

## Pupil premium strategy statement

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	Dunalley Primary School
Number of pupils in school	420 (16.12.2022)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	16.12.2022
Date on which it will be reviewed	01.07.2023
Statement authorised by	Alison Godfrey, Headteacher
Pupil premium lead	Sue Raybould, Assistant Head - Inclusion
Governor / Trustee lead	Moira Gage, Lead for disadvantaged children

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,460 (financial year 2022/23)
Recovery premium funding allocation this academic year	£10,585
Pupil premium funding carried forward from previous years	£7,944
<b>Total budget for this academic year</b>	<b>£123,989</b> (financial year 2022/23)

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children, irrespective of their background or challenges they face, make good progress and achieve highly in all subject areas. The focus of our pupil premium strategy is for disadvantaged learners to excel, flourish and exceed both within and beyond our school.

This is reflected in our vision and values –

### ***Learning and achieving together***

*Our school empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.*

- ***We value each individual and celebrate diversity***
- ***We care about each other and the environment***
- ***We persevere and grow together***
- ***We are ready, respectful and safe***

*Our goal is to equip our children with the knowledge, understanding, skills and attitudes that will enable them to thrive in our ever-changing world.*

As well as focusing on the needs of children who are [eligible for the pupil premium](#), we will consider the challenges faced by vulnerable children, 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 and learning are at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time as benefitting non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the [National Tutoring Programme](#) for children whose education has been worst affected, including non-disadvantaged children.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- Ensure disadvantaged and vulnerable children are challenged in the work they are set and maintain high expectations
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged and vulnerable children's outcomes and raise expectations of what they can achieve.

## Challenges

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

	<b>Detail of challenge</b>
1	Observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many children. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.  This has resulted in knowledge gaps leading to children falling further behind age-related expectations in core areas.
4	Discussions with families indicate that some find it difficult to support learning in the home. This is most prevalent among our disadvantaged families who are often living in challenging conditions.
5	Our attendance data shows that the relative attendance of children who access free school meals is lower than that of children who do not access free school meals. In some cases, poor punctuality and lateness also hinders progress at school. We recognise the impact that the pandemic, and unavoidable periods of isolation, has had on the attendance on all our learners.

Attendance data		Attendance %	Authorised absence %	Unauthorised absence %	Late %
2018-2019	ALL	96.33	2.78	0.90	0.42
	FSM	93.75	4.94	1.31	1.31
	NOT FSM	96.77	2.41	0.82	0.27
2019-2020	ALL	94.21	5.08	0.71	0.42
	FSM	92.42	6.62	0.96	1.15
	NOT FSM	94.53	4.80	0.67	0.29
2020-2021	ALL	96.68	2.54	0.78	0.20
	FSM	93.10	4.54	2.36	0.85
	NOT FSM	97.30	2.20	0.51	0.08
2021-2022	ALL	94.13	5.01	0.85	0.52
	FSM	92.19	6.25	1.56	1.61
	NOT FSM	94.53	4.76	0.71	0.30

## 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
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils as defined by the government met the expected standard. <i>December 2021 teacher assessments identified that 45% of children of the 2021/2022 Year 3 disadvantaged cohort were meeting or exceeding expectations.</i>

<p>Improved writing attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils as defined by the government met the expected standard.</p> <p><i>December 2021 teacher assessments identified that 33% of children of the 2021/2022 Year 3 disadvantaged cohort were meeting or exceeding expectations.</i></p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils as defined by the government met the expected standard.</p> <p><i>December 2021 teacher assessments identified that 20% of children of the 2021/2022 Year 3 disadvantaged cohort were meeting or exceeding expectations.</i></p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing to 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from pupil voice, online pupil survey, family feedback and teacher observations</li> </ul>
<p>To increase parental engagement in learning, with an emphasis on disadvantaged families.</p>	<p>Sustained high levels of parental engagement in learning by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from pupil voice, family feedback and teacher observations</li> <li>- 95%+ of families to attend regular progress reviews with teachers</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- the average attendance of all pupils being 97%+ and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 2% (in 2020/2021 it was 4.2%)</li> <li>- unauthorised absence from school for all children will be less than 0.5% (in 2020/2021 it was 0.78%)</li> <li>- unauthorised absence from school for children eligible for the pupil premium will be less than 1% (in 2020/2021 it was 2.36%)</li> </ul>

## 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: £1,935**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for teachers and teaching partners to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil. They complement teacher assessments and the standardised format reduces the potential for bias or subjective evaluations. They assist teachers in measuring the relative performance of individuals and groups and help to ensure that children receive the correct additional support through interventions or teacher instruction.</p> <p><a href="#">EEF Blog: Measuring up - helping teachers to assess better   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3
<p>Purchase of a blended training package (WALKTHRU) to enhance the quality of our teaching and learning.</p> <p>Teachers and teaching partners to benefit from INSET training and online access to training materials.</p>	<p><a href="#">WALKTHRU</a> draws on educational research and explains the art and science of teaching through succinct recommendations and explanations.</p> <p>The approach complements the <a href="#">EEF Teaching and Learning Toolkits</a> and provides teachers and leaders with practical guidance and resources that help them to enhance classroom practice.</p>	2
<p>To enhance parental engagement in learning</p>	<p>It is well known that parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. We plan to begin by enhancing the ability of families to support reading in the home.</p>	4

	<a href="https://www.educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £60,740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Provision Map from EduKey Education to ensure that targeted academic support</p> <ul style="list-style-type: none"> <li>- consistently follows the Assess-Plan-Do-Review approach described in the SEND Code of Practice</li> <li>- is carefully mapped, costed and reported upon throughout the school</li> <li>- is developed with families and clearly communicated, resulting in increased parental engagement in learning</li> <li>- can be easily shared internally, and where appropriate with outside agencies e.g. educational psychology service.</li> </ul>	<p>The EEF highlights the importance of building an ongoing, holistic understanding of children and their needs and recognises that schools should aim to understand an individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review approach.'</p> <p>Research also identifies that assessment should be regular and purposeful rather than a one-off event, and should seek input from families as well as the pupil themselves and specialist professionals.</p> <p>The EEF also recognises that some pupils require high quality, structured, targeted interventions to make progress and that that they should be carefully targeted through identification and assessment of need. Further information can be found <a href="#">here</a>.</p> <p><a href="#">Putting Evidence to Work – A School's Guide to Implementation (EEF)</a> identifies the importance of</p> <ul style="list-style-type: none"> <li>- treating implementation as a process, not an event</li> <li>- creating a leadership environment and school climate that is conducive to good implementation</li> <li>- defining the problem you want to solve and identifying appropriate programmes or practices to implement</li> <li>- creating a clear implementation plan</li> </ul>	3

	- supporting staff, monitoring progress, solving problems and adapting strategies	
Implementation of evidenced based intervention programme, by a trained member of staff, for children in Reception which has been found to improve children’s language and early literacy skills (NELI).	The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative, and vocabulary skills. The DfE (Department for Education) has been working with the EEF and other delivery partners to make this programme available at no cost for schools where additional targeted support for oral language would be particularly beneficial.  Further information can be found here – <a href="http://educationendowmentfoundation.org.uk/early-years-support-for-schools">Early years support for schools   EEF (educationendowmentfoundation.org.uk)</a>	1
To train staff, purchase resources and deliver Talk Boost interventions which will support pupils who experience difficulties with speaking and understanding.	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.  EEF research recognises that oral language interventions have very high impact for very low cost based on extensive evidence – <a href="http://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Maintenance of targeted one-to-one and small group phonics intervention for underachieving children.	Studies in England have shown that pupils eligible for free school meals benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Research has shown that some disadvantaged children may not develop phonological awareness at the same rates as other pupils, having been exposed to fewer spoken words and books that are read at home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.  <a href="http://educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2

<p>Investment in an online resource (Learning Village) that accelerates English language acquisition through curriculum-mapped lessons, challenges and games which simultaneously support, teach and track progress.</p>	<p>A number of children who have English as an Additional Language (EAL) have reached school age without having had consistent or sustained exposure to the English language. Research has identified that many children with EAL, even with relatively well-developed oral language proficiency, are likely to have less vocabulary knowledge than non-EAL peers which in turn can have negative consequences on the English language and literacy development (Murphy, 2014). Click <a href="#">here</a> for further information or see <a href="#">English as an additional language (EAL)   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Employment of teaching partners to deliver evidenced based interventions before, in some circumstances during, and after school as a means of targeted areas of need accelerating progress. Teaching partners will be fully trained in delivering intervention programmes they provide.</p>	<p>Research shows that the targeted deployment of teaching assistants, where they are trained to deliver an intervention to small groups or individuals has a higher impact on learner outcomes.</p> <p>Delivering interventions before and after school, as much as possible, ensures that interventions supplement teaching but does not reduce access to quality first teaching or reduce the number of high-quality interactions children have with their classroom teacher both in or out-of-class.</p> <p>Further information can be found here – <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>Engagement with the National Tutoring Programme with the intent to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both on a one-to-one basis and in small groups:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>

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

**Budgeted cost:** £50,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and implementation of Commando Joe’s character education. The programme enables children to develop life skills, develop growth mindsets and build resilience.</p>	<p>There is growing evidence that children’s social and emotional skills - their ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood, such as stable employment, physical and mental health, and well-being.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">SPECTRUM: essential skills and non-academic outcomes   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>Employment of a family support team who provides personalised support and intervention and, where appropriate co-ordinates the involvement of outside agencies in ensuring that children flourish and succeed.</p>	<p>Our family support team works with families to tackle barriers to learning and participation. They focus on several key areas –</p> <ul style="list-style-type: none"> <li>- <b>Improving attendance and punctuality</b> Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. Click <a href="#">here</a> for further information or go to <a href="https://www.educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></li> <li>- <b>Enhancing parental engagement in learning</b> Developing positive and productive relationships with families is crucial in ensuring that children flourish and thrive. Sometimes families benefit from sustained and intensive support that is rooted in carefully developed trusting relationships. <a href="https://www.educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	<p>3 4</p>

	<p>- <b>Providing support for families and children who are experiencing social, emotional, behavioural and mental health difficulties</b></p> <p>The report – Improving Social and Emotional Learning in Primary Schools – stresses that this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills at all ages than their better-off classmates. Research recommends actively engaging with parents/carers so that they can reinforce skills in the home environment.</p> <p><a href="#">Prioritise social and emotional learning to avoid “missed...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>- <b>Promoting positive parenting</b></p> <p>Parenting can be an extremely challenging task and families sometimes need reassurance, support and guidance. Sometimes this can be effectively provided by school staff, sometimes signposting, and referring to outside agencies (e.g. Triple P) is desirable. Our family support team is experienced in meeting the needs of individual families.</p> <p><a href="#">Level 4 Group Triple P (Positive Parenting Program)   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Kevan Collins in TES: 'Parenting can bridge the disadvantage...   EEF (educationendowmentfoundation.org.uk)</a></p>	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost:**

1 - Teaching	£1,935
2 - Targeted academic support	£60,740
3 - Wider strategies	£50,340
<b>Total budgeted spend -</b>	<b><u>£113, 015</u></b>
Left to allocate	£10,974

## 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.

Our pupil premium activity impacted positively on our pupils in the 2020 to 2021 academic year.

Our strategically scheduled before- and after- school targeted intervention sessions, alongside our high-quality teaching and learning during the school day, enabled children to catch up and keep up.

Children with complex vulnerabilities, e.g. SEN and financial disadvantage, made good progress from their starting points having benefitted from personalised adjustments and support strategies.

#### Key Stage 1 SATS results

- In reading, 75% of our disadvantaged children achieved EXP+ compared to 51% nationally.
- In writing, 67% of our disadvantaged children achieved EXP+ compared to 41% nationally.
- In maths, 58% of our disadvantaged children achieved EXP+ compared to 52% nationally.

#### Key Stage 2 SATs results

- In reading, 67% of our disadvantaged children achieved EXP+ compared to 62% nationally.
- In writing, 58% of our disadvantaged children achieved EXP+ compared to 55% nationally.
- In maths, 42% of our disadvantaged children achieved EXP+ compared to 56% nationally.
- 2 children in this group benefitted from EHCPs, and a further 2 had SEN Support

The government will be publishing more data relating to the progress and attainment of disadvantaged learners in 2021/2022 in January 2023.

### Attendance

Overall attendance in 2021/2022 was 94.13%, compared to 96.68% in 2020/2021. The relative attendance of children eligible for free school meals was lower than that of their peers (92.19% compared to 94.53%).

The proportion of unauthorised absence from school remained higher for children that are eligible for free school meals (1.56% compared to 0.71%) but the difference reduced from 1.85% in 2022/21 to 0.85% in 2021/22.

## Externally provided programmes

Programme	Provider
Lexia	lexiauk.com
Learning Village	learningvillage.net

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates that this has a very high impact for very low cost based on extensive evidence - [Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/feedback).
- Utilising a [DfE grant](#) to train a senior mental health lead. The training will develop our whole school approach to mental health and wellbeing and enable us to better promote and support the mental wellbeing of children and staff whilst making the best use of existing resources.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged children will be encouraged and supported to participate as research shows that they often do not, or cannot, access extra-curricular opportunities - [An Unequal Playing Field report.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612422/an-unequal-playing-field-report.pdf).

In order to achieve the aims contained within this document we will draw on the EEF's guide to implementation and training materials – [Implementation | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/implementation). We will scrutinise the impact of strategies and interventions on a regular basis and adjust our plan over time to secure better outcomes for children and families.