

Pupil premium strategy statement 2021-2022

Dale Hall Primary School

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	Dale Hall Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year
Date this statement was published	18/11/21
Date on which it will be reviewed	18/11/22
Statement authorised by	Angela Gage
Pupil premium lead	Jo Dediccoat
Governor	John Clinton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 38,920
Recovery premium funding allocation this academic year	£ 5,800
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	£ 44,720

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for 2021-2022 is to ensure that all disadvantaged pupils make above or expected progress across this academic year. We want the children to feel safe to explore their barriers to learning and their confidence to take risks. Currently, our disadvantaged pupils are benefiting from regular forest school sessions, catch up literacy sessions and phonics interventions. Our teaching assistants and teachers focus on reading skills and independent learning strategies as many of these have been lost throughout home learning and the pandemic. Our key principles are on gaining a thorough knowledge of the pupils' levels of attainment and understanding what could be hindering this. We will use diagnostic assessments and internal data as well as evidence based approaches when devising this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs not being met
2	Poor listening and communication skills
3	Gaps in prior learning
4	Lack of self-esteem, self-confidence and access to the outdoor environment
5	Capacity for parental support and engagement with the 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
Disadvantaged pupils to be able to access their learning after their emotional needs have been met	Pupils are ready to learn without the need for intervention. Children can regulate their feelings and access their learning more easily.

Children have strategies to enable greater listening and communication skills.	Learning behaviour lead will have identified children to support and plans will be in place for each child.
Baseline assessments clearly show gaps. Intervention groups tailored to support gaps in knowledge.	Baseline assessments show prior gaps in learning have been filled.
Parental engagement improves at all school events and parents feel involved with their children's learning.	Dojo used regularly by all parents. Family liaison officer will have contacted families that need support Family Thrive course well attended

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: £11,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff have clear and consistent approaches to teaching Reading, Writing and Maths. To ensure excellent quality CPD is introduced to all staff- starting with enhancing basic teaching approaches in Maths Reading and Writing.	<i>The best CPD is threaded together in a logical way to create programmes which have an explicit focus on improving outcomes for students. Every teacher needs to improve, not because they are not good enough, but because they can be even better."</i> Teacher Development Trust 2019	3
To ensure that high quality teaching is taking place. Staff to receive CPD and feedback in teams.	<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (EEF PP guidance)</i>	3
Oxford Reading buddy used at home to support parents and as part of guided reading session.	<i>The Sutton trust found that the effects of high-quality teaching for pupils are especially significant for pupils from a disadvantaged background.</i> Picton (2019) found that technology had a positive impact on readers, especially in boys.	5
To implement PIRA and White Rose assessments. To carefully monitor highlighted LOs during 1:1 discussion with pupils.	<i>Gaps identified in formative assessment allow for targeted teaching to support their progress. Meta-analysis by John Hattie breaks down quality teaching into:</i> <i>Pupils having clear goals and objectives supported by modelling/scaffolding/appropriate steps to achieve them,</i>	3

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To use Thrive across the school to develop the children's social and emotion responses.</p> <p>Teachers and staff to use a common language when supporting in class and at unstructured times.</p>	<p>The Thrive Approach uses a developmental model to help understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages.</p> <p>In addition, the model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.</p>	1
<p>Children being supported to read more frequently with high interest good quality texts.</p>	<p>Catch Up® Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers.</p> <p>Learners (aged 6 - 14) who received Catch Up® Literacy support for an average of 7 months achieved an average Reading Age gain of about 19 months. The Reading Age ratio gain* was 2.74 and the Reading Age gain per total hour of intervention was 2.39 months.</p>	3, 5

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

Budgeted cost: £18,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>6 x Forest School sessions</p> <p>Forest school inclusion Provision</p>	<p>Experience of outdoor activities can prove to be a vital part of a child's development. Research has found that children who play in natural environments undertake more creative, diverse and imaginative play; which is seen as an important element in children's development (Sobel, 1993; Grahn, 1996; Taylor et al., 1998; Derr, 2001; Kellert, 2002; Fjortoft, 2004).</p>	4

Learning behaviour lead to support PP children in class by assessing barriers to their learning. LB teaching assistant to support teachers with individual pupils' plans.	Using the EEF "Learning Behaviours" framework "LBLs" will create a supporting engagement action plan. This will enable community partners to address the key challenges to engagement. The network of LBLs will be quality checked and assured via IOA. Teachers will evaluate and data scrutinised to make sure all impact is recorded.	2
<p>Parental engagement sessions to be introduced via Family Thrive sessions.</p> <p>Parent Drop ins to be encouraged via FLO and SENCO</p> <p>Dojo used by FLO, intervention teachers, support TAs and teachers to communicate positive learning outcomes with parents.</p>	<p>EEF Reports:</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><i>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</i></p>	5

Total budgeted cost: £ 40,818

Contingency: £3902 (This will be used if costs increase such a pay incrementals and equipment)

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.

2. Attainment and progress Summer Term 2021					
Points to note 32% of disadvantaged pupils also have special educational needs	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard reading, writing and maths combined	35%	52%			
% making progress in reading	90%	95%	% at expected in reading	52%	70%
% making progress in writing	88%	90%	% at expected in writing	42%	65%
% making progress in maths	89%	95%	% at expected in maths	47%	68%

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
TT Rockstars	Maths Circle
Letter join	Green and Tempest Ltd
Thrive	Fronting the Challenges Projects LTD
Catch Up literacy	

Further information

Support we can offer the children in your class.
Please email your initial concerns form to the SENDco.



Clair is available to offer practical help and support to parents and carers in matters concerning your child's education, development and well being. Clair will work in partnership with you, the teachers and senior leadership team to help you support your child to learn and enjoy their school years. Clair is happy to talk to you over the phone and can provide information on a range of issues and offer practical help and guidance.



Clair and Mrs Ling are our Thrive trained support teachers. If your child is identified as someone who would benefit from Thrive then either Mrs Ling or Clair will be in touch. There is an excellent assessment system that will identify accurately how the teachers can incorporate many of these techniques as part of their everyday practice as well as 1:1 and group sessions.



Mrs Dawn Leeks is our SEND co-ordinator and works Tuesday to Friday. Dawn's role is to co-ordinate provision for children with SEN and liaise with parents, outside agencies and educational psychologists. Mrs Leeks also helps to identify pupils with SEN difficulties as well as identifying children who may not have SEN needs but are struggling to make appropriate progress. Our inclusion team work closely together to find the right support for your child.



Sometimes our children need social and emotional support to complete their learning. The space in the classroom can become too overwhelming and busy for some children, which becomes a barrier to their progress. In our outdoor sessions the children can explore these emotions and find solutions to help them back in the classroom. Mrs Chloe Blades and Miss Lisa Bown will be teaching these groups.



Mrs Gowers is our learning behaviour lead and her role is to support those children in school that face the most significant barriers to learning, or struggle most to engage with learning in the classroom. Mrs Gowers will help to develop their learning behaviours so that they are better able to access education. This may include specific resources, teacher support, 1:1 catch up or small group intervention.



Mrs Allum is our achievement leader and works across the school to ensure that all children achieve their potential. She meets regularly with teachers to talk through the children's progress and analyses data to ensure pupils are on track. Mrs Allum is a senior leader and co-ordinates and signposts children and teachers to gain the right targeted support.