

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	St Dunstan's RC Primary School
Number of pupils in school	263 (Yrs 1-6)
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Gabrielle Eccles
Pupil premium lead	Karen Riley
Governor / Trustee lead	Monica Strothers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,680
Recovery premium funding allocation this academic year	£20,880
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	£214,560

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	Communication and language in EYFS and throughout the school 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.
2	Academic Attainment Literacy and Numeracy throughout school 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.
3	Emotional wellbeing and behaviour 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
4	Access to wider opportunities Pupil premium children often have fewer experiential opportunities outside school and less experiences of further/higher education which then impacts on their aspirations.
5	Attendance and punctuality 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.
6	Parental engagement

	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition
7	Staff awareness of PP learners and strategies for success The attainment and progress of disadvantaged children is a priority. Ensure consistencies in high quality teaching for writing, reading and maths across school.

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
Improving the teaching and acquisition of communication and language across all subject areas. Early identification and intervention prevents significant difficulties with reading and writing.	All children can access the ambitious school curriculum Monitoring shows quality early language provision in all settings. All staff understand the features of a communication-friendly setting or classroom. Parental engagement and support is secured.
Improving pupil's attainment across the curriculum with specific emphasis on recovering lost learning and the Covid recovery plan. Pupil Premium learners achieving at least in line with, or above national attainment and progress	Assessments show a reduced gap between PP and non-disadvantaged learners' attainment and progress. Rigorous testing process in place to quickly identify any needs for intervention. In-class support and small group tutoring plans and resources will show individual progress. Half termly pupil progress reviews will show individual progress. Moderation sessions will show individual progress. Pupil voice shows increased confidence and enjoyment in lessons. 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.
Pupil emotional health and well-being is at the forefront of all pastoral care in school.	Successful application for the Nurture award will provide a comprehensive action plan and 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.
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.	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 % of attendees are PP.
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	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.
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child	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.
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	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.

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: £38,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bought in Speech and Language provision and staff CPD £12,150 (£4050 per term)</p> <p>Colourful Semantics - staff CPD and classroom provision £200</p> <p>Back and forth talk - staff CPD and classroom provision</p> <p>CPD £12,000 Ey2p, phonics, semh, safeguarding, cluster + moderation</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 £14,209 In-house training provided by SLT</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>	1,2,7

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

Budgeted cost: £96,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non-class based teacher and TA Small group work / intervention work £65,903</p> <p>EAL CPD and resources £1000</p> <p>Supply cover for teacher intervention groups £30,000</p>	<p>Recommendation 5 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 7

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

Budgeted cost: £18,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Social and Emotional learning strategies</i> Ed Psych and SALT professional services (£12,150)</p> <p>Nurture Award £1775</p> <p>Additional staffing costs for engagement and attendance admin responsibilities £4463</p> <p>Bridgelea support costs £400</p>	<p>SEL EYFS and primary toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3,4, 5

Total budgeted cost: £135,462 (Dec 2021)