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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	Great Dalby Primary
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	4% 1 PP/3 PLAC/2 Forces
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Y Stuart Acting Head teacher
Pupil premium lead	S Corner Acting Head teacher
Governor / Trustee lead	Debbie Harby – lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,380
Recovery premium funding allocation this academic year	£2000
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	£7,380



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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil in school, irrespective of their background, make good progress and achieve high attainment across all subject areas. Our pupil premium strategy focuses on supporting disadvantaged pupils to make progress from their starting point, including those who are already high attainers, and aims to ensure that they have access to the same opportunities as all other pupils,

Our approach has high-quality teaching at the core, focussing specifically on the areas in which disadvantaged pupils require the most support. Quality-first teaching is proven to have the greatest impact on closing the disadvantage attainment gap.

Our strategy also incorporates wider-school plans for education recovery, using the Covid Premium Funding, focussing on pupils who have been worst affected by school-closures, including both disadvantaged and non-disadvantaged pupils.

Our approach will be responsive to individual needs, supported by diagnostic assessment. To ensure our approaches are effective we will:

- Ensure academic challenge for disadvantaged pupils
- Ensure that all staff are aware of disadvantaged children and take responsibility for their outcomes, having high expectations.
- Identify gaps in learning, quickly, to ensure that intervention can happen early.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Reading, Writing and Maths of some of our disadvantaged pupils is below than that of their peers.
2	Some of our disadvantaged pupils have indicated social and emotional needs due to early childhood experiences.
3	Disadvantaged children unable to attend enrichment activities (clubs, residential, music lessons) due to financial restraints.



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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
Improve attainment to ensure disadvantaged children achieve in-line with their peers.	<p>At the end of 2021/22, disadvantaged pupils to make accelerated progress from their baseline. Diagnostic tests used to assess progress.</p> <p>End of KS1 outcomes in 2023/24 show that 100% of disadvantaged pupils met the expected standard.</p> <p>KS2 outcomes in 2022/23 show that 100% of disadvantaged pupils met the expected standard.</p>
To achieve improved social interactions and emotional well-being of disadvantaged pupils	<p>Sustained high levels of well-being from 2021/22 being demonstrated by:</p> <ul style="list-style-type: none">• Teacher observations• Parent meetings• Increase in participation in enrichment activities.• Reduced friendship issues• Measured improvement evidenced through self-evaluation tick-sheets
Disadvantaged children to have access to enrichment activities.	<p>Disadvantaged children to be given the opportunity to attend enrichment activities – peripatetic piano/guitar lessons; after-school sports clubs.</p> <p>Increased well-being and confidence through enrichment activities.</p>



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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.

Targeted academic support

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support staff to support disadvantaged children in class – all disadvantaged children to be read with at least 3 times a week; TA in EYFS/KS1 classes to focus on disadvantaged children during daily phonics lessons; disadvantaged children in KS2 to receive small-group intervention for Reading and maths.</p>	<p>To ensure that progress and attainment in reading and maths for all disadvantaged pupils is at least in line with national expectations.</p> <p>All teachers and support staff to provide high quality provision for disadvantaged children, alongside quality first teaching.</p> <p>To ensure that all children in school are able to access all opportunities that the school provides.</p> <p>Quality first teaching is the preference for all children. Disadvantaged children will receive additional time and support within the classroom, to reinforce learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Small-group targeted intervention.</p>	<p>Small group, focussed, targeted tutor groups targeted at specific knowledge gaps, identified through diagnostic tests, to support disadvantaged pupils to enable them to achieve accelerated progress.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>



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Wider strategies

Budgeted cost: £1880

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all disadvantaged children are given the opportunity to attend school visits and residential.	Children who are unable to attend school visits will miss the learning opportunities that these provide. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	3
To ensure that disadvantaged children have the opportunity to access enrichment activities – peripatetic piano/guitar lessons; after-school sports clubs	Increased confidence; acceptance by peers; learning opportunities Physical activity EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	3
Support staff to support those with social and emotional needs. Trained ELSA to support pupils.	Those with improved childhood social and emotional skills have improved outcomes at school and later in life. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2

Total budgeted cost: £7380



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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 internal assessments during 2020/21 indicate that the performance of 2 out of 5 pupil premium children achieved ARE in core subjects. The other 3 PP children achieved below ARE in core subjects.

Our Forces children achieved ARE in all core subjects.

School closure due to Covid-19 was detrimental to our disadvantaged children as they weren't able to access the targeted interventions and quality first teaching that had been planned. Our home-learning provision was fulsome and of a high-quality and our disadvantaged children were spoken to every day by the class teacher, however this does not replicate physically being in school with a teacher.