

# Dallimore Primary and Nursery School

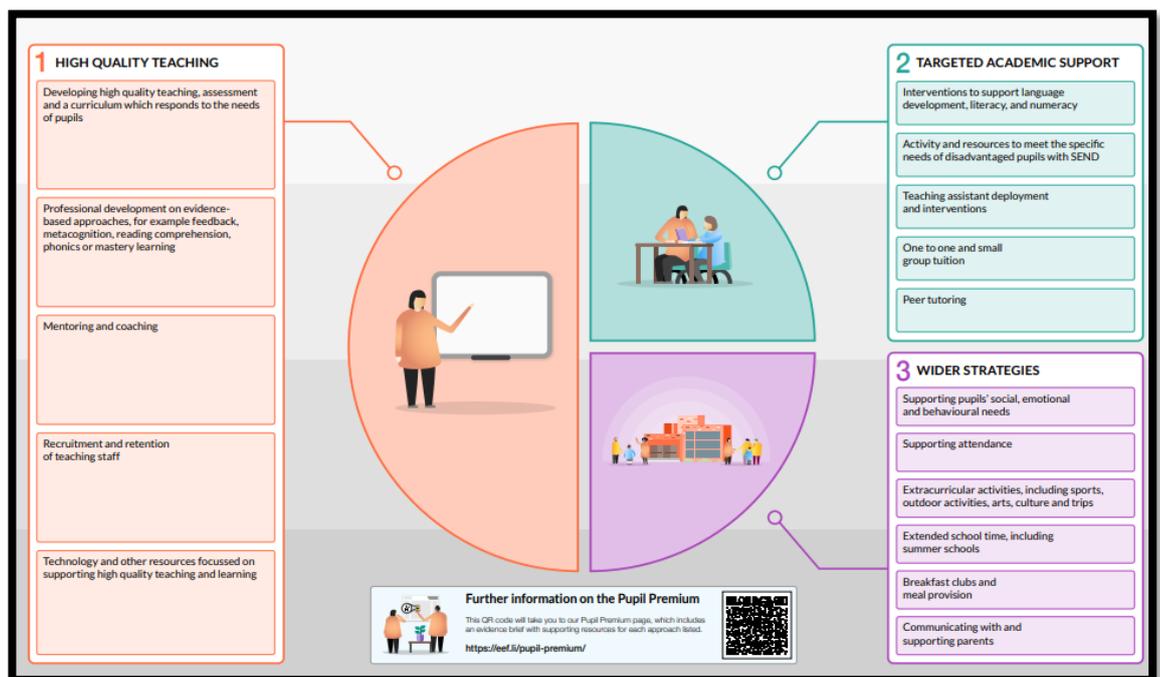
## Pupil premium strategy statement

### 23-24

We continue to base strategies upon the Education Endowment Foundation Guide to Pupil Premium. The EEF guide recognises both the opportunity and the challenge created by the Pupil Premium, setting out a way of using evidence to inform decision-making. It provides advice on creating a Pupil Premium strategy, contests some common myths, and contains case studies of four inspiring schools.



[Pupil-Premium-2023.pdf \(d2tic4wv0liusb.cloudfront.net\)](https://d2tic4wv0liusb.cloudfront.net/Pupil-Premium-2023.pdf)



## Pupil premium strategy statement Dallimore Primary and Nursery School 23-24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	310 (R to Yr 6)
Proportion (%) of pupil premium eligible pupils	37% (46% FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2024
Date this statement was published	21/11/23
Date on which it will be reviewed	Autumn 24
Statement authorised by	FGB
Pupil premium lead	Rachel Crowther
Governor lead	Jamie Sampson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,890
Recovery premium funding allocation this academic year	£19,575
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£231,465</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision 'Aspiring to work with our community towards a bright future for our children' underpins our aim to ensure that all pupils, irrespective of socio-economic status or entitlement to pupil premium, have the opportunity to learn and make at least good progress.

The primary focus for all our school improvement work is to ensure that there is high quality education taking place throughout all phases of school whilst recognising that some children require more support than others at various times.

Additionally, we recognise that some children (including those who are entitled to pupil premium in its various forms) often require some additional support and it is our responsibility to ensure the right support is in place for each pupil and the impact of this is monitored to ensure it's effectiveness. Additional support, or interventions, can take many forms and these are identified through on-going assessments alongside monitoring of attendance, mental health, behaviour and engagement in learning.

We are committed to supporting all children with their social and emotional wellbeing. Our first priority is to ensure that children are steady, ready to learn and access our curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social and Emotional Health</b> We have a significant number of children who find the regulations of their emotions difficult. They present with challenging behaviour at home and at school and require intensive intervention from staff. All staff use the Thrive Approach and this provides consistency throughout all areas of school. Some children (around 33%) also access intensive support through working with learning mentors with specific programmes and action plans.
2	<b>Speech and language</b> Within year 1 and F2 there are a significant number of children who have a specific speech and language programme. These children have regular assessments from the SALT team and programmes are then delivered, monitored and reviewed by teaching assistants. All programmes are shared with parents and strategies shared
3	<b>Limited and under developed reading skills</b> A significant % of pupils (average 45%) within each year group are reading at levels below or well below national expectations. Reading at home for some children is sporadic and to embed a culture of reading is a challenge in all year groups.

4	<p><b>Wider experiences to develop knowledge and understanding/ low cultural capital</b></p> <p>Some children have very few experiences that complement the learning within the wider curriculum. Visits to places of interest rarely take place and first hand experiences are limited for some children.</p>
5	<p><b>Attendance and punctuality</b></p> <p>Overall attendance for Autumn and Spring 22-23 was 93.9% which well below the target of 96%. 17.7% of pupils were persistently absent during this period. Some children have a chaotic start to the day and find coming into school in a calm and settled manner difficult. Some children are persistently late and parents find it difficult to accept responsibility for this.</p>
6	<p><b>Poor and underdeveloped metacognition- especially in writing</b></p> <p>Some children do not yet have the ability to think critically about their learning or are able to take any feedback about their learning. Through developing structures and strategies we aim to develop this and enable children to not only be reflective but to recognise for themselves where they need to make changes and improvements.</p>

## 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. Children will be attending school in a calm and regulated manner. They will be ready to learn and able to access the full curriculum.	<ul style="list-style-type: none"> <li>• Exclusions will be low</li> <li>• Progress of all pupils will be at least good as children are coming into school regulated/ steady and able to access their learning</li> <li>• Children will learn self-regulation strategies and this will lead to long term and sustained change</li> <li>• Children moving to secondary education will continue to attend and enjoy success in their transition</li> </ul>
2. Children will be able to effectively communicate due to improved Speech and Language and outcomes for EYFS GLD and phonics will improve	<ul style="list-style-type: none"> <li>• The number of children on long term Speech and Language programmes will decrease and assessments will show improved outcomes</li> <li>• Children will make accelerated progress in reading due to improved speech and communication</li> </ul>
3. Children who are reading below age related expectations will make accelerated progress and the gap will begin to close.	<ul style="list-style-type: none"> <li>• A clear structure for the teaching of reading will be consistently applied throughout all phases</li> <li>• % Children reaching the expected standard in reading will increase</li> <li>• % of children exceeding the expected standard will increase</li> <li>• Fluency will improve and children will be reading regularly and confidently</li> </ul>

<p>4. Children will have the opportunity to develop their understanding of the wider world, develop their curiosity and tolerance within the community and society</p>	<ul style="list-style-type: none"> <li>• First-hand experiences will complement and enhance the learning taking place in school</li> <li>• There will be some prior knowledge for a greater % of pupils so that learning time is maximised and progress through the wider curriculum subjects is good</li> </ul>
<p>5. Targeted children/ families will have access to support (both internal and external) so that children come to school regularly, on time and ready to learn</p>	<ul style="list-style-type: none"> <li>• Attendance and punctuality will improve for all pupils</li> <li>• The % of PP pupils who are persistently absent will decrease</li> <li>• Parents will feel supported and willing to engage in the drive to improve attendance and punctuality</li> </ul>
<p>6. Children will develop the skills of reflection and be able to accept feedback in order to improve their own writing</p>	<ul style="list-style-type: none"> <li>• % achieving the expected standard in writing will improve in all phases</li> <li>• % achieving greater depth in writing will improve</li> <li>• Teaching strategies and support systems are consistently used throughout all phases of school</li> </ul>

## 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: Approx £150,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Release Deputy Headteacher out of class in order to lead on teaching and learning and development of quality first teaching to ensure consistency across school.	<p>EEF recommendations</p> <div style="border: 1px solid orange; padding: 5px;"> <p><b>1 HIGH QUALITY TEACHING</b></p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>Mentoring and coaching</p> <p>Recruitment and retention of teaching staff</p> <p>Technology and other resources focussed on supporting high quality teaching and learning</p> </div> <p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 6
Commitment to funding specialist reading teacher. Temporary TLR to reflect the work required to develop staff, monitor the progress of all pupils and support pupils who are below national standards		3
Additional purchase of phonically decodable reading books		3
Release time for EYFS lead and Phonics lead to deliver parent workshops 3 x a year		3
Support for Early Career Teachers to develop their own skills in delivering quality first teaching		3, 6
Additional cover for ECTs to ensure appropriate time out of class for professional development (in addition to ECT / PPA time)		3
Ensure that staff are released to liaise with Speech and Language Therapy		2
Dedicate INSET and staff meeting time to ensuring that staff knowledge of Thrive is fully up to date and theory is put into practice consistently.		1

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

Budgeted cost: Approx £40,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime clubs for basic skills- TAs to run 'Read Theory'	<b>2 TARGETED ACADEMIC SUPPORT</b> Interventions to support language development, literacy, and numeracy Activity and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions One to one and small group tuition Peer tutoring	3
Specific reading interventions: BR@P sessions for identified pupils TAs to deliver phonics and reading programmes		3
Purchase of Reading Plus in order to support year 6 pupils develop a fluent and confident readers		3
TA to deliver and monitor speech and language programmes. Speech and Language Therapist has continued to carry out assessments throughout the year. Programmes are pupil specific, delivered by TA and assessed on a 3 monthly basis- or sooner if necessary.		2

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

Budgeted cost: Approx £40,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewards for good attendance	<b>3 WIDER STRATEGIES</b> Supporting pupils' social, emotional and behavioural needs Supporting attendance Extracurricular activities, including sports, outdoor activities, arts, culture and trips Extended school time, including summer schools Breakfast clubs and meal provision Communicating with and supporting parents	6
Life skills sessions: gardening, cooking. Each class has a rotation throughout their time in each key stage for these sessions. This usually runs for a half term		4
Funded breakfast club/ after school club places: some children attend free breakfast club.. We are also supporting parents who are working but in low paid jobs (ie carers)		5
Subsidised residentials, trips and activities: some children will not be able to take part in out of school/		4

curriculum enrichment activities due to lack of financial stability within the family home.	<a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	
Forest School delivery: Forest school is proven to develop confidence and engagement.		4
Additional training and extended hours for learning mentors		1
Adjustment to duties within the admin team to incorporate some pastoral/ family support work - supporting with attendance and punctuality and issues within the home environment		1, 5

Total budgeted cost: Approx £230,000

Additional evidence to support approaches:

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

[Guidance reports | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

[Early Years Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

[Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Statutory and in-school assessments provided the following outcome data:

	School All pupils	School PP Pupils	School non PP pupils	In school gap	National All pupils
EYFS Good Level of Development	66.7%	33%	86%	-53%	67%
% of school making at least expected <i>progress in Reading (Yr 1 to 6)</i>	77%	78%	76%	+1%	
% making at least expected <i>progress in Writing (Yr 1 to 6)</i>	79%	80%	78%	+2%	
% making at least expected <i>progress in Maths (Yr 1 to 6)</i>	81%	77%	83%	-6%	
Phonics at the end of year 1	89%	87%	91%	-4%	79%
Reading at the end of KS1	67%	77%	54%	+27%	68%
Writing at the end of KS1	64%	67%	63%	+4%	60%
Maths at the end of KS1	64%	67%	63%	+4%	70%
RWM combined KS1	53%	52%	54%	-2%	56%
Reading at the end of KS2	67%	66%	68%	-2%	73%
Writing at the end of KS2	71%	72%	68%	+4%	71%
Maths at the end of KS2	76%	72%	80%	-8%	73%
RWM combined KS2	57%	55%	60%	-5%	59%

## Service pupil premium funding

### How our service pupil premium allocation was spent last academic year

- Regular individual/ small group Thrive sessions in order to support social and emotional and mental health
- Daily lunch time provision: both individual and paired sessions in order to promote tolerance and collaborative working. This is a flexible arrangement according to need.

### The impact of that spending on service pupil premium eligible pupils

- Provided opportunity to learn self-regulation skills and increased the time in class engaged in learning
- Improved outcomes
- Few incidents of extreme dysregulation and self-regulation strategies are being developed.

## Further information

We are committed to providing high quality training for staff with regard to supporting children with their social emotional and mental health through the extensive use of the Thrive Approach in all phases of school. This is complemented by continued involvement in the Derbyshire County Council Attachment and Relationship Aware programme and training and feedback from the mental health lead.

We allocate funds from the main school budget in order to ensure that our learning mentors have up to date training, our Thrive licence is maintained year on year and new staff have a sound understanding of the principles that underpin our ethos.

Our pastoral provision is largely focussed upon our disadvantaged pupils whilst maintaining a flexible approach to ensure that all children have access to this as and when necessary.