

Pupil premium strategy statement

This statement details our school's use of pupil premium (and National Tutoring Programme Premium 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	Great Dalby School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	6.5% (9)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Nick Sale
Pupil premium lead	Nick Sale
Governor / Trustee lead	Debbie Hardy – lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,435
Recovery premium funding allocation this academic year	£0
School Based Tutoring Funding	£486
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	£14,921

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. At Great Dalby we aim for disadvantaged pupils to reach at least the attainment of non-disadvantaged pupils so as to establish a secure educational pathway, leading to greater successes in the future.

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.

It is our intention to ensure all pupils have a positive self-image, resilience and high self-esteem. Some of our most vulnerable children need additional support to achieve this, which is enabled through this plan. 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	To ensure all children receive high quality phonics/ early reading teaching in order to at least meet age related expectations.
2	To close gaps in maths due to missed schooling for pupils eligible for PP across all years, particularly looking at the impact on children in KS2.
3	To support children who require support for their social and emotional health and wellbeing.
4	To support removing gaps in reading for pupils eligible for PP in KS2.

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
<p>A higher rate of pupil premium children achieving ARE or above in phonics/early reading across Early Years and KS1.</p>	<ul style="list-style-type: none"> • Introduce an accredited phonics scheme (Read Write Inc) • Read Write Inc assessments undertaken every 6 weeks identifying key actions. This will lead to early identification of barriers to progress and implement 'Fast Track Tutoring' sessions for disadvantaged children • Disadvantaged children will be on track or above age-related expectations. • Pupil premium children will pass the phonics screener • For disadvantaged pupils with SEND needs good progress from relative starting points and towards ILP (individual learning plan) targets.
<p>A higher rate of of pupil premium children achieving ARE or above in Mathematics</p>	<ul style="list-style-type: none"> • Regular Pixl assessments forensically analysed identifying gaps in mathematics • Arithmetic sessions will be implemented to address the gaps and small group work will be undertaken with pupil premium children to close the gaps. • Pupil premium scores will increase over the year moving a higher number to ARE or above • For disadvantaged pupils with SEND needs good progress from relative starting points and towards ILP targets.
<p>A higher rate of pupil premium children achieving ARE or above in reading</p>	<ul style="list-style-type: none"> • Regular Pixl assessments forensically analysed identifying gaps in reading • Comprehension sessions will be implemented to address the gaps and small group work will be undertaken with pupil premium children to close the gaps. • Pupil premium scores will increase over the year moving a higher number to ARE or above • For disadvantaged pupils with SEND needs good progress from relative

	starting points and towards IEP targets.
Pupils mental health and wellbeing will increase.	<ul style="list-style-type: none"> • Emotional Literacy Support Assistant will undertake assessments using Boxall Profiles of pupil premium children to identify areas of need. • ELSA will receive further training. • Appropriate interventions will take place such as 'Five Point Scales', social stories and emotional wellbeing groups. • Disadvantaged children will have strategies and tools to help them to access learning and feel emotionally stable.

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

Budgeted cost: £5477

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline Conduct baseline assessments to identify target groups at the start of the academic year.</p> <p>Pixl assessments will be forensically analysed and pixl interventions will take place.</p> <p>Whole class teaching addresses key starting points - ensure staff keep up to date with whole class strategies of support for all (staff meetings, CPD, TRGS)</p>	<p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Mastery approach to learning is a promising strategy for lower attaining pupils.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Phonics Staff trained to deliver RWI as new system for phonics. Children grouped into appropriate levels (cross lower years) Matching & monitoring of reading books to phonic ability (inc ditties)</p>	<p>EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>

<p>Staff Development Developing Quality first Teaching for all staff through TRGs, staff training, CPD sessions.</p> <p>Curriculum and knowledge development through attending BEP development sessions.</p>	<p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Staff development on emotional well being</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

Targeted academic support

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English</p> <p>Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths to bring them back to or close to age-related expectations.</p> <p>Pre-teaching to support eligible individuals to access</p>	<p>EEF – Pixl diagnoses development areas from the outset, provides small group tuition.</p> <p>EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.</p>	<p>1,2,3,4</p>

content of maths lessons within whole class mastery sessions.		
Phonics intervention in Key Stage 1	EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1,2,3,4

School Led Tutoring

Budget Cost - £3458

School Led Tutoring Funding 2022/2023 - £1458 (75% of the funding for 9 pupils to receive 135 hours of tutoring in total)

Recovery premium funding - £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention	EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1,2,3,4
Maths Intervention	EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.	1,2,3,4
English Intervention	EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from	1,2,3,4

	the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	
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Wider strategies

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PP children have access to extra-curricular and curriculum enhancing experiences (residential, after school clubs, and ELSA support if needed)	<p><i>Based on a 6 year research project 'Learning Away'–</i></p> <p>Improving students' knowledge, skills and understanding In long-term follow-up studies, 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn.</p> <p>Improving students' resilience, self-confidence and wellbeing 78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential.</p> <p>Boosting cohesion and a sense of belonging 82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4

Total budgeted cost: £ 14435

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 2021 to 2022 academic year.

Intended Outcomes:

Year 1 Phonics Screening

100% of pupil premium pupils passed the phonics screening.

Early Years Foundation Stage

There were 2 children who were in receipt of Pupil Premium in EYFS, 1 of these children were pupils with SEND. 50% of the children 1/2 achieved a good level of development. In writing 100% 2/2 reached the expected standard, in reading 100% 2/2 reached the expected standard, in mathematics 100% 2/2 reached the expected standard.

Key Stage 1

There were 2 children who were in receipt of Pupil Premium in Year 1. In writing 100% 2/2 reached the expected standard, in reading 50% 1/2 reached the expected standard and in mathematics 50% 1/2 reached the expected standard.

Key Stage 2

There were 2 children who were in receipt of Pupil Premium in Year 5, 1 of these children were pupils with SEND. In writing 50% 2/2 reached the expected standard. In reading 0% 1/2 reached the expected standard however 100% of the children moved from below to working towards and in mathematics 0% 1/2 reached the expected standard however 100% of the children moved from below to working towards.

Attendance

The attendance for children who were in receipt of Pupil Premium was 94% for the academic year 2021/22. There were no persistent absences for children who were in receipt of Pupil Premium

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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
Read Write Phonics	Ruth Miskin
ELSA Training	