

Pupil premium strategy statement

Dalton St Michael's C.E. Primary School

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	Dalton St Michael's C.E. Primary School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022; 2022-2023; 2023-2024
Date this statement was published	October 7 th 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Karen Watson Chair of Governors
Pupil premium lead	Adele Robinson Headteacher
Governor / Trustee lead	Karen Watson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,149
Recovery premium funding allocation this academic year	£2266
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	£13,415

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is additional funding to raise the attainment of vulnerable pupils. Since the COVID pandemic and subsequent disruption to our normal school routines, this has become even more important.

Over previous years, this funding has enabled us to provide a range of support and interventions for reading, writing, mathematics, personal and social development. These include:

- 1:1 teacher support
- 1:1 Teaching assistant support
- Small group support
- Additional resources to support intervention

Further to this, broader experiences (enrichment activities, school trips, school residential) have taken place. The Pupil Premium Grant has sometimes been used to support these activities where necessary. This has ensured that every child has the opportunity to achieve their full potential and be fully part of the school community. On occasions, the money has been used to support families with extra-curricular activities, wrap-around care and the purchase of school uniforms.

At Dalton St Michael's, we thoroughly analyse the needs and progress of all our children on an individual basis. We use this information to set appropriate targets for each individual child. As well as identifying appropriate provision for each child requiring some form of intervention.

The impact of the Pupil Premium Grant, over the last four years, has been good with the majority of pupils in receipt of pupil premium having made better progress than similar pupils nationally in reading, writing and maths. The small group work or 'one-to-one' work for particular children has ensured focused intervention, appropriate to the needs of the individual child. This has enabled us to tackle misconceptions and consolidate learning for these children as soon as it becomes apparent.

To ensure the Pupil Premium Grant is used effectively the impact of any intervention is reviewed each term and reported to Governors at their termly meetings.

Challenges

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

Challenge number	Detail of challenge
1	Oral and aural language skills on entry to school are often lower for pupils eligible for PP than other pupils. There is sometimes limited reading or listening to high-quality children's texts.

2	Low attainment on entry to the Early Years Foundation Stage in all areas is sometimes apparent
3	The lockdowns of 2020 and 2021 meant that some children were unable to access some aspects of the curriculum, even when supported by the school, this has inevitably created some gaps in learning.
4	Pupils eligible for Pupil Premium sometimes limited out-of-school experiences, which limit their vocabulary and understanding of the world.
5	Attendance and Punctuality issues are sometimes evident

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 oral and aural language skills for pupils eligible for Pupil Premium.	Children's oral and aural skills to be at Age Related Expectations (ARE) by the end of the academic year.
Increase children's progress in reading for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that greater numbers of pupils eligible for Pupil Premium meet age related expectations.
Reduce the gap in attainment created by the national lockdown and limited exposure to the curriculum in the 2020 and 2021 lockdown.	Increase the proportion of Pupil Premium children achieving Age Related Expectations in Reading, Writing and Maths.
Increase attendance rates for pupils eligible for Pupil Premium	Overall Pupil Premium attendance is in line with other pupils.
Increase accessibility of out-of-school experiences for pupils eligible for Pupil Premium.	All pupils eligible for Pupil Premium take part in out of-school experiences and are included at all times, reducing financial barriers.
Increase parental engagement in their children's learning for families eligible for Pupil Premium	Increased number of parents to engage with homework and online learning.

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: approximately £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language baseline assessment to take place in September 2021.	On entry to Reception, some children will require further support to increase language skills Early Years intervention can prove to give on average 5 months progress based on the EEF.	1, 2
Focus on vocabulary and language in each classroom and school environment.	Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.	1, 2, 3, 4, 5
Staff CPD to focus on high quality teaching for all	All staff have access to a range of CPD to support learners. A focus is to ensure quality first teaching especially in English and Maths for all pupils is apparent throughout school.	1, 2, 3

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

Budgeted cost: £10,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online reading using Pearson Bug Club	Bug Club activelearnprimary.co.uk is used for online reading at home as well as school to support independent reading completed in school. We ensure online reading is linked to each child's phonic knowledge to ensure rapid progress.	1, 2, 3

Reading is a focus in all classes	All children throughout school read to an adult in school regularly. Those children identified as requiring additional support read every day to an adult. We use class novels to complete shared reading in key stage two, which improves children's understanding of the text and increases vocabulary.	1, 2, 3
Phonic lessons are a high priority	All children in EYFS/KS1 take part in daily phonics lessons in guided groups. Some children have additional sessions to increase their phonic knowledge.	1, 2, 3
Maths Mastery approach to teaching mathematics	For all children in year one to complete Maths Mastery lessons to support their learning, therefore, providing focussed activities for all children. Any gaps in learning can be identified quickly and intervention put in place straight away. This approach is cascaded throughout school.	3
Speech Language sessions used for children identified with communication difficulties.	Support staff in school undertake speech and language sessions on a daily basis (program circulated by speech and language therapists)	1, 3
Support staff deliver social and emotional interventions such as Lego therapy	Support staff work with small guided groups when applicable	1, 2, 3, 5
Precision teaching for identified children	Precision teaching for individual children showing gaps in reading, writing and maths. This is highlighted in the school provision map, which is updated termly with the class teachers, SENCO and Headteacher.	1, 2, 3
Targeted support of Pupil Premium children whose attainment was impacted by recent lockdowns, this includes in-class support and small group support across year groups.	The Education Endowment Foundation states that small group tuition has shown to have a potential of +4 months in attainment levels.	1, 2, 3

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

Budgeted cost: approximately £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group activities to support the social and emotional needs of children	Social, emotional and mental health needs of children are likely to be exacerbated by the circumstances of lockdown.	3, 5
To improve attendance for all children - a target of 96.5% for 2021/22	Children who are punctual attend school regularly consistently receive high quality teaching	3, 5
Fund cost of out of school trips/experiences	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially Pupil Premium parents/carers with this.	3, 4
Fund cost of out of school uniform	Families eligible for Pupil Premium are encouraged to order additional pieces of uniform when necessary.	4

Total budgeted cost: £13,415

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

Teaching priorities for academic year 2020 to 2021

Aim	Target	Outcomes
Progress in Reading	To have achieved accelerated rates of progress by the end of the academic year 2020/21. To be working at Age Related Expectations by the end of the academic year 2020/21.	The majority of children were working at Age Related Expectations by the end of the academic year. Reading for pleasure is a focus area for all children in 2021/22.
Progress in Writing	To have achieved accelerated rates of progress by the end of the academic year 2020/21. To be working at Age Related Expectations by the end of the academic year 2020/21.	Progress in writing was good in the autumn term 2020 and summer term 2021. Throughout the lockdown sustained writing was difficult to maintain remotely. This is a priority for all children in 2021/22.
Progress in Mathematics	To have achieved accelerated rates of progress by the end of the academic year 2020/21. To be working at Age Related Expectations by the end of the academic year 2020/21.	The majority of children were working at Age Related Expectations by the end of the academic year.
Phonics	Achieve national average expected standard in the year one phonics. Children in year two to achieve the expected standard of phonics in year two.	Phonics progress was not as evident. Although children learned phonic phonemes and graphemes, the informal Phonics test did not reflect this in June 2021. The children in the current year 2 will undertake the phonics test in November 2021. Targeted support is in place for these children.

Targeted academic support for academic year 2020 to 2021

Measure	Activity	Outcome
Priority 1: To ensure all children attend school regularly and are emotionally and mentally ready for the return to formal learning.	All children to complete a series of workshops relating to emotional health and wellbeing using aconfidentme.co.uk Regular wellbeing calls and conversations between Headteacher/SENCO and families including those with SEND Effective communication and liaison with all families Safety measures and guidance relating to COVID is clearly communicated	Some children took part in aconfidentme. This was enhanced by work in PSHE using an additional resources (1decision) to generate discussion in classes. Communication with families (telephone, text, email) improved and was beneficial to all.
Priority 2: To ensure quality first teaching and learning in English and Maths is apparent and consistent throughout school.	All teaching staff provide quality first teaching for all children to ensure good or better progress is made Bug Club activelearnprimary.co.uk for online reading at home to support independent reading completed in school. To ensure online reading is linked to their phonic knowledge to ensure rapid progress. For all children in year one and year two to complete Maths Mastery lessons to support their learning. To take part on the Nuffield Early Language Intervention for the Reception children. Precision teaching for individual children where applicable (highlighted in school provision map) All staff to attend quality professional development to ensure curriculum development and implementation	The teaching of English and Mathematics was given a high priority in 2020 to 2021. Knowledge and skills were consolidated across the curriculum wherever possible. Precision teaching and intervention was provided for those children highlighted on the provision map who required additional support.
Priority 3: To ensure all children have access to necessary 'catch-up' tuition to overcome barriers to learning and achieve their expected outcomes.	To ensure all staff are aware of the need to enable 'catch-up' for children identified through on-going assessment, pupil progress meetings and the whole-school provision map. Additional support for children both in class, in small group scenarios and 1:1 Increased staffing for focus groups especially in EYFS/KS1	On-going assessments supported staff to identify any gaps in learning. Small group work and 1:1 was used to support different children.

Wider strategies for academic year 2020 to 2021

Measure	Activity	Outcome
Priority 1: To ensure all children attend school regularly and are emotionally and mentally ready for the return to formal learning.	All children to take part in workshops 'A Confident Me' relating to emotional health and wellbeing. Provide opportunities for children to experience activities which will promote emotional wellbeing	Some children took part in a confident me. This was enhanced by work in PSHE using an additional resources 1 decision to generate discussion in classes. Opportunities were provided for children to promote wellbeing through the curriculum. eg. poet in school, gorilla visit
Priority 2: To ensure quality first teaching and learning in English and Maths is apparent and consistent throughout school.	Targeted intervention for all children who missed school due to COVID19 – small group work in all classes. Children will have greater opportunities to access learning at home. Home learning will not always require parents to engage with the activities, affording the children greater independence and sustaining home learning. Providing families with the balance of online learning as well as paper-based activities to support their learning.	Intervention was put in place for identified children who gained from this experience. Parents had access to remote online learning as well as paper-based activities.
Priority 3: To ensure all children have access to necessary 'catch-up' tuition to overcome barriers to learning and achieve their expected outcomes.	Increased staffing rota to support intervention and precision teaching where and when necessary.	Additional time was given to support staff to support intervention.

Externally provided programmes

Programme	Provider
Bug club online reading	Pearson
Purple Mash	2 Simple
Edshed spelling and maths	EdShed

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Service Pupil Premium was spent on small group work and precision teaching.
What was the impact of that spending on service pupil premium eligible pupils?	Time and staffing was available to support pupils with pastoral care and emotional well-being.

Further information (optional)

The socio-economic background of the pupils is very mixed indeed. Our socio-economic indicators indicate:

Overall Multiple Deprivation Index Breakdown at school level = 48.6% of children live in Wards D or below with 32.9% living in Ward E or E*; whilst 40% of our children live in Ward A or A*.

Income Deprivation Affecting Children Index (IDACI score) = 12.9% of children are Band B and C. The IDACI school average is 0.17.

The percentage of pupils eligible for free school meals has reduced over the past few years but we are now seeing an increase:

- 24.6% (26.2% FSM6) in 2014/15
- 8.9% (16.1%FSM6) in 2015/16
- 6.6% (11.5% FSM6) in 2016/17
- 5.2% (8.6% FSM6) in 2017/18
- 10.9% (12.5% FSM6) in 2018/19
- 12.9% (15.7% FSM6) in 2019/20

We are mindful that a significant number of our families are vulnerable. Parents are working and aspirational, however, finances are limited for a number of our families. We work to support all our families.