



# Pupil premium strategy statement 2023-26

Produced and published November 2023

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Dunnington C of E Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Clare Thompson
Governor / Trustee lead	Kevin Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Homes for Ukraine Premium not included)	<b>£22,030</b> 9 FSM (@1455) 1 AFC (@2530) 3 S (@335) 3 CLA (@1800)
Recovery premium funding allocation this academic year	<b>£675</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£22,705</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All of our children in receipt of a Pupil Premium Grant will be prioritised for additional focus and support. They will receive effective Quality First Teaching, have access to good learning resources, be supported by skilled and knowledgeable teachers and teaching assistants and receive tailored academic and emotional/social support which will help them thrive and achieve well.

Our Pupil Premium Strategy Plan identifies the following key strands:

- Quality First Teaching
- Academic Support / Intervention
- Emotional/Social Support / Intervention

## Challenges

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

Challenge number	Detail of challenge
1	Widening gaps (due to Covid-19 closures) in academic performance/attainment (Poor engagement in learning during pandemic/lockdown/remote learning)
2	Social, Emotional, Mental Health needs – particularly in relation to self-esteem, self-regulation and relationships
3	Early language, speech and communication needs
4	Early attachment issues which can impact on early educational development within the home (particularly post-adopted children)
5	Support with homework
6	Access to technology and educational materials in the home

## 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 for Pupil Premium Pupils	Success criteria
Improved attainment in phonics, early reading and maths in KS1 and improved progress scores maths by end of KS2	KS2 mathematics and reading progress score to be consistently >0 (national average) for pupil premium cohort

Pupils with SEMH needs will be happier within school and at home and will be more able to self or co-regulate within the school environment.	Pupil voice, lower behaviour incidences, reduction in suspensions, pupils fully integrated and included as appropriate, parental voice
Children from disadvantaged backgrounds will have access to enrichment activities after school	Pupil voice, parental voice.

## 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 +supply, recruitment and retention)

Budgeted cost: £5677.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant support for all classes	Staff feedback Additional resource to provide academic and SEMH support	1, 2, 3, 4
Staff CPD which includes teaching assistants (phase meeting time and training) with a particular focus on adaptive teaching strategies	High quality staff CPD has resulted in improved Quality First Teaching (EEF)	3
Continued investment in Little Wandle Letters and Sounds systematic, synthetic phonics programme	Supporting staff to achieve greater levels of consistency in approach to teaching of phonics and early reading	1, 3, 6
Continued focus on embedding a mastery approach in maths to ensure that all children, including disadvantaged children, can make expected progress in mathematics.	Research by NCETM indicates that the NCETM/Maths Hubs Teaching for Mastery Programme is having a significant, positive impact: Teachers are becoming more knowledgeable about, and skilled at, their craft; classroom practice is changing in ways designed to help pupils develop deeper understanding; and there are encouraging signs that pupils are learning maths more securely. Early	1

	intervention models are enabling children to 'keep up, not catch up';	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 675 + 1:1 support cost – currently budgeted at £28,938.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school tutoring for pupils WTS, particularly in mathematics	Tailored support and intervention led by the class teacher has proven successful in the past.	1, 5
Pupil Premium children targeted for extra intervention and support within lessons	Structured interventions (as recommended by EEF) have improved pupil academic outcomes in the past	1, 2, 3
One to one support to ensure safety of individual pupils, peers and staff and to provide a bespoke curriculum with reduced demands and motivational activities.	One to one support has been recommended by all outside agencies as the best way to support these children, ensure safety and provide the best opportunity for success in school.	1, 2, 3, 4

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

Budgeted cost: £100 training costs and £300 supply

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training and attendance at support network meetings to increase capacity for support	ELSA work in schools has proven impact on children's SEMH development and needs	2,4,
Supporting mental health and well-being: <ul style="list-style-type: none"> <li>Establish a core team representing</li> </ul>	Staff well-being survey and training session provided by York Mind Engagement in DfE funded course for Senior Mental Health Leads	2,4

<p>staff, students, governors and parents/carers.</p> <ul style="list-style-type: none"> <li>• Review current policies, procedures and structures that support mental health and implement a needs assessment.</li> <li>• Prioritise needs and develop a plan of action.</li> <li>• Implementation of the plan.</li> <li>• Monitor, review, evaluate and receive ongoing support and guidance.</li> </ul>		
<p>Staff CPD relating to behaviour regulation and autism friendly/trauma-informed practice – PACE training, staff CPD meetings to introduce Zones of Regulation.</p> <p>Close working with Learning Hub, Educational Psychologist, Virtual Schools and families.</p> <p>Engagement with appropriate alternative provision to reduce risk of permanent exclusion and allow for successful reintegration into the classroom.</p>	<p>Strategies have been recommended by all outside agencies as the best way to support these children, ensure safety and provide the best opportunity for success in school.</p>	<p>1, 2, 4</p>

**Total budgeted cost: £35,691.25**

(£5677.36 + £675 + £28,938.89 + £400)

## 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 2022 to 2023 academic year.

Throughout the pandemic, disadvantaged pupils were supported by various measures such as:

- The provision of a place at school during the lockdown, alongside pupils of Key Worker families
- The provision of technology for remote education
- Pupils were contacted by class teachers, the SENDCO or a member of the Senior Leadership Team (SLT) - the frequency depending on the needs of the pupil
- During the lockdown, staff introduced weekly Google Meet sessions for pupils, enabling them to assess the welfare of pupils
- Where no contact could be made by email or telephone, a member of the SLT made home welfare checks

During the academic year 2022-23, all eligible pupils have accessed effective quality first teaching. Where eligible pupils fall below age-related expectations or make slower than expected progress, they are prioritised for school-led tutoring (year 6), additional teaching assistant support and interventions, including ELSA support, if required

### Internal data for Pupil Premium (based on teacher assessments July 2023)

Based on 15 pupils	Reading		Writing		Maths	
% below ARE	3/15	20%	4/15	27%	5/15	33%
% at ARE	8/15	53%	10/15	67%	7/15	47%
% above ARE	4/15	27%	1/15	7%	3/15	20%
<b>% making slow progress</b>	<b>3/15</b>	<b>20%</b>	<b>2/15</b>	<b>13%</b>	<b>3/15</b>	<b>20%</b>
% making expected progress	6/15	40%	10/15	67%	9/15	60%
% making good progress	6/15	40%	3/15	20%	3/15	20%



## KS2 progress data (disadvantaged pupil progress scores v non-disadvantaged pupil progress (3- year trend))

### Reading

2019 (6/51 pupils)				2022 (1/34 pupils)				2023 (1/28 pupils)			
EXS+		GDS		EXS+		GDS		EXS+		GDS	
PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
66.7%	84.4%	33.3%	48.9%	100%	84.8%	0%	36.4%	100%	82.1%	100%	57.1%
Progress				Progress				Progress			
PP		No PP		PP		No PP		PP		No PP	
+2.52		+2.20		-5.36		+1.61		+5.64		+1.31	

### Writing

2019 (6/51 pupils)				2022 (1/34 pupils)				2023 (1/28 pupils)			
EXS+		GDS		EXS+		GDS		EXS+		GDS	
PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
83.3%	84.4%	33.3%	33.3%	100%	87.9%	0%	18.2%	100%	78.6%	0%	25%
Progress				Progress				Progress			
PP		No PP		PP		No PP		PP		No PP	
+2.76		+1.1		+1.45		+1.85		+0.99		+0.17	

### Maths

2019 (6/51 pupils)				2022 (1/34 pupils)				2023 (1/28 pupils)			
EXS+		GDS		EXS+		GDS		EXS+		GDS	
PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
83.3%	86.7%	0%	35.6%	100%	81.8%	0%	30.3%	100%	78.6%	0%	28.6%
Progress				Progress				Progress			
PP		No PP		PP		No PP		PP		No PP	
-0.83		+0.34		-2.1		+1.6		-0.6		-1.52	

## 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
Little Wandle Letters and Sounds Phonics and Early Reading Programme	Little Wandle
Mastering Number Programme	NCETM