is through high quality small group, focused teaching. To this end, we use a substantial portion of our PPG funding on employing skilled teaching assistants to work throughout the school in order to provide small teaching groups for maths and literacy. Whilst working within a smaller group children's specific needs can be met more easily, enabling any gaps to be closed and full potential to be reached. Financial support is made available to develop pupil aspiration and ability in all areas of the curriculum and to ensure that children qualifying for pupil premium have the same opportunities as those who are do not. Funding also goes towards continued delivery of specific intervention support in small group and individual one to one intervention. Additional professional advice and support may also been purchased.

We ensure that children who qualify for Pupil Premium have their needs clearly identified and their progress is closely monitored by the school on a half termly basis. The date of the next internal review of the school's pupil premium strategy is November 2018.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils – we believe in “quality first teaching”
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including socially disadvantaged pupils, by assessing their needs carefully and planning to address them appropriately, setting individual and group targets that are both clear and challenging and shared with all
- We use only the best and most appropriate teachers/teaching assistants, matching the individual to the particular task/activity. Sometimes we may use the PPG to fund a TA to release a teacher to allow them to undertake a specific activity. We train staff as required.
- We maintain a cycle of continuous monitoring, evaluation and adaptation in order to achieve maximum impact.
- Senior staff undertake research on how to make provision effective, which they share at staff meetings. All staff, including TAs are supported to do further research as appropriate.
- We have a named Governor responsible for monitoring Pupil Premium who undertakes regular monitoring activities and provides appropriate challenge

- 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Grant order of use and Approach

1. Higher Level Teaching Assistant

- Specific targeted support for small group tuition and early years intervention – Phonics
- Reading comprehension
- Maths problem solving
- Speaking and listening programmes
- Any other area as identified through specific data analysis and teacher analysis of progress

2. Professional Development

- Focused on strategies to remove barriers to learning~ includes Trauma and Attachment training; embedding new EYFS framework; updating and improving phonics teaching; NELI

3. Equipment to support learning

- Specific equipment identified through data analysis e.g. Maths programmes for homework, reading system, decodable phonic books

4. Enhancing education

If parents, whose children are entitled to free school meals, require help towards the costs of these activities, please talk to the head teacher before the event takes place for up to half funding eg: KS2 residential; Whole class educational visits; After school activities

5. Widening experiences

Day visits from people from different faith and community background to broaden children's experience of the wider British cultural and religious family.

We monitor and evaluate our Pupil Premium spending on a regular basis, to avoid spending it on activities that have little impact on achievement, and ensuring that we spend it in ways known to be most effective.

Summary of the Main Barriers

PPG funding is used to remove any 'barriers to learning' which may exist. Pupils should feel unique, valued and special and be able to access the opportunities that all children are entitled to. They should also be enabled to maximise their potential in all areas of school life. For example, they may need to build confidence or social skills; they may need support to meet nutritional needs; their fitness, well-being and stamina levels may need to be raised; they may need one-to-one intervention or small group work to improve confidence, knowledge, skills and outcomes. We know that happy children learn. PPG money is used to help ensure that all pupils are happy and ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in skills and knowledge including those due to the impact Covid-19
2	Poor emotional, social and communication skills including those due to the impact of Covid-19
3	Safeguarding and emotional barriers to learning including individual attendance
4	Social and economic factors impacting on engagement with enhanced learning and wider experiences

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
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Progress in Reading	Achieve within one child of national average progress scores in KS2 reading
Progress in Writing	Achieve within one child of national average progress scores in KS2 writing
Progress in Mathematics	Achieve within one child of national average progress scores in KS2 maths
Phonics	Achieve national average expected standard in Y1 phonics
Other	Improve attendance of disadvantaged pupils to national average

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)

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>

Budgeted cost: £ 10, 582

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improvement in the overall attainment and progress in reading</p> <ul style="list-style-type: none"> - Early Reading Leader to provide regular CPD for staff delivering RWInc - Whole school RWInc training to improve phonics teaching in EYFS/KS1 & for identified children in KS2 - Purchase of fiction/non-fiction books to ensure access to high quality texts across the curriculum and for reading for pleasure 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>A comprehensive review of Early reading and phonics, with Wensum Hub, identified need for updating training and resources. This will ensure that the school's teaching and assessment embed strategies, Support for subject leaders will ensure that they are equipped with up-to-date research based practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 4</p>
<p>Improvement in the overall attainment and progress in writing</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 4</p>

<ul style="list-style-type: none"> - Refresher training for all staff on the effective delivery of Talk for Writing Strategy - CPD to improve teacher subject knowledge in Grammar and Punctuation 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p>Improvement in the overall attainment and progress in maths</p> <ul style="list-style-type: none"> - Work with Angles Maths Hub on Embedding Maths Mastery - Release Maths Leader to coach TA's to support delivery of programmes - Purchase of additional maths resources including Base 10 & bead strings 	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1, 4
<p>Establish small groups for phonics, maths, writing interventions (HLTA salary)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2

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

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>

Budgeted cost: £ 3779

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Same day/ in class interventions for pupils as needed in English/Maths & phonics</p>	<p>One to one, and two to one tuition is proven to have a significant impact on pupil progress, particularly when it is built upon current learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small groups consisting on average of three pupils to one adult will focus on explicit interventions in maths, reading, phonics and handwriting. They will be linked to current gaps identified in learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2</p>
<p>Development of pupils oracy & language skills</p> <ul style="list-style-type: none"> - HLTA led NELI & ELKLAN sessions - S&L interventions and support for children across school provided by HLTA or time purchased from S&L therapists 	<p>A range of evidence suggest high impact when running speech and language interventions that are targeted daily class practice. https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p>	<p>2</p>
<p>Reading fluency project (Y5/6)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>
<p>Maths & English after school sessions to provide 'catch up' in KS2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-</p>	<p>1</p>

	<p>to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies>

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support the emotional wellbeing and mental health of our pupils</p> <ul style="list-style-type: none"> - Mentor support for children to ensure they are supported pastorally to be able to positively access their learning - Understanding trauma and attachment training for whole staff. - Mental Health subscription for all staff to access resources to support children. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Our own experience and case studies show increased pupil engagement and attendance, particularly for those pupils at time of crisis.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2,3
<p>Attendance of PP pupils to at least in line with non PP pupils</p> <ul style="list-style-type: none"> - Monitor & track PP pupil with attendance <95% - Encourage good attendance through Above & Beyond assemblies, newsletter, website and certificates - Identify PP pupils who are PA and track/ monitor. Agree actions at monthly meeting/phone call with parents to ensure improvement 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Improving School Attendance ~The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1,3,4

<ul style="list-style-type: none"> - Signpost support to families if needed 		
<p>Disadvantaged children will be able to participate in enrichment and enhancement opportunities</p> <ul style="list-style-type: none"> - Extra-curricular clubs and opportunities provided free of charge to ensure access and attendance for PP children - Visit subsidies for PP children to ensure equal access including residential visits - Provide curriculum 'hooks' and experiences for our disadvantaged pupils (visits/visitors) 	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>Ensuring all pupils are able to participate in the enrichment and enhancement opportunities of school is not only good for their immediate health and wellbeing but it can also impact on future life chances and social mobility.</p>	4
<p>Provide support for PP children with SEMH needs</p> <ul style="list-style-type: none"> - Reinforce restorative approach through staff CPD - Additional lunchtime activities and provision to encourage positive behaviours and interactions between children and support good mental and physical health 	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>Wide ranging evidence suggests that pupils with better health and wellbeing are likely to achieve better academically and that effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p>	
<p>Individual children are supported to remove barriers to learning and achievement and to access opportunities through school</p> <ul style="list-style-type: none"> - Daily sensory circuit - Mentors to work with identified individuals/ small groups to remove barriers to learning e.g daily check in; snacks; breakfast/ after school club provision - SMHL signpost families as needed - Support with funding for visits/ clubs - Purchase/subsidies for uniform/ PE kit - Funded holiday places for children if needed 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Based on past experience, we have set aside a contingency to ensure that we are able to respond to individual needs as they arise</p>	1, 2, 3, 4

Total budgeted cost: £ 18361

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.

Y6 online tutoring children completed the programmes with increased confidence in the subject and 100% children stated that they felt more prepared for the transition to high school than when they had returned after lockdown. There was also an increase in subject knowledge and skills as evidenced by start & end of programme assessments.

End of year data based on teacher assessment and end of year WRM assessments:

Reading

	Summer : All children						Summer: Disadvantaged					
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
ARE+	33	62	33	55	62	67	NA	0%	0%	25%	0%	33%
light green	33	15	33	22	15	11	NA	0%	66%	25%	50%	33%

Writing

	Summer: All children						Summer: Disadvantaged					
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
ARE+	33	46	33	33	15	33	NA	0%	0%	25%	0%	0%
light green	17	31	33	56	54	33	NA	0%	66%	50%	0%	33%

Maths

	Summer: All children						Summer: Disadvantaged					
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
ARE+	50	62	33	44	46	55	NA	0%	0%	25%	0%	33%
light green	17	23	33	33	23	22	NA	100%	66%	25%	0%	33%

Y1 phonics: 60% (no PPG in that year)

Y2 phonics: 82% (0% PPG)

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
English Tutoring Programme	Pearson
Maths Tutoring Programme	Pearson

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