

Pupil premium strategy statement

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	St Dunstan's RC Primary School
Number of pupils in school	263 (Yrs 1-6) 318 Nursery- Yr 6
Proportion (%) of pupil premium eligible pupils	46.49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2023 and annually
Statement authorised by	Gabrielle Eccles
Pupil premium lead	Karen Riley
Governor / Trustee lead	Leonie Painter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,210
Recovery premium funding allocation this academic year	£22,862
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£225,072

Part A: Pupil premium strategy plan

Statement of intent

At St Dunstan's, our aim is to provide a first-class education in order to develop and fulfil the potential of all pupils in our care. The faith development of our pupils is of paramount importance and we aim to ensure opportunity for the development of religious belief and religious literacy to ensure the foundations of faith in all our pupils.

We recognise that not all pupils who are eligible for the Pupil Premium are underachieving and that others may be underachieving and not eligible for Pupil Premium funding. It is our intention to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident. Our school is full-committed to ensuring the progress of all pupils and especially those that are disadvantaged.

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 counterparts 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and language in EYFS and throughout the school</p> <p>School recognise that children arrive in EYFS with different experiences from others, in their speech and language, learning and play. On entry to Nursery and Reception attainment is significantly below the national average. Pupils entering the EYFS with language and listening skills well below their developmental age and stage. Many pupils have a very limited vocabulary and poor speech and communication skills. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting.</p> <p>Appendix 1 - 2023 Statutory results and baseline</p>
2	<p>Academic Attainment Literacy and Numeracy throughout school</p> <p>Gaps in reading, writing, maths and phonics. Low levels of presentation quality in books and homework completion for PP when compared to non-disadvantaged. Lack of motivation and education aspiration to engage in independent study outside of the classroom environment e.g. homework. Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment. Children lack the experiences and vocabulary required of the current curriculum. The pandemic has caused some technology poverty.</p> <p>Appendix 1- KS1 Statutory results 2023, including PP / Non PP Appendix 1 KS2 Statutory results 2023, including PP / Non PP</p>
3	<p>Emotional wellbeing and behaviour</p> <p>Some pupils require support regarding their emotional well-being and the social aspects of school life. For example, low self-esteem, difficulties with emotional regulation and poor emotional literacy can prove to be a significant barrier to learning in all areas. Pupils unable to self-regulate and manage emotions in an age appropriate way. Families with complex needs have fewer strategies for maintaining positive mental and physical health. Some pupils show emotional barriers to learning as they suffer from anxiety, poor behaviour and issues with friendships</p> <p>Appendix 2 - Summary of referrals Non PP / PP 2023 Appendix 3 - Summary of behaviour (PEX, Suspensions etc) Non PP / PP 2023</p>

4	<p>Access to wider opportunities</p> <p>Pupil premium children often have fewer experiential opportunities outside school and less experiences of further/higher education which then impacts on their aspirations.</p> <p>Appendix 4 - Attendance at after school clubs 2023</p>
5	<p>Attendance and punctuality</p> <p>Pupils' attendance is not in line with national and persistent absence is above national data for PP children. Attendance not in line with non-disadvantaged peers.</p> <p>Appendix 5- Att and Punc figures PP/Non PP 2022</p>
6	<p>Parental engagement</p> <p>Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition</p> <p>Appendix 6 - Narrative</p>
7	<p>Staff awareness of PP learners and strategies for success</p> <p>The attainment and progress of disadvantaged children is a priority. Ensure consistencies in high quality teaching for writing, reading and maths across school.</p> <p>Appendix 2 - Non PP / PP Results 2023</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
<p>Improving the teaching and acquisition of communication and language across all subject areas.</p> <p>Early identification and intervention prevents significant difficulties with reading and writing.</p>	<p>All children can access the ambitious school curriculum</p> <p>Monitoring shows quality early language provision in all settings.</p> <p>All staff understand the features of a communication-friendly setting or classroom.</p> <p>Parental engagement and support is secured</p> <p>September 2023 Review</p> <p>The use of the SaLT professional to target specific children has been positive this year. 75+% of her caseload are PP children - needs have been identified, strategies shared with teachers and monitored. Relevant class teachers and TAs have been trained in Colourful Semantics which has allowed these children to access the school curriculum at an appropriate level. This was rolled out school wide in September 2022 and has had impact across the whole school.</p>
<p>Improving pupil's attainment across the curriculum with specific emphasis on recovering lost learning and the Covid recovery plan.</p> <p>Pupil Premium learners achieving at least in line with, or above national attainment and progress</p>	<p>Assessments show a reduced gap between PP and non-disadvantaged learners' attainment and progress.</p> <p>Rigorous testing process in place to quickly identify any needs for intervention.</p> <p>In-class support and small group tutoring plans and resources will show individual progress.</p> <p>Half termly pupil progress reviews will show individual progress.</p> <p>Moderation sessions will show individual progress.</p> <p>Pupil voice shows increased confidence and enjoyment in lessons.</p> <p>Feedback is of a high quality: All teachers effectively plan for next steps and children can articulate how to improve and have the opportunity to do so.</p> <p>September 2023 Review</p> <p><i>The gap in achievement between poor primary school pupils in England and their more advantaged peers has reached a 10-year high. The disadvantage disparity index reached 3.21 this year, up from 2.91 when exams last took place in 2019 and its highest level since 2012 (DfE 2022)</i></p> <p>End of EYFS</p> <p>Disadvantaged children are in line with advantaged children and performed better than national.</p> <p>Phonics Year 1</p> <p>Disadvantaged children's achievement is within 10% of advantaged children.</p> <p>End of KS1</p> <p>Disadvantaged children achieved between 10% - 15% less well than advantaged children.</p> <p>End of KS2</p> <p>The gap between disadvantaged and advantaged children in RWM combined has decreased but remains at 15%, roughly in line with national.</p>

	<p>Actions: outcomes for our disadvantaged pupils in the national tests suggest that the whole school, high quality teaching and intervention approach is essential and needs to continue.</p> <p>Testing and assessment of children has been rigorous; targeted teaching and learning based on analysis of results and gaps less so Action: there will be increased emphasis on on-going, regular and systemic diagnostic assessment practices rather than summative performance results.</p> <p>Action: Pupil Progress meetings to follow on from testing to ensure that pupil and teacher voice, books and data are triangulated to ensure the most effective approaches are sought.</p>
Pupil emotional health and well-being is at the forefront of all pastoral care in school.	<p>A broad range of evidence to show how well-being is addressed within school. Pupils are quickly identified and support for given in a timely manner for their mental health Pupil voice questionnaire will highlight the impact for pupils and show their knowledge of healthy living.</p> <p>September 2023 Review Staff undertook Boxall Profile training – a resource for the assessment of children and young people’s social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing. The two-part checklist, was completed by staff who know the child and young person best: this identified the levels of skills the children and young people possess to access learning. Interventions and activities were successfully put in place to support in areas identified for all children. Action: This resource has been the primary form of assessment this year.</p>
Curriculum design is relevant and engaging and provides opportunities for the children to have high aspirations. Pupil Premium learners are fully engaged and participating in the school’s extracurricular offer.	<p>PP children have clear high aspirations for their future education and lifestyle. PP children have access to a range of enrichment experiences (creative, the arts, sports) throughout their time at St Dunstan’s Monitoring of extra -curricular activity attendance to show that at least 50% of attendees are PP.</p> <p>September 2023 Review Pupil attendance at extra -curricular clubs remained stable; pupil premium children were targeted to attend sports tournaments and competitions There was a reluctance for parents to allow attendance for their PP children at after school clubs, despite persuasive attempts Action: PP children are targeted to attend lunchtime extra-curricular activities and sporting events during the school day.</p>
Pupil premium children’s attendance and punctuality significantly improves. PP attendance meets the school’s attendance target of 97%. Pupil Premium learners are punctual, equipped and ready for school	<p>PP attendance meets the school’s attendance target of 97% Attendance and Persistent absence matches that or is lower than non PP Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p> <p>September 2023 Review Pupil premium attendance figures showed a reduced gap of 2.07% between disadvantaged and non-disadvantaged children. PP children’s attendance was at 94.4 % (Non PP 96.2%) There are currently 20 families persistently absent: 13 Pupil Premium and 7 non Pupil Premium. Action taken included 10 warning letters and 10 penalty notices issued.</p> <p>Action: Close monitoring of attendance and punctuality to continue. The Attendance Admin Officer will report weekly to SLT during VCT meetings and monthly to the HT.</p>
Parents/carers of PP pupils are engaged in school, aware of their child’s learning and understand how to support their child	<p>The attendance of PP parents/carers at Parents’ Evenings is at or above that of non -disadvantaged learners. Parent /carers surveys show engagement and satisfaction with school and school life. The school website will be user friendly and accessible, and parents/carers directed towards this for support.</p> <p>September 2023 Review Parent attendance at parents’ evenings (Years EYFS 1, 3,4 and 5) improved in comparison to Years 2 and 6 earlier in the school year. However, 44% more parents of non -disadvantaged children attended than disadvantaged children. Action: reissuing of parent/carer surveys Action: Update of website</p>
All staff are clear and understanding about the needs of disadvantaged children in their classes. Sustained high quality first teaching in reading, writing and maths to improve outcomes for disadvantaged children	<p>Teachers and TA will be able to describe the attainment and progress of disadvantaged children in their class. Subject leaders will be able to describe the attainment and progress of disadvantaged children in their subject area.</p> <p>September 2023 Review</p>

	<p>Class teachers and TAs are aware of PP children in their class / key phase. However, more robust focus is needed in terms of the identification of individual needs (in classes and in particular subjects), the implementation of strategies to support and ensure progress, and the monitoring by SLT.</p> <p>Action: Class teachers and Subject leaders to monitor progress of PP children</p>
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Activity Academic Years 2021/ 2024

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: £19,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bought in Speech and Language provision and staff CPD £13,500</p> <p>CPD / Resources Think Equal costs KS1 Colourful Semantics Language in the Environment Boxall £565</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p>Underpinning the reforms to the Early Years Foundation Stage is the aim of reducing the language gap between children from language-rich homes and others. The progress of these children depends on adults engaging them in high-quality dialogue and direct teaching</p> <p>Oral Language Interventions EEF; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://news.mit.edu/2018/conversation-boost-childrens-brain-response-language-0214</p> <p>Early Years Toolkit: C&L approaches https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3, 7
<p>Internal provision of staff CPD In-house training provided by SLT</p> <p>SLT costs £5000</p>	<p>Internal CPD focuses on 3 recommendations:</p> <ol style="list-style-type: none"> 1. When designing and selecting professional development, focus on revisiting prior learning, goal setting, providing feedback, and action planning. 2. Ensuring *that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. 3. Implementing professional development programmes with care, taking into consideration the context and needs of the school. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF reports highlight the impact on leadership on the quality of teaching across their Toolkit of approaches. The SLT are focussed on developing teachers and removing administrative and non-teaching tasks whilst providing high-quality support and CPD.</p>	1,2,7

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

Budgeted cost: £165,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutor - 4 days a week £31,616</p> <p>Teaching Assistants: support from teaching assistants supplements teaching from teachers. Delivering targeted interventions to individual pupils or small groups £63,015</p> <p>Reading support Above + Training £1000 <i>Particular focus on small group children in receipt of pupil premium funding not making progress in reading</i></p> <p>Ensure that pupils have access to quality first teaching at all points of the school day, particularly during PPA. In KS1 and KS2 PPA will be covered by staff with QTS. £67,305</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school through drop ins, book trawls, data analysis and team teaching to support new staff TS costs out of class – CPD and monitoring £3000</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-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Use high quality targeted support to help all children learn mathematics https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1671181694</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</p> <p>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension</p> <p>Improving the quality of teaching and having an 'outstanding' teacher in every classroom. All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those who are disadvantaged</p> <p>All teaching staff are confident in the delivery and planning of their maths curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p>	<p>1, 2, 7</p>

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

Budgeted cost: £41,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Social and Emotional learning strategies</i></p> <p>Ed Psych and SALT professional services</p> <p>Bridgelea support costs £9150</p> <p>Additional staffing costs for engagement and attendance admin responsibilities £28,145</p> <p>Additional wellbeing support (breakfast bagels, KS2 fruit, Magic Breakfast support + staffing £4026</p>	<p>SEL EYFS and primary toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve our pastoral support team developing and implementing procedures.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-Children</p>	<p>1,2,3,4, 5</p>

Total budgeted cost: £226,322

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Communication and language in EYFS and throughout the school

Wellcomm screening on entry to nursery and reception provided teachers with an accurate assessment for children's language development, this included disadvantaged children.

Children in EYFS needing language intervention were identified quickly and interventions were put in place, this included disadvantaged children.

Speech and language therapist worked closely with staff in EYFS to ensure a consistent language rich environment was provided. SaLT also completed assessments for children with more complex SaLT needs and support plans put in place.

Consistent use of visuals, simple language and objects of reference used to ensure that pre verbal children including those who are disadvantaged were supported to make progress in their learning.

All staff consistently modelling good language skills and targeting children in provision led to children including disadvantaged making progress.

Speech and language therapist share strategies and targets with staff to support children including disadvantaged with complex SaLT needs.

Challenge 2: Academic Attainment Literacy and Numeracy throughout school

By the end of KS2, disadvantaged pupils perform better than non-disadvantaged pupils in reading, writing, maths and combined in our school.

	School	LA	National (similar schools)
Reading	60%	62%	62%
Writing	64%	57.5%	58%
Maths	48%	61%	59%
RWM	40%	47%	45%

In the Year 1 phonics screening check disadvantaged children whilst performing less well than non-disadvantaged were in line with Local Authority and similar schools nationally.

Disadvantaged children were discussed at pupil progress meetings throughout the year with targeted interventions planned to further support them.

Disadvantaged children were identified as a priority for tuition. Children made progress in their learning but did not necessarily achieve ARE.

Any disadvantaged children in KS1 who were working below in phonics received daily intervention with a trained member of staff.

Little Wandle rapid catch up sessions were used to support disadvantaged pupils in lower key stage 2 and reciprocal reading in upper key stage 2, the impact of this was positive and children made progress in their learning.

Early morning maths booster groups were provided for children in Year 6, this included disadvantaged children.

Educational Psychologist and Speech and Language Therapist worked closely with children across the school including disadvantaged children to assess and provide support for children with complex SEN or SaLT needs. Specific targets for children with needs have been identified and support plans put in place.

Challenge 3: Emotional wellbeing and behaviour

All children in school, including the disadvantaged were assessed using Boxall profile which led to identification of SEMH need throughout the school. Whole class strategies were put in place to support children.

3 identified disadvantaged children were referred to MThrive for support for emotional well being.

All classes throughout school have a check in system which enables staff to monitor the emotional needs of pupils at the start of each day. Additional support is put in place where appropriate.

School has a robust behaviour policy and guidelines to help children manage their behaviour. The behaviour policy and school rules are referred to consistently throughout the day by all staff. Some pupils, including those who are disadvantaged, are further supported by pastoral support plans.

Challenge 4: Access to wider opportunities

All children attend 1 sports premium trip per year which allows them to participate in a sporting activity that they may not normally have access to.

School runs a variety of after school and lunchtime clubs, these are based on popularity and suggestions from pupils and parents. Attendance at sports tournaments is offered to a wide range of children. Disadvantaged children are a priority to attend these clubs and tournaments.

All year 3 children, including the disadvantaged, take part in a food discovery project which teaches children how to grow and cook food. Children also visit a working farm as part of the project and run a playground market selling produce they have grown.

Challenge 5: Attendance and punctuality

	School	LA	National
Absence	5.07%	7.12	8.3%
PA	17.56%	22.62%	28%

Challenge 6: Parental engagement

Teachers begin each year with a meet the teacher meeting to introduce themselves and share key information with families. Teaching staff are available at the beginning and end of the school day, either face to face or via the phone.

Face to Face parents evenings are well attended.

Opportunities for parents to attend school to celebrate their children's achievements such as sports days, nativity performances, craft activity days. All children including those that are disadvantaged participate in these events.

Parents are supported via workshops and meetings to help their children with their learning eg. Phonics workshops. This includes disadvantaged pupils.

Regular communication is made with parents via school spider app, telephone, email and newsletter to ensure that they are fully informed about school life. The school website is regularly updated with information and signposting and parents are directed to these updates.

Challenge 7: Staff awareness of PP learners and strategies for success

Pathways to write scheme adopted to improve outcomes in writing, this was not as successful as hoped. School is now creating its own bespoke writing scheme to meet the needs of all children including disadvantaged.

Support has been accessed from Maths Hub and Reading Hub to help subject leaders to audit these curriculums and plan future actions based on these outcomes.

Staff received high quality ongoing phonics training to enable them to plan, deliver and assess the Little Wandle phonics scheme effectively.

Quality CPD has enabled staff to better support pupils with SEND and reflect on teaching and learning styles so that they meet the needs of all learners including those who are disadvantaged.

Externally provided programmes

Programme	Provider
Times table Rock Stars	Maths Circle
Reciprocal reading	FFT
Little Wandle Phonics	Little Wandle
SaLT	Speech Leap
Educational Psychologist	Catalyst
Wellcomm	GL Assessment
First Class @ Number	EEF