



Pupil premium strategy statement

This statement details our school's use of pupil premium (and National Tutoring Programme Premium 2023 to 2024 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 School |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 7.86% (11) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024 to 2025/2026 |
| Date this statement was published | Sept 2023 |
| Date on which it will be reviewed | Sept 2024 |
| Statement authorised by | Nick Sale |
| Pupil premium lead | Nick Sale |
| Governor / Trustee lead | Debbie Hardy |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £16945 |
| Recovery premium funding allocation this academic year | £2000 |
| School Based Tutoring Funding | £405 |
| 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 | £19,350 |

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 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics/ early reading than their peers. This negatively impacts their development as readers. Continue the work from last year to ensure that PP continue to perform at least in line with non-PP. Currently, 88.9% of PP achieve ARE or Above in reading compared to 88% of non-PP. |
| 2 | To ensure that PP pupils continue to perform in line with non-PP in maths. Currently, 89% of PP achieve ARE or Above in maths compared to 81% of non-PP. |
| 3 | There has been an increase in the number of children struggling with their mental health over the last 2 years. Some of the children are socially and emotionally more immature and/or vulnerable. Families |

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| | have requested support and have been referred to Early Help, GP or the school nurse. The concerns have been due to a range of factors including; financial, domestic and mental health issues in the home. This has also impacted the attendance rates for disadvantaged children |
| 4 | Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 66.7% of PP achieve ARE or above in writing compared to 76.9% of non-PP. |
| 5. | Family challenges and lack of enrichment experiences – through discussion with parents of disadvantaged pupils we identified the need to ensure all aspects of the wider curriculum are accessible for all regardless of the family financial situations. With this in mind all disadvantaged pupils at Great Dalby Primary School are given full access to all opportunities that the school provides including music lessons, residential, event and school trips. |

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 |
|---|---|
| A higher rate of pupil premium children achieving ARE or above in phonics/early reading across Early Years and KS1. | <ul style="list-style-type: none"> • Staff trained and up to speed with the delivery of RWI as new system. • Children grouped into appropriate levels (cross year group) • Reading books match phonic ability (including ditties) • Pass rate of disadvantaged pupils in line with peers 2023/2024. • Coaching for staff to develop high quality teaching. • Opportunities for fast track tutoring for pupils not at the expected standard. |
| Maths attainment for disadvantaged pupils to be in line with their peers. | <ul style="list-style-type: none"> • Teachers know gaps to be addressed from previous years • 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 age-related expectations. • Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions. |

| | |
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| | <ul style="list-style-type: none"> • Number of disadvantaged pupils reaching age related expectations in line with peers 2024/2025. • Implementation of NumberSense Early Years, Fluency and Timetables across school to develop pupil's fluency and confidence in maths. • Participation in the Maths Hub to support teacher development. |
| To achieve and sustain pupil well-being, resilience and reduced poor mental health | <p>Sustained high levels of confidence and resilience demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Offering ELSA support to pupils who require it. • Staff training on early identification of pupils requiring support. |
| Improved writing development for disadvantaged children | <ul style="list-style-type: none"> • Baseline assessments identify target groups. • Whole class teaching addresses key starting points. • Targeted groups and individuals have appropriate support planned and in place. • Number of disadvantaged pupils reaching age related expectations in English writing in line with peers 2024/2025. |
| All disadvantaged children have access to wider curriculum activities | <ul style="list-style-type: none"> • Increased uptake in music lessons, trips, residential activities. • PP taking part in after school clubs. • PP being given the opportunities to take part in school clubs within the school day as 'First and Always' children. |

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: £7000

Recovery premium funding - £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Baseline</p> <p>Use standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Conduct baseline assessments to identify target groups at the start of the academic year.</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 – focus on LAP writing)</p> <p>Coaching of ECT by experienced staff with a focus on English and maths.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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>1,2,4</p> |
| <p>Phonics</p> | <p>EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the</p> | <p>1</p> |

| | | |
|---|---|----------------|
| <p>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>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. Phonics EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Staff Development Developing Quality first Teaching for all staff through TRGs, staff training, CPD sessions. Curriculum and knowledge development through attending BEP development sessions. We will fund teacher release time to embed key elements of guidance in school and to access BEP resources and CPD Use standardised diagnostic assessments to ensure pupils are on the correct reading book for their level. Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 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) OFSTED have provided documents to support the teaching of many foundations subjects that should be implemented. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support and they are on the right level of book for their needs. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>1,2,3,4</p> |

| | | |
|---|--|--|
| Training for staff in NumberSense Early Years, Fluency and Timestables. | | |
|---|--|--|

Targeted academic support

Budgeted cost: £ 6000

| 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 reading, maths and writing to bring them back to or close to age-related expectations.</p> <p>Pre-teaching, where required, to support eligible individuals to access content of maths lessons within whole class mastery sessions.</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> | 1,2,4 |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Fast Track Read Write Inc.</p> <p>Read Write Inc. Phonics for pupils in KS2 who still require phonics teaching.</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> | 1 |

School Led Tutoring

Budget Cost - £3000

School Led Tutoring Funding 2023/2024 - £405

| 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 |
| 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. | 2 |
| Reading/Writing 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. | 1,2,4 |

Wider strategies

Budgeted cost: £ 3350

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Ensure all PP children have access to extra-curricular and curriculum enhancing experiences i.e. residential, after school clubs.</p> | <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> | <p>3,4</p> |
| <p>Ensure all PP have access ELSA support if needed.</p> | <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i></p> | <p>3</p> |

Total budgeted cost: £19350

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Intended Outcomes:

1. A higher rate of pupil premium children achieving ARE or above in phonics/early reading across Early Years and KS1.

There were 6 PP pupils in EYFS and KS1. 5 out of 6 (83%) achieved at or above in phonics/early reading. 33% achieved above the expected standard.

2. A higher rate of pupil premium children achieving ARE or above in Mathematics

There were 6 PP in EYFS and KS1. 6 out of 6 (100%) achieved ARE or Above in maths. There were 5 PP in KS2. 2 out of 5 (40%) achieved ARE or Above in maths.

3. A higher rate of pupil premium children achieving ARE or above in reading

There were 6 PP pupils in EYFS and KS1. 5 out of 6 (83%) achieved at or above in phonics/early reading. 33% achieved above the expected standard. There were 5 PP in KS2. 5 out of 5 (100%) achieved ARE or Above in reading.

4. Pupils positive mental health and wellbeing will increase.

All PP children had access to extra-curricular experiences at school. A range of after school clubs were provided as well as access to a wide range of opportunities in school i.e. football, netball, basketball, music etc.

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 |
| NumberSense EYFS/Fluency/Timetables | NumberSense |