



# Dundry 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	Dundry CE Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	12 (12%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 2022 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ruth Noall Executive Head Teacher
Pupil premium lead	Sarah Warren
Governor / Trustee lead	Alun Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795 (based on 16 pupils)
Recovery premium funding allocation this academic year	£2320
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	£17,115

# Part A: Pupil premium strategy plan

## Statement of intent

***A beacon of hope on the hill - a small school making a big difference*** is our ambition for all pupils at Dundry School. We recognise that some children require additional support from us in order for this ambition to be realised.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or receive support from our Education Welfare Officer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School-led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure all additional support is regularly reviewed for impact
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as <b>readers</b> from Reception through to Year 6.
3	Internal assessments indicate that <b>writing</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils and that these pupils are making slower progress than their peers.
4	Internal assessments indicate that <b>maths</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, although they are making good progress which is often better than their peers.
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in <b>significant knowledge gaps</b> leading to pupils falling further behind age-related expectations in all subjects.</p>
6	Our observations and discussions with pupils and families have identified <b>social and emotional</b> issues for many pupils, notably due to complex family circumstances and school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	<p>Our <b>attendance</b> data indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils. In 2020-2021 attendance for PP pupils was 96.3% compared to the whole school average of 97.2%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved <b>oral language skills and vocabulary</b> among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language.</p>
Improved <b>phonics</b> attainment among disadvantaged pupils.	<p>KS1 phonics screening outcomes show that more than 80% of disadvantaged pupils met the required standard.</p>
Improved <b>reading</b> progress and attainment among disadvantaged pupils.	<p>KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p>
Improved <b>writing</b> progress and attainment among disadvantaged pupils.	<p>KS2 writing outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p>
Improved <b>maths</b> attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p>
Improved <b>retention, recall and response</b> to learning for all pupils, especially those who are disadvantaged, closes <b>knowledge gaps</b> .	<p>Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment.</p>

<p>To achieve and sustain improved <b>social and emotional wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· a significant reduction in behaviour incidents</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved <b>attendance</b> for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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: £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
<p>Use of Teaching Assistants to support targeted small group interventions</p>	<p>When deployed effectively, Teaching Assistants can support an additional 4 months additional progress over the course of the year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2, 3, 4</p>	<p>£3650</p>
<p>CPD for teaching staff on effective assessment for learning, feedback and metacognition.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p>	<p>1, 2, 3, 4, 5</p>	<p>£150</p>

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Effective feedback can support 6 months additional progress over the course of the year.</p> <p><i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>		
<p>Whole school systematic approach to teaching reading. This is supported with a well-resourced library of texts that progress from phonetically decodable texts, matched to our scheme, to high quality free-read texts matched to our reading spine. This will include use of small group guided reading, whole class reading and Precision Teach for sight reading.</p>	<p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2</p>	<p>£1950</p>

<p>Investment in a validated phonics scheme? Resources? This will be decided after a renewed audit from The Teaching School - booked for 10/01/22</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2	£tbc
<p>Investment in oracy scheme - NELI- and SALT training for EYFS staff Need to investigate what training is available</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1	£200
<p>Investment in high quality texts, educational visits and curriculum development to support better learning in wider curriculum subjects</p>	<p><a href="https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum">https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum</a> "We are undeterred by the pandemic that we are living through, and by working together and through the teaching of a knowledge-rich curriculum, we can truly Level Up across the country and give children the education they deserve." <b>Nick Gibb addresses a Social Market Foundation panel event on raising school standards, July 2021</b></p>	2, 5, 6	£250



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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
1:1 feedback - 1:1 pupil conferencing for all independent writing (2x term) - 1:1 reading (at least 1x weekly depending on ARE level)	1:1 feedback: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> 1:1 teaching session: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2, 3, 4, 5	£500
Reading, writing, maths tutoring (small group with known HLTA)	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3, 4	£450 plus SLTG
Assertive Mentoring / Parental Engagement	Assertive Mentoring combines improving a pupil's self-regulation with parental feedback and engagement. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5, 6	£550

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

Budgeted cost: £7800

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
Whole school approach to Thrive including 1:1 and small group Thrive sessions for some pupils	<i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6, 7	£4600
Financial support with school visits, uniform and extracurricular activities, including breakfast club	<a href="https://www.tes.com/news/five-ways-good-schools-support-deprived-pupils">https://www.tes.com/news/five-ways-good-schools-support-deprived-pupils</a> <b>Successful schools use a wider range of strategies, including school trips</b> <i>The research found that high-performing schools, both inside and outside of London, used a broader range of strategies to support disadvantaged pupils than lower-performing schools. Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities, and directing resources towards the early years and foundation stage.</i>	6, 7	£3000
Embedding principles of good practice including engagement with Trust EWO service	DfE's <a href="#">Improving School Attendance</a>	7	£200

**Total budgeted cost: £15,500 (£1615 contingency for change)**

# 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.

[Dundry Pupil Premium Report for 2020-2021](#)

## 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
none	

## Further information

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum. Despite being on track with narrowing the gap during 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by White Rose and targeted provision from our teaching staff such as small group online guided reading sessions and bespoke remote learning lessons.

This was monitored through regular whole school monitoring plus a Pupil Premium Virtual Pursuit to monitor provision for our disadvantaged pupils during lockdown.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.