

Dent Primary School pupil premium strategy statement 2022-2023

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	Dent CE Primary School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	D Prescott
Pupil premium lead	D Prescott
Governor / Trustee lead	B Gilbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6925
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	£8925

Part A: Pupil premium strategy plan

Statement of intent

Our vision is for *all* of our pupils to be joyful in and out of school and to be well equipped to succeed in life and serve their communities. The key principles this leads to in our pupil premium strategy are using any additional funding to a) mitigate specific barriers to fully participating in and succeeding in school, and b) raise attainment for their cohorts so that they benefit from the best quality teaching and teaching support.

Challenges

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

Challenge number	Detail of challenge
1	Low support with reading and learning at home
2	Poor attendance and punctuality
3	Young carer responsibilities which limit academic and personal development
4	Emotional difficulties & trauma / attachment problems

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
1. Improve literacy outcomes for disadvantaged pupils through improved literacy support at home and in school.	Disadvantaged pupils make good progress from their starting points in both end of year teacher assessments and statutory tests, and achieve at least as well as their wider peer groups.
2. Improve attendance and punctuality for disadvantaged pupils so that they do not miss learning and start the day positively with their peers.	Significant improvement in attendance and especially punctuality for disadvantaged pupils, with Pupil Premium attendance as a cohort up by 5%
3. Provide opportunities for disadvantaged pupils and especially young carers to access a wide range of activities that build self-confidence and resilience.	All disadvantaged pupils access a full range of extra-curricular clubs as well as school visits. As high a percentage of disadvantaged pupils as main cohort attend clubs.
4. Engage with parents to ensure disadvantaged pupils receive appropriate referrals and support for personal, social & emotional problems.	Pupils with identified needs around trauma, anxiety, young carers, or any other issues which present barriers to learning access support through school referrals or support signposted by school.

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: £ a) £9089(b) £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a) Continuing to split teaching classes where-ever possible to ensure less year groups per class and smaller class numbers. This allows more reading time with class teacher and more age-specific PSHE.</p>	<p>Our experience is that one of the main challenges to pupils catching up missed learning from poor attendance, or from poor home engagement with reading and homework, is fitting in support when the teacher is already teaching 4 year groups or multiple key stages in 1 class. Using our funding to split KS2 teaching allows more time for reading sessions with smaller groups and also ensures teachers have more time and curriculum space to differentiate catch-up within smaller groups.</p> <p>Pupil Premium menu evidence brief.pdf Part 1 shows that high quality teaching input (which is more easily achieved in smaller groups with less curriculum difference) is advantageous for disadvantaged pupils.</p>	<p>1, 3</p>
<p>b) Extending employment of TA support staff to ensure extra support in KS1 & EYFS for phonics and reading work with small groups.</p>	<p>Again, extra teaching support allows higher quality teaching of smaller groups when deliver SS phonics across as mixed age setting. As per the DfE guidance, strategies which benefit pupil learning across the board in this way also benefit disadvantaged pupils the most.</p>	<p>1</p>

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

Budgeted cost: £ Variable / from within general TA budget / Costs overlap with above activity costs.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading 1-1 sessions as required at the start of school & where possible throughout the day.	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>1-1 support allows the explicit teaching and modelling of comprehension skills which is shown to be a cost effective way to improve outcomes. Where pupils have a specific session at the start of the school day we have found this increases punctuality.</p>	1, 2, 3.
Additional phonics catch-up sessions.	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Says “The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).”</p> <p>Employing more TA hours and using these for interventions allows more specific groups within mixed-age so that more teaching is at the current level of skill.</p>	1,2

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

Budgeted cost: £ a) Low / Variable b) Largely funded by external local fundraising & sports premium c) Overlaps with Activity 1 on split class teaching.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a) Review attendance policy and communicate with parents through regular conversations and half-termly reviews of attendance, offering further support and challenge in the instances. Celebrating consistent or improved attendance with new rewards in school.</p>	<p>Working together to improve school attendance – GOV.UK (www.gov.uk)</p> <p>EEF Parental Engagement Guidance Report. pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2</p>
<p>b) Continue to provide a wide range of extra-curricular clubs and opportunities free of charge to all pupils so that pupils have a range of areas to express themselves, experience success and raise aspirations.</p>	<p>Individual attendance data in school and dialogue with pupils has shown us that specific extra-curricular clubs can be a strong motivator for attendance and a catalyst for improving attendance patterns and therefore improving learning.</p>	<p>1,2,3</p>
<p>c) Use SENDCO & Mental Health Lead to make single agency referrals to CAMHS, Action for Children, CCC Emotional & Wellbeing Service, Young Carers, etc as appropriate. Use school space to host and support these interventions where appropriate.</p>	<p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4</p>
<p>d) Teach PSHE in smaller age specific classes to ensure best progression of SE skills and emotional resilience.</p>	<p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,4</p>

Total budgeted cost: £12,589

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.

1. *Low Support with Reading and Learning at home.* Where pupils had low engagement with homework & reading we worked with families to build a positive relationship and improve expectations. This had a positive outcome and we saw improved engagement with homework & reading from the least engaged households (Covid impact makes comparisons with previous years difficult). Where families had legitimate difficulties supporting reading at home we provided daily reading 1-1 support in school by TAs and teachers to ensure good progress. The overall result was improved confidence and outcomes in core subjects for most of our disadvantaged pupils.
2. *Young Carer responsibilities* Where pupils had young carer responsibilities we offered additional 1-1 support in school to pupils to ensure they had access to an adult for reading aloud daily and for completing other homework. Pupils were supported by referrals to external agencies with emotional wellbeing support (this was at no direct cost to us however it did incur a support cost for TAs working with pupils to catch up). Pupils with Young Carer responsibilities were also offered free participation in extra-curricular events and school visits to ensure they had access to full range of opportunities. All pupils with Young Carer responsibilities attended a range of extra-curricular clubs as a result of this and also attended most school visits. Pupil progress for these pupils was strong across the curriculum.
3. *Emotional based school avoidance* Last year we implemented in-school support strategies to support attendance of disadvantaged pupils. Though Covid impacted the reliability of this data, we saw Pupil Premium Attendance rise from 87.68% in 20-21, to 90.59% in 21-22. The pupils with the lowest attendance in 20-21 had the largest improvement in 21-22, including significant improvement across terms within the year.

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
-----------	----------

Further information (optional)

The above activities come to far more than the allocated pupil premium funding for our school. However we have included them because pupil premium contributes to financing them. Also, as a very small school we would not be likely to fund many specific initiatives solely using pupil premium as it is a relatively small sum and we have no economies of scale.