

Dussindale Primary School - Pupil premium strategy statement

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	Dussindale Primary School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Louise Norgate (Head teacher)
Pupil premium lead	Sally Bailey (Deputy Head)
Governor / Trustee lead	Ian Mackie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040
Recovery premium funding allocation this academic year	£4785
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	£49,375

Part A: Pupil premium strategy plan

Statement of intent

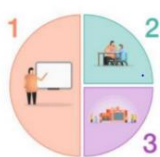
Our vision is to create a safe and inclusive learning community where all children will be motivated to achieve their potential through a voyage of discovery. At Dussindale Primary our aims for our school community are to:

- **D**evelop collaboration
- **U**phold a sense of community
- **S**how mutual respect
- **S**ustain a love of learning
- **I**ncrease resilience
- **N**urture and include
- **D**emonstrate Safety
- **A**chieve full potential
- **L**ead curiosity and enquiry
- **E**nsure equal opportunities

Our Pupil Premium strategy aims to address any barriers to enable our disadvantaged children to thrive and achieve. At Dussindale, we will also consider the challenges faced by vulnerable pupils, 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.

What are the key principles of our strategy plan?

In line with the updated EEF pupil premium guide (2021) our strategy aims to target three main areas:



1. High-quality teaching, through effective CPD (in evidence-informed practice) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Adopting a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, staff will access further professional development, to ensure children access a highly aspirational and enriching curriculum

2. Targeted academic support through high quality intervention programmes closely monitored for maximum impact.
 3. Work with parents and the community on wider strategies, through an in depth focus on children’s physical and mental health & wellbeing, to enable all children to be in an emotionally settled and secure frame of mind where they are ready to thrive in their learning.
Wider strategies will also enable pupils to learn about and experience life beyond the classroom and in the wider world through an enriched curriculum that engages and motivates children and that has a profound impact on achievement and attainment, as well as extra-curricular opportunities.
- Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. Our approach will take into account the recent disruption to schooling caused by the Covid-19 pandemic, to reflect education recovery needs. We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Assessments, observations, analysis and discussions with staff highlights that disadvantaged pupils need further support to reduce barriers to reading fluency and comprehension. This includes: <ul style="list-style-type: none"> • Early acquisition of pre-requisite skills of phonological awareness for early acquisition of phonics to decode texts • Pupil ‘reading conferences’ show that not all pupils have access to books, bedtime stories the local library to support development of a ‘love of reading’ This leads to barriers in writing development, particularly spelling and grammar.
3	In-school data highlights that 38% of the disadvantaged cohort have SEND, of which: <ul style="list-style-type: none"> • 57% relate to Speech, Language and Communication needs (SLC) • 36% relate to Social, Emotional, Mental Health needs (SEMH) • 7% relate to Specific Learning Difficulties (SpLD)

	Some pupils require specialist strategies to be in place for them to access learning.
4	Assessments, observations and discussions with children, staff and parents highlights that some disadvantaged pupils face challenges in developing fluency in arithmetic
5	<p>Through our observations, discussions, analysis and work with children and families, some of our children in the disadvantaged cohort are affected by wider factors which can inhibit learning both in and out of school, which include:</p> <ul style="list-style-type: none"> • Attendance: in-school data highlights an increase in absence for Autumn term 2021 • Mobility: 35% have had more than 1 school in the primary phase • Emerging social, emotional and wellbeing issues, a lack of enrichment activities and complex family situations as a result of the Covid 19 pandemic • A proportion of children have received/receive multi-agency support

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 pupils.	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is above those non-disadvantaged nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard above those non-disadvantaged nationally.
To achieve and sustain improved attendance for disadvantaged pupils.	Attendance is 97% or above.
Disadvantaged pupils have access to range of extra-curricular opportunities, to support their personal development and equip them with the knowledge, skills and cultural capital they need to succeed in life.	A significant increase in participation in enrichment activities among disadvantaged pupils is demonstrated.

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 £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued professional development to enhance provision of teaching and learning, monitoring and the evaluation of disadvantaged pupils' progress and attainment; to support staff increase the pace of pupils' progress in reading, writing and maths.</p> <p>This includes: Talk4Reading and Talk4Writing Projects and enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher/subject lead release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>We will provide further CPD in SEND including: Speech & Language Developmental Delay, SEMH, Attachment/Trauma Informed Practice and SpID</p>	<p>We will take into account the DfE standard for teacher's professional development</p> <p>EEF Feedback evidence summary report</p> <p>Research tells us that high quality teaching can narrow the disadvantage gap. The EEF published a report on Effective Professional Development. Supporting high quality teaching is pivotal in improving children's outcomes. The EEF states that professional development must effectively build knowledge, motivate staff, develop teaching techniques and embed practice.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 and the EEF report on Improving Mathematics in the EYFS</p> <p>EEF Improving Social and Emotional Learning in Primary Schools guidance report</p>	1,2,3,4,5
<p>Update DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Additional QTS teacher to support teaching of phonics to reduce class size to allow for additional targeted support.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF EEF toolkit cites that reducing class size has a positive impact of +2 month, on average. This arrangement allows teachers to teach differently – for example, having higher quality interactions with pupils, minimising disruptions, there is increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p>	2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Upskill support staff to increase capacity to assess children for and provide/monitor appropriate 1:1/ small group interventions</p> <p>e.g.</p> <ul style="list-style-type: none"> • Catch Up Literacy • Speech & Language/Talk Boost • Lexia • PIXL • Phonics intervention • Targeted maths intervention <p>Enhance the provision and number of spaces for therapy available by the supervision of other play workers/therapists.</p>	<p>EEF Making Best Use of Teaching Assistants guidance report</p> <p>EEF- Catch Up Literacy</p> <p>Lexia - In school data shows that when children meet their target usage, they progress within the reading materials</p> <p>EIF Guidebook</p> <p>EEF Oral language interventions. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	1,2,3,4

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

Budgeted cost: £36200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue attendance monitoring and working with families to improve attendance, where this dips below national levels</p> <p>Use traffic light monitoring system to allow early intervention if attendance drops below expected levels</p>	<p>In school data shows that through attendance monitoring, and working with families – attendance over time improves</p> <p>Improving school attendance: support for schools and local authorities guidance</p>	3,5
<p>Deliver therapeutic interventions to pupils who need social and emotional support</p> <p>(ELSA, Drawing and Talking, Lego therapy, Nurture Group provision)</p>	<p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving wellbeing</p> <p>EEF Improving Social and Emotional Learning in Primary Schools guidance report EIF Guidebook</p> <p>EEF Self-regulation</p>	3, 5

<p>Ensure continued consistency relating to behaviour through: Norfolk Steps CPD delivered to all staff to support use of a restorative approach and promote positive behaviours for learning</p> <p>A combination of universal and targeted support for individuals, actively engaging with parents to work together to promote positive outcomes.</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools guidance report Recommendation 5 Reinforce SEL skills through whole-school ethos and activities. Establish school-wide norms, expectations and routines that support children’s social and emotional development.</p> <p>Align your school’s behaviour and anti-bullying policies with SEL. EEF Behaviour Interventions</p> <p>The average impact of behaviour interventions is four additional months’ progress over the course of a year. Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact. EEF Self-regulation</p>	<p>3, 5</p>
<p>Increase parental engagement with reading and maths, where need is identified.</p> <p>Including:</p> <ul style="list-style-type: none"> - widening the ‘Bedtime Book Boxes’ into KS2 - creating Loom videos to model reading with your child and also in supporting with phonics/spelling development - Re-establishing ‘Breakfast with a book’ and ‘Story Cafes’ - Re-establish visits from the Library Service - creating Loom videos to explain the calculations policy and support your child with maths - Re-establishing ‘Maths Cafes’ 	<p>Covid has impacted the ability for families to engage in school-based activities & events.</p> <p>The EEF states that parental engagement makes +4 months impact. It is classified as moderate impact for very low cost based on extensive evidence.</p>	<p>1,2,4,5</p>
<p>Help with costs of educational trips and extracurricular opportunities to raise aspirations</p>	<p>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. This could relate to things like uniform, funding of educational visits etc.</p>	<p>5</p>
<p>OPAL (Outdoor Play and Learning) Project</p>	<p>The social skills built up through free play are critical for children to function well in the classroom. Outdoor self-directed play is recognised by leading health organisations as one of the best forms of activity for children, both as exercise to build strength and reduce the risk of obesity, to develop the fine and gross motor skills children will need throughout life, and to provide good mental health. Parental engagement opps.</p> <p>School improvement through play</p>	<p>3,5</p>

Total budgeted cost: £46200

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In light of recent disruption to schooling caused by the Covid-19 pandemic, our existing pupil premium strategy was adapted to reflect education recovery needs.

- Pupil premium children were able to be identified and prioritised for face to face provision whilst schools were operated differently
- As a result of continued professional development [including using a SWAN (Safety, Wellbeing, All together, Nurture) approach], equipped all staff to enable a smooth recovery curriculum
- Additional family support was given by SENCO (for those PP children with SEND) and PP Lead, resulting in a positive return to learning
- Attendance last year was 97% (non-disadvantaged 97.6%). Persistent absenteeism was 3%, which is lower than national figures
- As extra-curricular activities were limited, plans were made to increase these activities for disadvantaged pupils on return to school in Sept 21, and as a result 90% of this cohort are accessing at least one after-school opportunity. This will continue to be a focus throughout 2021-22.

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
PIXL	PIXL
TTRockstars	