



# Pupil premium strategy statement 2021-24

Produced and published November 2021

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   | Dunnington C of E Primary School |
| Number of pupils in school  | 203                              |
| Proportion (%) of pupil premium eligible pupils   | 4.9%                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-24                          |
| Date this statement was published   | November 2021                    |
| Date on which it will be reviewed   | November 2022                    |
| Statement authorised by   | Local Governing Body             |
| Pupil premium lead  | Caroline Hancy                   |
| Governor / Trustee lead   | Kevin Hall                       |

## Funding overview

| Detail  | Amount  |
|---|---|
| Pupil premium funding allocation this academic year   | <b>£14,415</b><br>7 DPP 7@1345<br>1 SER 1@310<br>2 AFC/ CLA @2345 |
| Recovery premium funding allocation this academic year  | <b>£2000</b>  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£16,415</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                                     | Pupil voice, lower behaviour incidences, parental voice |
| Children from disadvantaged backgrounds will have access to great 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: £15,105

| 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)         | High quality staff CPD has resulted in improved Quality First Teaching (EEF)                                   | 3                             |
| 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                       |

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

Budgeted cost: £300 (based on 12 hours Spring term)

| 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 |
|---|--|---------|

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

Budgeted cost: £ 350 training costs and £660 supply

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| ELSA training 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 staff, students, governors and parents/carers</li> <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 on-going support and guidance</li> </ul> | Staff well-being survey and training session provided by York Mind<br><br>Engagement in DfE funded course for Senior Mental Health Leads | 2,4                           |

**Total budgeted cost: £ 16,415**

*[£15,105 + £300 + £1010]*

## 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.

Due to the impact of COVID19, there is no National Data that can be used to measure the progress of pupils.

However, throughout the pandemic, disadvantaged pupils were supported throughout 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

### Internal data for Pupil Premium (based on teacher assessments July 2021)

|                            |         |         |       |
|----------------------------|---------|---------|-------|
| Based on 14 pupils         | Reading | Writing | Maths |
| % below ARE                | 36%     | 29%     | 43%   |
| % at ARE                   | 57%     | 71%     | 57%   |
| % above ARE                | 7%      | 0%      | 0%    |
| % making slow progress     | 14%     | 7%      | 7%    |
| % making expected progress | 79%     | 79%     | 86%   |
| % making good progress     | 7%      | 14%     | 7%    |

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

#### Reading

| 2017(3/33 pupils) |       |       |       | 2018 (1/43 pupils) |       |      |       | 2019 (6/51 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 |
| 33.3%             | 90%   | 33.3% | 46.7% | 100%               | 90.5% | 100% | 40.5% | 66.7%              | 84.4% | 33.3% | 48.9% |

| Progress |       | Progress |       | Progress |       |
|----------|-------|----------|-------|----------|-------|
| PP       | No PP | PP       | No PP | PP       | No PP |
| -3.7     | +2.6  | -2.5     | +0.3  | +2.52    | +2.20 |

## Writing

| 2017 (3/33 pupils) |       |          |       | 2018 (1/43 pupils) |       |          |       | 2019 (6/51 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%              | 73.3% | 33.3%    | 23.3% | 100%               | 83.3% | 100%     | 19.0% | 83.3%              | 84.4% | 33.3%    | 33.3% |
| Progress           |       | Progress |       | Progress           |       | Progress |       | Progress           |       | Progress |       |
| PP                 | No PP | PP       | No PP | PP                 | No PP | PP       | No PP | PP                 | No PP | PP       | No PP |
| -2.4               | -1.5  | +2.9     | -2.2  | +2.76              | +1.1  |          |       |                    |       |          |       |

## Maths

| 2017 (3/33 pupils) |       |          |       | 2018(1/43 pupils) |       |          |       | 2019 (6/51 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%              | 83.3% | 33.3%    | 30%   | 100%              | 81.0% | 100%     | 38.1% | 83.3%              | 86.7% | 0%       | 35.6% |
| Progress           |       | Progress |       | Progress          |       | Progress |       | Progress           |       | Progress |       |
| PP                 | No PP | PP       | No PP | PP                | No PP | PP       | No PP | PP                 | No PP | PP       | No PP |
| -2.3               | -1.0  | +1.1     | -0.2  | -0.83             | +0.34 |          |       |                    |       |          |       |

## 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 |
| Accelerated reading pilot for Y5 and Y6                              | Reading Plus  |