# 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.

Updates to this statement and made in 2022/3 are outlined in blue.

Updates to this statement and made in 2023/4 are outlined in green.

## School overview

| Detail | Data |
|---|---|
| School name | Dore Primary School |
| Number of pupils in school | 449 |
| Proportion (%) of pupil premium eligible pupils | 7.3 % 21/22<br>9.8 % 22/23<br>7.0 % 23/24 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22<br>2022-23<br>2023-24 |
| Date this statement was published | 16.12.21 |
| Date on which it will be reviewed | 10.9.22 |
| Statement authorised by | Jason Fletcher |
| Pupil premium lead | Jason Fletcher |
| Governor / Trustee lead | Martin Robinson |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £34970 (21/22)<br>£36,290 (22/23)<br>£49,380 (23/24) |
| Recovery premium funding allocation this academic year | £14150 (21/22)<br>Covid Catch Up Programme<br>£2,631 (22/23) |

| | £4,669 (23/24) |
|---|---|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £49120 (21/22)<br>£38,911 (22/23)<br>£54049 (23/24) |

# Part A: Pupil premium strategy plan

## Statement of intent

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 including well-being. 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. A key focus of our pupil premium strategy is to develop social and emotional mental health strategies and skills in order to develop resilience and equip our children for the challenges they face today.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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.

Research also shows that high quality, targeted interventions, carried out by experienced teaching assistants, either 1-1 or with small groups, can have a marked impact on closing the attainment gap and accelerating progress. We support all children across school with 'Just in Time' intervention in order to address misconceptions as soon as possible. In addition to school based interventions and small group catch-up programmes we will also engage targeted support through three full days of the National Tutoring Programme 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 along with a trauma informed approach to support. 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

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- ensure that every child receives high quality teaching

- act early to intervene at the point need is identified

- Ensure that all children have the best life chances.

- Ensure all children have access to emotionally available adults

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | 2021-22<br><br>Our attendance data over this current academic year indicates that attendance among disadvantaged pupils is at an average of 90% compared to 95% non-disadvantaged pupils.<br><br>25% of our disadvantaged pupils have attendance below 90% and of this group 2 children have attendance below 73%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.<br><br>2022-23<br>Attendance for our disadvantaged group has improved from 90% to 91% for end of academic year 22 thus this is still a priority.<br><br>2023<br>Attendance for our disadvantaged group has improved to 91.7 % for end of academic year 23. |
| 2 | Our assessments and observations indicate that the education and well-being 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. |
| 3 | Our observations and trauma informed knowledge of many of our disadvantaged children indicate that current environmental factors are contributing significant emotional deregulation and impacting on learning engagement and therefore progress is not in line with their peers.<br><br>2022-23<br>This observation is still current and relevant<br><br>2023-24<br>This observation is still current and relevant and increasingly evident in the year groups who missed out on initial socialisation opportunities (Y1 & Y2). |

| | |
|---|---|
| 4 | Current assessments, observations, suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.<br><br>2020-21 – Y1 cohort of 6 achieved 100% at ARE<br>2021-22 – Y1 cohort of 2 achieved 50% at ARE<br>2022-23 – Y1 cohort of 4 – 100% achieved ARE with 1 not accessing<br>Although groups of disadvantage are small this still remains a focus.<br>This observation may need reviewing & revising for next plan 24-25. |
| 5 | Current assessments, observations, suggest disadvantaged pupils generally have greater difficulties with writing than their peers in the infants<br><br>2021-22  KS1 data continues to indicate that this is a concern with 55% achieving ARE in writing.<br><br>22-23 KS1 Data cohort of 2 indicate 1 child at the standard in writing and 1 child with EHCP WTS. |
| 6 | |

# 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 |
|---|---|
| | |
| 1.Improve attendance for disadvantaged children | Persistent absence figures for disadvantaged pupils are in line with other pupils within the school.<br>Data for 21-22 & 22-23 indicated lower attendance than non-disadvantaged.<br>Current data for 23-24 suggests ***significant improvement*** at 94%. |
| 2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Qualitative data from student voice, student and parent surveys and teacher observations.<br><br>Increased and sustained participation in enrichment activities.<br><br>PP children focus for PE & book awards. Environment group. TISUK 1:1. |

| | |
|---|---|
| 3.The emotional regulation of all children including disadvantaged children improves | Observations show increased time in class, improvement in focus and engagement and progress in learning. Incidents of deregulated behaviours impacting on own and others learning decrease. |
| 4. Phonics outcomes improve for disadvantaged children KS1. | Disadvantaged children are tracked carefully from FS2 and targeted support is planned and delivered. Disadvantaged children perform as well as their peers. |
| 5. Writing outcomes improve for disadvantaged children in KS1. | Disadvantaged children are tracked carefully from FS2 and targeted support is planned and delivered. Disadvantaged children perform as well as their peers. |

# 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: £**26,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Senior leaders supported by teachers delivering an ongoing evidence based programme of CPD for whole school staff. Planning, delivery and evaluation is conducted in teams and delivered through professional development meetings. Intended outcomes are linked to the school Achieving Excellence Plan. School priorities are curriculum development, pedagogy, outcomes (all core learning) and well-being. Staff training is followed up by monitoring plans which are all laid out in the professional development timetable.<br><br>A focus for 2022-23 has been the implementation of 'Walk Thru' strategies and CPD incorporating this approach. | Outcome CPD based on DFE frameworks and expectations.<br><br>Feedback and marking – revision of policy and expectations with input from staff and EEF<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback<br><br>Pedagogy and classroom approaches revised and updated input linked to metacognition.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 2,4,5 |
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br>Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF | 2,4,5 |

| | | |
|---|---|---|
| School have reviewed phonic scheme and updated 2021. Training in new scheme throughout Autumn 2021 including additional resourcing. Programme of upskilling all staff across school with KS2 staff observing high quality phonic sessions in KS1. More detail is included in the school Achieving Excellence Plan. This roll out of a new phonics scheme has been a priority across school with all infant staff and juniors accessing the online training. Staff have also been involved in a programme of observing excellent practice. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics **Little Wandle Letters and Sounds** Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools and validated by DFE. | 2,4,5 |
| Observations and assessments to be supported by whole school/support staff training on use and implementation of Birmingham Toolkit materials. | Tool focus on cognition and learning aspects of assessing and supporting children including language skills, reading, writing and maths. | 2,4,5 |
| Outdoor learning and incorporating the Forest school experience in whole class teaching from pre-school through to Y6 continues. Staff continue to receive training in order to develop confidence and skills and continue to embed this as part of the school offer and culture. | There are several members of the whole school staff who are now level 3 trained in Forest schools and have written their own reports on the evidence base regarding the positive impact of outdoor learning on emotional health, academic progress, social skills, resilience and protecting the environment. Ofsted 2018 The report recommends that given the clear benefits of outdoor learning, more needs to be done to ensure that children and young people are provided with the opportunity to leave the classroom, to improve access for every child to an experience outside. EEF evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning | 1,2,3 |

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

Budgeted cost: £**16,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Whole school approach to ensuring children act on immediate feedback to address misconceptions and move learning forward. Just in time. This involves teachers, support assistants and additional staff working either 1:1 or in small groups. This intervention is focused on understanding misconceptions or identifying groups for pre teaching. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions <br><br> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 2,4,5 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low at-taining pupils or those fall-ing behind, both one-to-one: One to one tuition \| EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2,4,5 |
| There is targeted 1:1 support for disadvantaged pupils which can take the form of full time 1:1 or focus within lessons from teachers and support staff | https://educationendow-mentfoundation.org.uk/ed-ucation-evidence/teach-ing-learning-toolkit/one-to-one-tuition | All |

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

Budgeted cost: £**7,120**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice.<br><br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.<br><br>The deputy head is now identified as the attendance officer. The deputy works with admin team and HT to monitor attendance. The team now have regular meetings with local authority attendance officer to discuss data. Policy has been written and ready to go live after checking with LA. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 |
| Trauma Informed Schools UK.<br>Member of SLT has attended 10 day practitioner course.<br>All staff have received full twilight training in the basics of TISUK.<br>DSL is currently running programme of TISUK professional development.<br>We are continuing to develop the skill sets and confidence of all staff to support the children including those disadvantaged by taking on the role of the 'emotionally available adult.'<br>This approach is whole school but will also include 1:1 and small group support sessions for children including those disadvantaged.<br><br>All support staff have received the Sheffield Educational Training on 'Mighty Minds.' | TISUK is a research based approach taking key principles from the ACES study<br><br>TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health.<br><br>TISUK trainings are informed by and adapted from the evidence based key components of whole school cultural change as set out by the Evidence-Based Practice Unit, Manchester University/Anna Freud Centre, (Demkowicz and Humphreys 2019). These components comprise mental health approaches to teaching and learning; pupil/ student voice; staff and senior lead development, health and wellbeing; online assessment tool to ascertain mental health needs and provide a measurable evidence-base of impact; training key members of staff to support vulnerable children through therapeutic | All |

| | | |
|---|---|---|
| Interventions for children including those disadvantaged are planned and delivered to improve confidence and self - esteem.<br><br>This is an intervention which takes key elements of the recognised 'Friends' programme.<br><br>Whole staff training and more bespoke CPD for support staff continues to be provided for all staff.<br><br>School are now part of a local TISUK network and a northern link group. | conversations; working with parents to support mentally healthy cultures at home.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | |
| All disadvantaged children supported financially to access enrichment activities including curriculum based trips, in school experiences and Junior residentials. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning | 3 |

**Total budgeted cost: £**49,120

# 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.

**Impact statement 2021-22**

**Impact statement**

'The impact on pupils' attainment owing to the money spent through the pupil premium is outlined in the tables below – this information highlights the impact the extra funding has had on the areas the school has identified.'

**Impact of relative progress in year is not reflected in the figures below.**

**Impact on SMEH and behavior is outlined above and has been positive.**

**The data below is based on summer 1 teacher assessments. The numbers of disadvantaged children across school and in the key stages below are considerably small.**

**In KS1 the data shows none of the 3 children have made expected progress – all below GLD at FS2.**

**In KS2 the data shows better outcomes in reading**

**It should be considered that the COVID lockdown has potentially had an impact on disadvantaged children's attainment.**

| Area | Pupils eligible for pupil premium | Pupils eligible for pupil premium (nationwide) | Pupils not eligible for pupil premium | Pupils not eligible for premium (nationw |
|---|---|---|---|---|
| Percentage making expected progress in reading | 0% | | 82 | |
| Percentage making expected progress in writing | 0% | | 80 | |
| Percentage making expected progress in mathematics | 0% | | 85 | |
| Percentage making better than expected progress in reading | 0% | | 32 | |
| Percentage making better than expected progress in writing | 0% | | 20 | |
| Percentage making better than expected progress in mathematics | 0% | | 23 | |

| Area | Pupils eligible for pupil premium | Pupils eligible for pupil premium (nationwide) | Pupils not eligible for pupil premium | Pupils not eligible for pupil premium (nationw... |
|---|---|---|---|---|
| **Percentage making expected progress in reading** | 66% | | 92 | |
| **Percentage making expected progress in writing** | 33% | | 89 | |
| **Percentage making expected progress in mathematics** | 50% | | 89 | |
| **Percentage making better than expected progress in reading** | 0% | | 57 | |
| **Percentage making better than expected progress in writing** | 0% | | 23 | |
| **Percentage making better than expected progress in mathematics** | 0% | | 28 | |

# Data 2022-23

Y6 SATS

| Reading | Writing | Maths | Reading | Reading | Writing | Maths | Maths | SPAG | SPAG |
|---|---|---|---|---|---|---|---|---|---|
| WTS | WTS | WTS | 93 | NS | WTS | 93 | NS | 86 | NS |
| GDS | EXS | EXS | 110 | AS | EXS | 112 | AS | 112 | AS |
| GDS | GDS | EXS | 103 | AS | EXS | 94 | NS | 100 | AS |
| PK4 | PK4 | PK4 | 88 | NS | PK6 | 86 | NS | 86 | NS |
| GDS | GDS | EXS | 114 | AS | EXS | 103 | AS | 105 | AS |
| WTS | WTS | WTS | 107 | AS | EXS | 101 | AS | 101 | AS |

Y1 PHONICS

| Year 1 - Phonics | Foundation Stage | Y1 Phonics |
|---|---|---|
| | Below GLD | 34 |
| | GLD | 38 |
| | GLD | 40 |
| | Below GLD | - |

KS1

| Year 2 - SATS | Foundation Stage | Reading | Writing | Maths |
|---|---|---|---|---|
| | Data N/A | AS | AS | AS |
| | Data N/A | WTS | WTS | WTS |

Y4 TIMES TABLES

| Year 4 - Multiplication Chec | FS - Number | KS1 Maths | Y4 MTC |
|---|---|---|---|
| | Below GLD | WTS | 11 |
| | Below GLD | WTS | 5 |
| | Below GLD | WTS | 5 |

Summary 2022-23

67% of children achieved the standard in KS2 for reading, writing and spag with 50% in maths out of a cohort of 6 children. One of these children achieved expected standard across all subjects (enhanced progress) after WTS in KS1. Two of the pupil premium children were also on the SEND register.

100% of year 1 children achieved the pass mark for phonics with 1 child not accessing the test.

KS1 SATs cohort of 2 children I with an EHCP and significant learning differences. One child achieved the standard in all aspects and one child (EHCP) did not.

Current in year data for 23-24 indicates a focus required on bespoke approach to reading outcomes across whole school pupil premium.