

Pupil premium strategy statement 2022-2023

Dale Hall Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	417
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	18/11/22
Date on which it will be reviewed	18/11/23
Statement authorised by	Angela Gage
Pupil premium lead	Frith Allum
Governor	John Clinton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,400
Recovery premium funding allocation this academic year	£2,971
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	£ 58,371

Part A: Pupil premium strategy plan

Statement of intent

Our main objective for 2022-2023 is to ensure that all disadvantaged pupils at Dale Hall CP have the same experience and opportunities at school as non-disadvantaged children. We want them to make expected, if not above expected, progress across the academic year. Currently, our disadvantaged pupils are benefiting from regular forest school sessions, high quality teaching, reactive intervention and access to Thrive and our Family Liaison Officer. Children are encouraged to become independent learners in a safe environment where they feel able to challenge themselves and take considered risks. Thorough analysis of the data gained from both formal assessments, teacher assessments and interventions, including reactive interventions, allows us to gain insight into the barriers of learning and how we can best support the children to overcome these barriers. Our strategy will be devised with all of the above in mind.

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	Children not having equitable experiences
3	Gaps in prior learning
4	Children coming from a diverse background
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.

Disadvantaged children have same opportunities and experience a as non-disadvantaged children.	Children have what they need to enable them to learn. Breakfast club running to provide breakfast to those that need it. Pre-learning and/or reactive intervention for those that need.
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 increases and parents are involved in their learning.	Dojo used regularly by all parents. Family liaison officer will have contacted families that need support Family Thrive course well attended Share sessions reintroduced and are well supported.
Children from all backgrounds are well represented in the school. Children understand that there are communities that are different to their own experiences.	Children see themselves in the classroom ad feel valued and represented. All children are able to understand how life may be different for children in other communities, faiths and backgrounds. Books from diverse communities and backgrounds will be in classrooms and libraries. Diversity will be woven throughout the curriculum.

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
<p>Staff have clear and consistent approaches to teaching Reading, Writing and Maths.</p> <p>To ensure CPD is delivered to keep staff up to date with teaching approaches in maths, writing and reading.</p> <p>Cluster work</p> <p>Invest in https://learningpartnership.uk/</p>	<p><u>Effective Professional Development EEF</u></p> <p>When designing and selecting professional development, focus on the mechanisms. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF 2021)</p> <p>The design of PD can be thought about at three different levels: programmes, forms, and mechanisms (Sims & Fletcher-Wood, 2019)</p>	3
<p>To ensure that high quality teaching is taking place. Staff to receive CPD and feedback in teams.</p>	<p><i>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i></p>	3
<p>To implement White Rose assessments and smart grade</p>	<p><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></p> <p><i>Pupils having clear goals and objectives supported by modelling/scaffolding/appropriate steps to achieve them.</i></p> <p>Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. (EEF)</p>	3

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

Budgeted cost: £21,000

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. Two thrive practitioners to be employed across the school</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> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	1

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

Budgeted cost: £18,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	1
<p>Learning behaviour lead to support SEND PP children in class by assessing barriers to their learning and working with the child, teacher and parent to</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches are needed to support these pupils. The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.</p>	2/3

come up with specific targets and approaches.		
<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>Share sessions reinstated and are well attended.</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
Breakfast club running and PP children attending.	EEF research on breakfast clubs (Magic Breakfast) showed that there was on average 2 months progress in achievement amongst KS1 children that attended and it also impacted positively on the children's behaviour which in turn also lead to less disruptions in class meaning better learning for all.	2

Total budgeted cost: £ 50,818

Contingency: £7553

(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 2021 to 2022 academic year.

2. Attainment and progress Summer Term 2022					
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%	59%			
% making progress in reading	94%	93%	% at expected in reading	54%	73%
% making progress in writing	82%	95%	% at expected in writing	38%	67%
% making progress in maths	89%	91%	% at expected in maths	53%	74%

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