

# Pupil Premium Strategy

## 2019-2021

### Background

Department for Education Policy Paper (18<sup>th</sup> October 2019) highlights the purpose of the Pupil Premium:

*Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.*

*Evidence shows that children from disadvantaged backgrounds:*

- *generally face extra challenges in reaching their potential at school*
- *often do not perform as well as their peers*

*The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.*

### Eligibility and funding

Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups.

#### **Free school meals**

Schools get £1,320 for every primary age pupil who claims free school meals or who has claimed free school meals in the last six years.

#### **Looked-after and previously looked-after children**

Schools get £2,300 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

## **Service families**

The service premium is not part of the pupil premium as the rules to attract the [service premium](#) are different.

Schools get £300 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support.

## **Academically able pupils**

The pupil premium is not based on ability.

Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.

## **Use of the pupil premium**

The DfE requires school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment.

They also recognise that schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support. For example, children who are in contact with a social worker, used to be in contact with a social worker or are acting as a carer.

## **Dunalley's pupil premium strategy**

Our pupil premium spending strategy aims to maximise the learning, development and experience of our pupils. In order to achieve we take an evidence-based approach and spend the money on initiatives that are likely to have the most impact.

Whilst developing the strategy staff actively engage with educational research, particularly that published by the Education Endowment Foundation (EEF) which enables evidence-informed leadership. In line with the EEF Guide to the Pupil Premium (June 2019), Dunalley takes a tiered approach to Pupil Premium Spending.

This approach secures a balance to approaches to improving teaching, targeted academic support and wider strategies.

**1. Teaching**

*Spending on improving teaching might include professional development, training and support of early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.*

**2. Targeted academic support**

*Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component for an effective Pupil Premium strategy.*

**3. Wider strategies**

*Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this strategy.*

(EEF Guide to Pupil Premium, June 2019)

We monitor the effect of pupil premium expenditure in a variety of ways. These include:

- Engaging with the perspectives of all members of our school community - children, families and staff
- Observing lessons and looking at books
- Analysing progress and attainment data.

Sue Raybould, our Assistant Headteacher for Inclusion, leads our pupil premium strategy and works with other school leaders to monitor the implementation and impact of our pupil premium expenditure.

Moira Gage, our lead governor for pupil premium, has strategic oversight of the strategy.

## Last year's pupil premium priorities and outcomes

Our pupil premium income for the 2018-19 academic year was **£132,215**

Amount of pupil premium brought forward from the 2017-18 academic year was **£69,633**

| <b>Teaching</b>  |  |                    |   |
|--|--|--------------------|---|
| <b>Approach</b>  | <b>Objective</b>   | <b>Expenditure</b> | <b>Impact</b>   |
| Strategic employment of Teaching Partners to enhance quality first teaching and provide 1:1 and small group intervention.  | <ul style="list-style-type: none"> <li>- To enhance the quality and impact of quality first teaching.</li> <li>- To provide additional 1:1 and small group targeted intervention thereby accelerating progress and closing attainment gaps.</li> </ul>   | £16,415            | Progress in key areas has accelerated. The impact of additional programmes of support are scrutinised on a termly basis. Qualitative and quantitative data was used to modify approaches and strategies.  |
| Three qualified teachers have been employed during the morning sessions to enhance Quality First Teaching. Targeted children benefit from working in smaller groups whilst learning key skills on a daily basis. | <ul style="list-style-type: none"> <li>- To enhance the quality of teaching and learning.</li> <li>- To accelerate the progress of children and close attainment gaps.</li> </ul>  | £61,721            | Quality First Teaching has been enhanced. Qualified teachers have been able to focus in on the needs of vulnerable learners and accelerate their progress.  |
| Dr Rob Long (Educational Pyschologist) was employed to deliver whole school training related to positive behaviour management and motivation.  | <ul style="list-style-type: none"> <li>- To develop the school behaviour policy and so that it focuses on the development of respectful relationships and meeting the needs of children with social, emotional and mental health difficulties.</li> <li>- To enhance intrinsic motivation</li> <li>- To ensure that all staff understand the underlying ideology.</li> </ul> | £8,935             | The school behaviour policy has been revised and all staff have benefitted from high quality professional development. The new policy secures a restorative approach which encourages children to reflect on their behaviour and its impact and consequences. The policy nurtures |

|   |  |                    |   |
|---|--|--------------------|---|
|   |  |                    | intrinsic motivation and provides clear responses to unwanted behaviours.   |
| <b>Targeted academic support</b>  |  |                    |   |
| <b>Approach</b>   | <b>Objective</b>   | <b>Expenditure</b> | <b>Impact</b>   |
| Targeted support has been given to individuals in Years 5 and 6 who require extra help in acquiring reading, writing and maths skills. These personalised teaching and learning approaches have been delivered by qualified teachers. | <ul style="list-style-type: none"> <li>- To accelerate progress and close attainment gaps in reading, writing and maths</li> </ul>   | £7,165             | Group booster and 1:1 tuition has accelerated progress towards personalised targets in reading, writing and maths.  |
| An Educational Psychologist has provided strategic advice and guidance. He carried out formal assessments of the needs of individual learners and liaised closely with staff, parents and pupils.                                     | <ul style="list-style-type: none"> <li>- To identify and explore specific barriers to learning.</li> <li>- To acquire specialist advice on the best ways of accelerating the progress of complex learners.</li> </ul>        | £2,700             | The specialist advice has been thoroughly acted upon and teaching and learning strategies and approaches have been enhanced as a result of individual assessment. |
| <b>Wider strategies</b>   |  |                    |   |
| <b>Approach</b>   | <b>Objective</b>   | <b>Expenditure</b> | <b>Impact</b>   |
| Qualified play therapists worked with vulnerable learners on a weekly basis and a specialist teaching partner was employed to deliver pastoral interventions to individuals and groups on a regular basis.                            | <ul style="list-style-type: none"> <li>- To removing barriers to learning and promoting mental health and emotional wellbeing.</li> </ul>  | £9,500             | Counselling has transformed the lives of some individuals and empowered them to process challenging circumstances and experiences.                                |
| A pupil premium breakfast club has ensured that disadvantaged children have a healthy breakfast. Staff have also provided 1:1 reading and maths intervention.   | <ul style="list-style-type: none"> <li>- To support families and ensure that children enjoy the benefits of a healthy breakfast</li> <li>- To accelerate progress and provide additional support and intervention</li> </ul> | £1,781             | Accelerated progress and enhanced achievement and experience.   |

|  |  |               |  |
|--|--|---------------|--|
| <p>Pupil Premium funding was used to subsidise a residential trip to 'Call of the Wild' in Upper Key Stage Two.</p>  | <p>- To enhance life experience and extend breadth of opportunity</p>  | <p>£1,000</p> | <p>The children benefitted greatly from the visits. They developed a wide range of skills and dispositions.</p>                              |
| <p>Dunalley University is an initiative which takes place for six afternoons each term. Children are provided with the opportunity to learn within mixed age groups and achieve in a wide range of areas, e.g. Cookery, First Aid, Ukulele, Animations and Cycling. Dunalley University complements and enhances the curriculum.</p> | <p>- To enhance life experience and extend breadth of opportunity.</p> | <p>£500</p>   | <p>Children have flourished and achieved in a wide range of areas. They have developed ongoing interests and skills in a range of areas.</p> |

**£22,496 + £69,633** was carried forward into the 2019-2020 academic year.

## Current performance of disadvantaged learners

We closely monitor the progress, attainment and experience of disadvantaged learners.

Our 2019 Key Stage 2 SATS results provide an insight into their achievement:

| Subjects       | Percentage reaching expected standard + |   |                                   |                                       |
|----------------|---|---|-----------------------------------|---------------------------------------|
|                | Disadvantaged Dunalley pupils           | Disadvantaged Dunalley pupils who do not have SEN/D | Disadvantaged children nationally | Non-disadvantaged children nationally |
| R+W+M combined | 50%                                     | 78%   | 51%                               | 71%                                   |
| Reading        | 69%                                     | 78%   | 62%                               | 78%                                   |
| Writing        | 50%                                     | 78%   | 68%                               | 83%                                   |
| Maths          | 69%                                     | 89%   | 67%                               | 84%                                   |
| GPS*           | 63%                                     | 78%   | 67%                               | 83%                                   |

\*Grammar, punctuation and spelling

| Subjects       | Percentage reaching higher standard |   |                                   |                                       |
|----------------|-------------------------------------|---|-----------------------------------|---------------------------------------|
|                | Disadvantaged Dunalley pupils       | Disadvantaged Dunalley pupils who do not have SEN/D | Disadvantaged children nationally | Non-disadvantaged children nationally |
| R+W+M combined | 8%                                  | 11%   | 5%                                | 13%                                   |
| Reading        | 19%                                 | 33%   | 17%                               | 31%                                   |
| Writing        | 6%                                  | 11%   | 11%                               | 24%                                   |
| Maths          | 13%                                 | 22%   | 16%                               | 31%                                   |
| GPS*           | 25%                                 | 44%   | 24%                               | 41%                                   |

\*Grammar, punctuation and spelling

| Subject | Average scaled score          |   |                                   |                                       |
|---------|-------------------------------|---|-----------------------------------|---------------------------------------|
|         | Disadvantaged Dunalley pupils | Disadvantaged Dunalley pupils who do not have SEN/D | Disadvantaged children nationally | Non-disadvantaged children nationally |
| Reading | 101                           | 104   | 102                               | 105                                   |
| Maths   | 103                           | 107   | 103                               | 106                                   |
| GPS*    | 103                           | 109   | 104                               | 107                                   |

\*Grammar, punctuation and spelling

| Subject | Progress scores               |  |                                  |
|---------|-------------------------------|--|----------------------------------|
|         | Disadvantaged Dunalley pupils | Local authority non-disadvantaged pupils | National non-disadvantaged pupil |
| Reading | -1.7 (-5.1 to 1.7)            | 0.6 (0.4 to 0.8)                         | 0.3 (0 to 0)                     |
| Writing | -2.9 (-6.3 to 0.3)            | 0 (-0.2 to 0.2)                          | 0.2 (0 to 0)                     |
| Maths   | -0.1 (-3.2 to 3)              | 0 (-0.2 to 0.2)                          | 0.3 (0 to 0)                     |

(Confidence intervals)

## Spending priorities for the current academic year

Our pupil premium income for the 2019-2020 academic year was £119,320.

We brought forward £92,129.

**£211,449** is available for 2019-2020.

| Approach   | Expenditure     |
|--|-----------------|
| <b>Teaching</b>  |                 |
| Employment of additional teaching partners to enhance quality first teaching in upper key stage 2.   | £16,836         |
| Employment of two qualified teachers to enhance Quality First Teaching.  | £36,698         |
| Whole school training with Chis Quigley on infusing a rich vocabulary throughout the primary curriculum.   | £3,000          |
| Hub Teacher Training   | £2,165          |
| <b>Targeted academic support</b>   |                 |
| Strategic employment of teaching partners to provide 1:1 and small group intervention.   | £33,719         |
| Staffing of Year 5 and 6 booster groups.   | £13,519         |
| <b>Wider strategies</b>  |                 |
| Employment of play therapists.   | £650            |
| Alternative Provision  | £2,454          |
| Subsidy of residential trip.   | £1,000          |
| Investment in Dunalley University.   | £500            |
| Investment in <i>Commando Joes</i> as a means of enhancing the confidence and resilience of pupils and securing the cultural capital they need to succeed in life. | £500            |
| Music and Enrichment   | £697            |
| Life Skills  | £900            |
| Family Support   | £750            |
| <b>Total Spend</b>   | <b>£113,388</b> |
| Carry Forward to 2020/2021   | £98,061         |

These strategies will be monitored and evaluated on a regular basis throughout the academic year and a formal report on their impact will be published in October 2020.