

Pupil Premium Strategy

2021-2022

Background

Department for Education Policy Paper (18th 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 2019-2020 financial year was **£119,320**.

Amount of pupil premium brought forward from the 2018-2019 financial year was **£92,129**

£211,449 was available for the 2019-2020 financial year.

During the 2019-2020 academic year these were our priorities. This academic year was disrupted due to the global pandemic and the partial closure of schools during the spring and summer term. Assessment data is therefore unavailable.

Teaching			
Approach	Objective	Expenditure	Impact
Employment of additional teaching partners to enhance quality first teaching in upper key stage 2.	<ul style="list-style-type: none"> - To enhance the quality and impact of quality first teaching. - To provide 1:1 and small group targeted intervention thereby accelerating progress and closing attainment gaps of children in the upper school. 	£16,836	Qualitative information identified that progress in key areas was accelerated. The impact of additional programmes of support was assessed during the autumn term. Qualitative and quantitative data was used to modify approaches and strategies. During the lockdown staff facilitated emergency childcare provision.
Employment of two qualified teachers to enhance Quality First Teaching.	<ul style="list-style-type: none"> - To enhance the quality of teaching and learning. - To focus on core areas and teach small groups of children with additional educational needs. - To accelerate the progress of children and close attainment gaps. 	£36,698	Quality First Teaching was enhanced during the autumn and spring terms. Qualified teachers were able to focus on the needs of vulnerable learners and qualitative information shows that the children made progress towards their individual targets. Teachers in-depth knowledge and understanding and strategies were shared with class teachers on a regular basis so that complex needs were more fully met in whole class sessions. The teachers modelled high

			quality small group intervention for one-to-one teaching partners and consequently developed their practice. During periods of school closure (March – July) the teachers provided differentiated home learning for the children in their groups linked to their individual needs and targets.
Whole school training with Chris Quigley on infusing a rich vocabulary throughout the primary curriculum.	To ensure that all teaching staff <ul style="list-style-type: none"> - understand the importance of vocabulary - are aware of the importance of a wide, rich curriculum to support vocabulary acquisition - use a range of teaching methods to introduce and deepen understanding of vocabulary 	£3,000	Teachers and teaching partners understand the importance of developing the vocabulary children and know effective ways of doing so. The curriculum supports vocabulary acquisition and deepens children’s understanding of vocabulary.
Specialist SEND hub teacher to undertake the National SENDCo Award and support the school SENDCo in developing policies and practices throughout the school.	<ul style="list-style-type: none"> - To enhance provision and enhance practice relating to additional educational needs. - To provide whole school training in relation to overcoming barriers to learning and meeting individual needs. 	£2,165	Teachers and teaching partners benefitted from training events lead by the specialist teacher e.g. meeting the needs of children with dyslexic tendencies and have learnt additional strategies supporting the progress of complex learners.
Targeted academic support			
Approach	Objective	Expenditure	Impact
Strategic employment of teaching partners to provide 1:1 and small group intervention.	<ul style="list-style-type: none"> - To enhance the quality of teaching and learning. - To provide additional one-to-one and small group targeted intervention thereby accelerating progress and closing attainment gaps. 	£33,719	Qualitative information identified that progress in key areas was accelerated. The impact of additional programmes of support was assessed during the autumn term. Qualitative and quantitative data was used to modify approaches and

			strategies. During the lockdown staff facilitated emergency childcare provision.
Staffing of Year 5 and 6 booster groups.	- To enhance the achievement of disadvantaged learners and close attainment gaps in reading, writing and maths.	£13,519	Group booster sessions have accelerated progress during the autumn and spring terms and towards achieving personalised targets in English and maths.
Wider strategies			
Approach	Objective	Expenditure	Impact
Employment of qualified play therapist.	- To address barriers to learning and promote mental health and emotional wellbeing.	£650	Therapy enabled individuals to process challenging circumstances and experiences.
Targeted support for children experiencing social, emotional and mental health difficulties in a specialised setting.	- To provide personalised support for children experiencing SEMH difficulties. - To avoid permanent exclusion from school and encourage the children to engage positively with their education.	£2,454	Permanent exclusion was avoided and the children are now engaging positively in mainstream settings.
Subsidy of Year 6 residential trip – ‘Call of the Wild’.	- To enhance life experience and extend breath of opportunity.	£1,000	The children benefitted greatly from the visit – they developed a wide range of skills and dispositions whilst experiencing a number of new and exciting opportunities e.g. gorge walking, rock climbing, canoeing, raft building, caving, team building that they will never forget.
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, animation, ukulele. Dunalley University enhances the curriculum.	- To enhance the curriculum and increase life experience and extend breadth of opportunity.	£500	During the autumn and spring terms, children have flourished and achieved in a wide range of areas including self-esteem and self-confidence. They have developed ongoing interests and an array of new skills. Year 6 children’s leadership skills were developed as they planned for, prepared and delivered modules to younger children.

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.	<ul style="list-style-type: none"> - To develop greater resilience - To encourage growth mindsets - To develop attitudes to learning - To develop interpersonal skills 	£500	The launch of this initiative was delayed due to the pandemic.
Music lessons for disadvantaged learners.	<ul style="list-style-type: none"> - To enable disadvantaged learners who were experiencing adverse childhood experiences to learn how to play musical instruments. 	£697	The children that have engaged in this opportunity have achieved highly in Royal College of Music grade examinations.
Investment in Coram Life Education and a visit from their life education van.	<ul style="list-style-type: none"> - To enhance the health and wellbeing of children throughout the school – visitors to address related to the PSHE curriculum including relationships, peer pressure, smoking and drugs and alcohol. 	£900	This was cancelled due to the partial school closure in the summer term.
Contribution to the employment of a Family Support Worker	<ul style="list-style-type: none"> - To provide personalised support and advice for children and parents/carers 	£750	Families have benefitted from additional support in extremely challenging times. Support has addressed a wide range of areas e.g. debt management, food poverty, mental health, behaviour management. The support and intervention has been invaluable to a growing number of families.

£98,061 was carried forward into the 2020-2021 financial year.

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 (SATS did not take place in 2020 so more recent data is unavailable):

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 2020-2021

Our pupil premium income for the 2020-2021 financial year is £102,960.

We brought forward £98,061.

£201,021 is available for 2020-2021.

Teaching							
Approach	Objective	Su 2020	Au 2020	Sp 2021	Su 2021	Expenditure	Intended impact
One qualified teacher has been employed to teach booster groups in Y6	<ul style="list-style-type: none"> - To enhance the quality of teaching and learning. - To accelerate the progress of children and close attainment gaps. 	Y	Y	Y	Y	£5, 582	<ul style="list-style-type: none"> - Quantitate assessment data and qualitative feedback will identify that children in booster groups have made accelerated progress in core areas. They will have met individual targets.
Two qualified teachers have been employed 0.6 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"> - To enhance the quality of teaching and learning. - To accelerate the progress of children and close attainment gaps. 	Y N	Y N	Y Y	Y Y	£28,025	<ul style="list-style-type: none"> - Quantitate assessment data and qualitative feedback will identify that children in booster groups have made accelerated progress in core areas. They will have met individual targets.
Strategic employment of a year 6 teaching partner, a trained teacher, to enhance quality first teaching and provide 1:1 and small group intervention.	<ul style="list-style-type: none"> - To enhance the quality and impact of quality first teaching. - To provide additional 1:1 and small group targeted intervention thereby accelerating progress and closing attainment gaps. 	N	N	Y	Y	£8,900	<ul style="list-style-type: none"> - Children in year 6 will benefit from being taught by two adults during the morning sessions. Learners will have benefitted from additional support and guidance in addressing gaps in learning during quality first teaching. - Quantitate assessment data and qualitative feedback will identify that children in booster groups have made accelerated progress in core areas. They will have met individual targets.
Employment of a part-	<ul style="list-style-type: none"> - Increase the knowledge 	Y	Y	N	N	£25,105	<ul style="list-style-type: none"> - Children with complex needs make progress

time specialist teacher to teach children with complex needs	<p>and skills of teaching assistants and teachers when working with children who have SEND or an EHCP.</p> <ul style="list-style-type: none"> - To increase staff knowledge of dyslexia and develop the support they can give to children to enhance their learning experience. - To support the SENCO in her new role. 						<p>towards their individual targets.</p> <ul style="list-style-type: none"> - Teaching Partners who work with children who have an EHCP will have a range of skills and strategies they can use daily to enhance their learning. - Teaching staff have benefitted from training which enables them to recognise and support children with dyslexia. - Teachers trained in setting SMART targets on My Plans. - Regularly liaison with the SENCO enhances practice throughout the school and enhances the experience and progress of SEND.
Targeted academic support							
Targeted support has been given to individuals with reading. The purchase of an online personalised reading programme (LEXIA) to support children in school and at home.	<ul style="list-style-type: none"> - To accelerate progress and close attainment gaps in reading. - To engage reluctant readers. - To provide additional learning with a focus on teaching those skills a child is struggling with. 	N	Y	Y	Y	£3,869	<ul style="list-style-type: none"> - Quantitate assessment data and qualitative feedback will identify that the children engaging in the programme have made accelerated progress from their starting points. They will be able to apply their learning when reading real books and have met their targets. - The programme will have been used independently at home and school. - Children will be motivated by the programme and will enjoy the success.
Strategic employment of teaching partners to provide 1:1 and small group intervention.	<ul style="list-style-type: none"> - To provide additional one-to-one and small group targeted intervention thereby accelerating progress and closing attainment gaps. 	Y	Y	Y	Y	£54,810	<ul style="list-style-type: none"> - Quantitate assessment data and qualitative feedback will identify that children that have received 1:1 and small group intervention have made accelerated progress in core areas. They will have met individual targets.
Wider strategies							

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.	<ul style="list-style-type: none"> - To develop greater resilience. - To encourage growth mindsets. - To develop attitudes to learning. - To develop interpersonal skills. 	N	Y	Y	Y	£11,334	<p>Feedback from class teachers indicates that</p> <ul style="list-style-type: none"> - Children are displaying growth mindsets and are increasingly resilient and determined to achieve in challenging circumstances. - Children’s interpersonal skills are developing – they benefit from improved communication skills and are successfully collaborate and cooperate with others.
Investment in reading books for vulnerable lower key stage two learners.	<ul style="list-style-type: none"> - To extend the range of reading books for vulnerable learners in lower key stage two. 	N	Y	N	N	£170	<ul style="list-style-type: none"> - Children in lower key stage two will benefit from a range of reading books that will be closely linked to their attainment and engage and enthuse them.
Contribution to the employment of a Family Support Worker.	<ul style="list-style-type: none"> - To provide personalised support and advice for children and parents/carers 	Y	Y	Y	Y	£13,500	<ul style="list-style-type: none"> - Families will benefit from additional support in extremely challenging times. They will access support services and be better able to cope.
As a result of the pandemic, extension to pastoral support for children and their families	<ul style="list-style-type: none"> - To the explore recruitment of additional family support workers who have a social care background. 	N	N	N	Y	£49,726	<ul style="list-style-type: none"> - Families will be able to access a wider range of Dunalley based support initiatives. This could include parenting workshops and personalised interventions for children experiencing social, emotional and mental health difficulties and their families. Increased capacity would also enable staff to support families in their home where necessary.

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 2021.